LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
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Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Business Meeting of the Board

Date	**Tuesday, October 14, 2025**
Time	**6:30 PM**
Place	**Toledo Elementary, 600 SE Sturdevant Rd, Toledo, OR 97391**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Business Meeting of the Board of the Board beginning at 6:30 PM.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

The session will be streamed and can be accessed by visiting our website.

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Business Meeting of the Board
Tuesday, October 14, 2025 - 6:30 PM
Toledo Elementary, 600 SE Sturdevant Rd, Toledo, OR 97391

Agenda

1. Call to Order & Reading of Land Acknowledgment. BG-2
2. Roll Call- Establishment of a quorum
3. Introductions
4. Action Item
   - 4.a. Selection of Interim Zone 2 Director
5. Communications. BG-4
   - 5.a. Written
   - 5.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
   - 5.c. Recognition
     - 5.c.1. Healthy Meals Incentives (HMI) Recognition Awards

HEALTHY MEALS INCENTIVES

USDA SMALL AND/OR RURAL SFA LUNCH TRAILBLAZER RECOGNITION AWARD

2025 Recognition Award

Small and/or Rural Lunch Trailblazer

In recognition of your efforts in reducing sodium in school lunch menus and recipes.

USDA

James C. Miller
Administrator
USDA Food and Nutrition Service

Rob Bisceglie
Executive Officer & President,
Action for Healthy Kids

ACTION FOR HEALTHY KIDS

5.c.2. College Access Champion Awards

CONGRATULATIONS TO THE INAUGURAL WINNERS!

- Bonanza Junior/Senior High School
- Dallas Community High School
- Neah-Kah-Nie High School
- Newport High School
- Parkrose High School
- St. Helens High School
- Toledo Junior/Senior High School

OREGON GOES TO COLLEGE

Oregon Goes To College · Follow

It's time to celebrate Oregon's unsung heroes! 🎉 We are so proud to announce our very first class of College Access Champions! These seven high school... See more

Oregon Goes To College
Contact: Adrienne Enriquez
Director
adrienne.enriquez@oregonstate.edu
541-737-7701
oregongearup.org | oregongoestocollege.org

Congratulations on Earning the College Access Champion Award!

Dear Members of the Lincoln County School Board,

On behalf of Oregon Goes To College, we are thrilled to congratulate Toledo Jr/Sr High School and Newport High School on earning the first annual **College Access Champion Award**!

This recognition celebrates the outstanding efforts your schools have made to ensure students are prepared and supported in pursuing education and training beyond high school. We are proud of the work your staff, students, and families have done to foster a culture of college and career readiness. Their commitment to hosting 12th grade events, participating in College & Career Exploration Month, and supporting federal and state financial aid application completion—along with submitting valuable data and sharing ideas with peers—demonstrates a deep dedication to student success.

As part of this honor, Toledo Jr/Sr High School and Newport High School will receive College Access Champion banners to display proudly in a prominent location within their building. These banners are not only a symbol of achievement but also a canvas we hope to fill with additional years and badges that reflect continued excellence in college access work. The badges your schools earned recognize efforts such as:

- **College and Career Exploration Month** — Hosted events for all grade levels during College and Career Exploration Month.
- **Great Ideas** — Shared ideas/tips and tricks with peers.
- **Media** — Shared photos of events, posted pictures on social media and tagged us, or had an event highlighted in local media.
- **Decision Day** — At least 75% of students have a plan for after high school.

We deeply appreciate your support of this work and your leadership in making college and career readiness a priority. Toledo Jr/Sr High School and Newport High School's examples set a powerful standard for others across Oregon.

We look forward to celebrating your continued success in the years to come.

Warm regards,

Adrienne Enriquez
Director, Oregon GEAR UP

Oregon Goes To College is a statewide initiative of Oregon GEAR UP, which is funded by the **U.S. Department of Education** and supported by **Oregon State University**.

5.c.3. September OSAA Coaching Excellence Award - Megan Smallwood - NHS Volleyball

SEP 2025

OSAA COACHING EXCELLENCE

PACIFIC OFFICE AUTOMATION
— PROBLEM SOLVED —

NEWPORT HIGH SCHOOL

MEGAN SMALLWOOD

NEWPORT VOLLEYBALL

Megan took over the Cubs volleyball program just a few years ago, at a time when participation was declining. Since then, she has increased participation by 15%, and her athletes have gone two consecutive years without any academic eligibility suspensions. The Newport team carries itself with pride and passion; they are true students of the game and unafraid to fail. Megan has also immersed herself in local youth programs—coaching during the off-season and consistently attending other Newport athletic events.

5.d. LCEA Report

6. Consultant Reports/Staff Reports/Student Reports

6.a. Area Report. BG-1

Toledo Elementary School

October

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By May 2026, 80% of students in kindergarten through sixth grade will demonstrate at or above typical growth based on their Acadience Pathways of Progress.

Ideal state: 80% of students in grades kindergarten through sixth grade are at or above grade level based on Acadience assessments.

Current State: 38%

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Next Steps

Tier 1 Systems improvements

- Explicit phonics instruction in grades K-6th
- AVID -Rigorous instruction, focused note-taking & quick writes
- Increase student engagement (choral responses, precision partners, Total physical responses)
- Alignment with intervention groups and small group instruction

Teacher Professional Development & Supports

- Job-embedded professional development
- ToES SAVVAS Reading Implementation Team
- Learning Labs
- AVID Site Team
- Monthly PLCs- focused on looking at student data
- Literacy TOSA-Kate Basham

Admin Professional Development & other Supports

- Trainer for Explicit Phonics instruction
- MTSS-R Leadership Monthly Meetings
- Carol Dissen:
  - Explicit Phonics
  - MTSS-R Leadership
- Walkthrough-timely feedback

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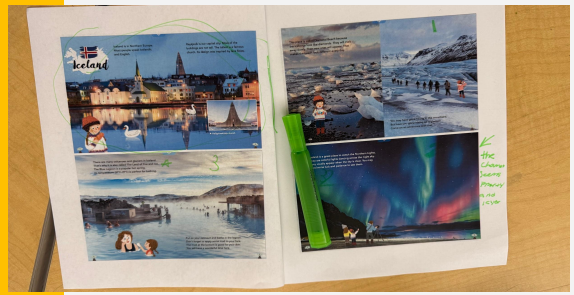
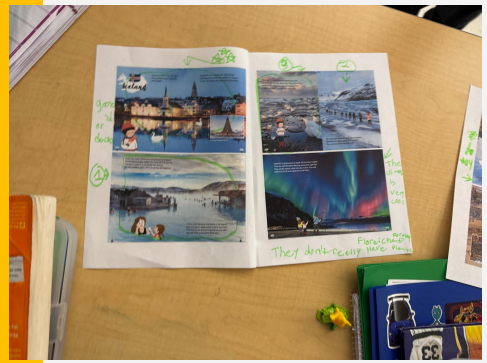
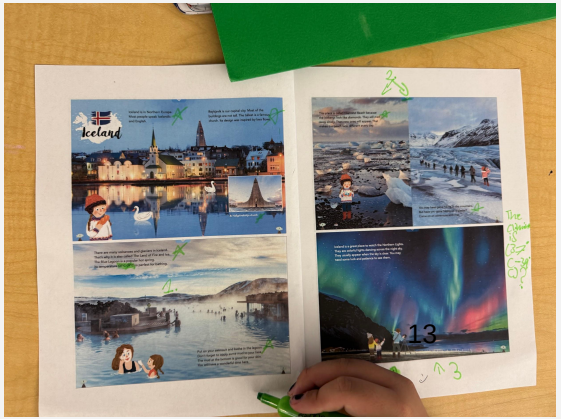
SAVVAS Student Materials and AVID strategies







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6.b. Financial Report. BG-3

LINCOLN COUNTY SCHOOL DISTRICT
BOND CAPITAL CONSTRUCTION FUND 425
UNAUDITED FINANCIAL STATEMENTS
As of September 30, 2025

	Budget	Encumb'd	Actual	Remaining
2024-25				
Revenues:				
Local - Interest				
Bond Proceeds			78,754,146	
Fund Tfrs/Asset Sales				
Beg. Fund Balance *				
Total Revenues	0		78,754,146	(78,754,146)
Expenditures:				
Instruction				
Support Services			447,480	
Facilities Acq & Const			301,154	
Debt Service			52,692	
End Fund Bal/Tfrs				
Total Expenditures	0	0	801,325	0
Fund Balance			**77,952,821**	
Less Encumbered			0	
Available for Expenditure			**77,952,821**	
2025-26				
Revenues:				
Local - Interest			62,513	
Bond Proceeds				
Fund Tfrs/Asset Sales				
Beg. Fund Balance *			77,952,921	
Total Revenues	0		78,015,434	(78,015,434)
Expenditures:				
Instruction				
Support Services			447,490	
Facilities Acq & Const		3,892,898	2,343,757	
Debt Service			63,392	
End Fund Bal/Tfrs				
Total Expenditures	0	3,892,898	2,854,638	0
Fund Balance			**75,160,796**	
Less Encumbered			3,892,898	
Available for Expenditure			**71,267,898**	

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $25,000 - BOND FUNDS
2025-26 Fiscal Year
AUGUST 2025

Date	Payee	Description		Amount
8/15/2025	NORTHWEST PLAYGROUND EQUIP, INC.	OLE - SAFETY PLAYGROUND TILES	$	58,267.85
8/15/2025	STUTZMAN & KROPF CONTR. INC	NMS - LABOR ROOF REMOVAL/INSTALLATION	$	102,153.60
8/15/2025	JAY N MORRIS CONSTRUCTION	YVE - FRAMING AND SIDING / WHS DOORS	$	42,466.57
8/15/2025	BUILDERS FIRST SOURCE	CVH - ROOFING MATERIALS	$	66,308.38
8/29/2025	JAMES DRAYTON TRUCKING & EXCAV.	OLE - DRAIN CONSTRUCTION	$	30,092.00
8/29/2025	DAN KAUFFMAN EXCAVATING INC.	OLE - GRADING	$	28,657.53
8/29/2025	COPELAND LUMBER YARDS, INC	VARIOUS CONSTRUCTION MATERIALS	$	32,594.10

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $25,000 - BOND FUNDS
2025-26 Fiscal Year
SEPTEMBER 2025

Date	Payee	Description		Amount
9/5/2025	ACT GLOBAL AMERICAS INC	OLES-SYNTHETIC TURF SYSTEM	$	58,820.00
9/9/2025	NORTHWEST SPORTS TURF SOLUTIONS	OLES-ARTIFICIAL TURF FIELD	$	51,464.60
9/11/2025	SMEED COMMUNICATION SERVICES	TAHS-LOCKDOWN SYSTEM	$	464,447.34
9/11/2025	ELK RIDGE SERVICES, LLC	TAHS-CTE FORESTY FRAME- LABOR	$	51,376.00
9/19/2025	M&S GEN CONT & REMODELING LLC	CVH-SIDING/WINDOW REMOVE, MATERIAL, INSTALL	$	82,736.82
9/19/2025	JERRY PRATER CONSTRUCTION, INC	TAHS-GRANDSTAND-ROOF REMOVAL, REPAIR, REPLACE	$	38,730.55
9/25/2025	OETC	LCD SCREENS-CLASSROOM TECH	$	26,925.00

LINCOLN COUNTY SCHOOL DISTRICT
BOND INVESTMENTS REPORT
September 30, 2025

Piper Sandler & Co Brokerage Account, Bank of New York - Pershing
US Treasury Fixed Income Securities

Beginning Balance	$	58,955,158
Additions		192,811
Reductions		-
Ending Balance	**$**	**59,147,969**

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	$	13,019,660
Additions		49,223
Reductions		0
Ending Balance	**$**	**13,068,883**

Oregon Coast Bank - Money Market Account

Beginning Balance	$	6,148,848
Additions		19,632
Reductions		1,168,003
Ending Balance	**$**	**5,000,477**

Monthly Totals

Beginning Balance	$	78,123,666
Additions	$	261,665
Reductions	$	1,168,003
Ending Balance	**$**	**77,217,328**

Interest Rates	**Aug**	**Sept**
LGIP	**4.60%**	**4.60%**
Oregon Coast Bank	**4.65%**	**4.65%**

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2025-26
Year To Date Transactions as of September 30, 2025 - UNAUDITED

REVENUES	Period 1 Actual July '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Projected Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected March '26	Period 10 Projected April '26	Period 11 Projected May '26	Period 12 Projected June '26	Period 13 Projected July '26	Projected 2025-26 Totals		Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	YTD Diff Budget vs. Projected	% of Budget
LOCAL SOURCES:																			
Current year's levy					34,801,276	7,136,308	575,138	298,987	1,124,249	164,440	182,950	1,194,565	840,777	46,318,690	*	46,319,020	-	(330)	0%
Prior years' taxes		171,229	139,791	98,353	52,031	86,749	32,068	33,475	94,219	(38,564)	38,471	98,889	89,483	896,193	*	805,000	171,229	91,193	21%
Interest on Investments	205,418	207,504	197,856	26,265	41,650	110,753	96,042	85,962	81,366	61,137	64,314	100,097	32,301	1,310,665		805,515	412,922	505,150	51%
Fees Charged to Grants				18,056	16,224	15,174	33,988	21,266	27,777	40,047	24,148	140,299	92,081	429,060		439,247	-	(10,187)	0%
Rentals							5,000					5,000		10,000		10,000	-	-	0%
Contributions														0			-	-	#DIV/0!
Other Local Income	25,383	(10,706)	689	66,932	71,264	99,106	79,812	48,990	82,796	90,705	99,448	138,907	326,720	1,120,046		1,169,587	14,677	(49,541)	1%
INTERMEDIATE SOURCES:																	-		
ESD - Severe Disab Support							123,000					123,000		246,000		246,000	-	-	0%
County School Fund							119,875					180,125		300,000	*	300,000	-	-	0%
Other, Hvy Eq Rent Tax, etc		1,250												1,250			1,250	1,250	#DIV/0!
STATE SOURCES:																	-		
SSF- Current Year	3,696,772	1,847,277	1,847,277	1,846,386	1,848,386	1,848,386	1,848,386	1,959,060	1,959,060	1,934,060	1,959,060			22,594,110		22,621,328	5,544,049	(27,218)	25%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund							329,295					329,295		658,590	*	658,590	-	-	0%
State Timber				59,937	65,345	29,748		61,431			107,817	39,176	136,546	500,000	*	500,000	-	-	0%
Unrstd Grants, HCD, Wildfire				57,705				726	2,687	52,575	38,914	47,393		200,000		200,000	-	-	0%
FEDERAL SOURCES:																	-		
Federal Forest Fees														0			-	-	#DIV/0!
Foster Care Transp Reimb													50,000	50,000		50,000	-	-	0%
OTHER RESOURCES:																	-		
Interfund Transfer														0			-	-	#DIV/0!
Sale of Assets/Ins Proceeds			597											597			-	597	#DIV/0!
Beginning Fund Balance	14,569,365													14,569,365		13,924,568	14,569,365	644,797	105%
Total Monthly Revenues	**18,496,938**	**2,216,554**	**2,186,210**	**2,173,634**	**36,896,176**	**9,326,224**	**3,242,604**	**2,509,897**	**3,372,154**	**2,304,400**	**2,515,122**	**2,396,746**	**1,567,908**	**89,204,567**		**88,048,855**	**20,713,492**	**1,155,712**	**24%**
CUMULATIVE RESOURCES	**18,496,938**	**20,713,492**	**22,899,702**	**25,073,336**	**61,969,512**	**71,295,736**	**74,538,340**	**77,048,237**	**80,420,391**	**82,724,791**	**85,239,913**	**87,636,659**	**89,204,567**						
EXPENDITURES																			
Salaries (100)	636,041	819,461	2,919,200	2,469,169	2,596,048	2,486,373	2,452,947	2,554,468	2,463,529	2,423,288	2,585,376	6,050,583	5,482,990	35,239,168		35,239,168	1,455,502	-	4%
Employee benefits (200)	268,553	347,369	1,371,670	1,402,721	1,439,272	1,393,971	1,394,113	1,414,243	1,414,511	1,409,052	1,449,363	3,551,532	1,744,296	18,640,916		18,640,916	615,921	-	3%
Purchased services (300)	1,318,821	905,005	1,143,470	1,440,713	1,360,335	2,018,130	1,633,280	1,566,101	1,610,327	1,676,419	1,937,475	2,015,270	1,149,602	19,916,806		19,916,806	2,223,826	-	11%
Supplies (400)	102,433	204,326	280,565	153,883	138,567	130,654	106,000	96,937	94,101	148,166	183,080	273,634	258,164	2,114,981		2,114,981	306,759	-	15%
Capital outlay (500)			0	12,561	18,477	9,226		5,440	4,104	22,772	23,718	39,308		204,580		204,580	-	-	0%
Insurance/Other (600)	1,204,466	4,428	33,646	23,685	30,709	17,137	13,844	6,862	6,427	9,332	41,519	29,812	34,872	1,387,759		1,387,759	1,208,895	-	87%
Interfund Transfers (700)											1,000,000	345,198				1,345,198	-	(1,345,198)	0%
Contingency (800)																3,750,000	-	(3,750,000)	0%
Unappropriated Funds (800)																5,449,457	-	(5,449,457)	0%
Total Monthly Expenditures	**3,530,314**	**2,280,590**	**5,748,551**	**5,502,732**	**5,583,408**	**6,055,491**	**5,600,184**	**5,644,051**	**5,592,999**	**5,689,029**	**7,220,531**	**12,305,337**	**8,669,924**	**77,504,210**		**88,048,865**	**5,810,903**	**(10,544,655)**	**7%**
CUMULATIVE EXPENDITURES	**3,530,314**	**5,810,903**	**11,559,454**	**17,062,186**	**22,645,594**	**28,701,085**	**34,301,269**	**39,945,320**	**45,538,319**	**51,227,348**	**58,447,879**	**70,753,216**	**79,423,140**						
Month-end Fund Balance	**14,966,624**	**14,902,588**	**11,340,248**	**8,011,150**	**39,323,918**	**42,594,651**	**40,237,071**	**37,102,917**	**34,882,072**	**31,497,443**	**26,792,034**	**16,883,443**	**9,781,427**	**11,700,357**				**14,902,588**	

Revenue Assumptions:

Projection amounts based on Adopted Budget and avg % received during same time period over past 8 years

Beginning Fund Balance is Unaudited. Includes $1,324,854 Wildfire Funds Received Early. ($692,968) reduction from Aug report due to year end entries

*** Local Revenue - Projected**	**48,673,473**	
Local Revenue included in 3/3/25 SSF Estimate	48,582,610	
Estimated 2024/25 SSF Adjustment (May 2026)	**(90,864)**	Depends on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**11,609,493**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(9,199,457)	
Less Estimated Building Ending Fund Balance for use in 2025-26	(1,040,181)	
Excess Ending Fund Balance	**1,369,855**	BFB - 24/25 Wildfire Funds $1,324,854 Rcvd Early

Expenditure Assumptions:

Projection amounts based on Adopted Budget and avg % expended during same time period over past 8 years

Monthly ADM - Prior Years

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
5,567.9	4,892.4	5,163.5	5,095.5	4,959.1	4,775.6
5,586.5	4,945.8	5,189.8	5,111.6	4,984.2	4,767.7
5,596.7	4,968.0	5,191.8	5,109.0	4,974.9	4,757.7
5,585.9	5,089.1	5,192.9	5,098.5	4,961.0	4,746.6
5,577.6	5,054.0	5,184.1	5,095.4	4,945.4	4,726.8
5,569.1	5,052.3	5,180.8	5,103.0	4,935.4	4,716.6
COVID-19	5,048.6	5,170.4	5,101.0	4,911.4	4,709.8
ADM Frozen	5,048.6	5,167.2	5,097.6	4,872.3	4,700.5
2nd Qtr (Dec)	5,049.0	5,157.0	5,093.8	4,859.1	4,690.4
	5,090.2	5,122.6	5,007.0	4,833.5	
	5,090.2	5,122.6	5,072.2	4,916.2	

Monthly ADMr Comparison	Monthly ADM 2025-26	YTD ADM 2025-26	Budgeted	YTD Diff
September	4,641.8	4,641.8	4,536.5	105.3
October				
November				
December				
January				
February				
March				
April				
May				
June				
June YTD				

Lincoln County School District
2025-26 Monthly Comparison - General Fund Projected to Actual
September 2025

REVENUES	Projected**	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy			-	*	
Prior years' taxes	96,378	139,791	43,413	*	
Interest on Investments	33,657	197,856	164,199		Interest not yet Segregated
Fees Charged to Grants	8,623		(8,623)		Varies based on actual expense
Rentals			-		
Contributions			-		
Other Local Income	35,836	689	(35,147)		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support			-		
County School Fund			-	*	
Other, Hvy Eq Rent Tax, etc			-		
STATE SOURCES:					
SSF- Current Year	1,848,386	1,847,277	(1,109)	*	
SSF- Prior Year			-	*	
Common School Fund			-	*	
State Timber			-	*	
Unrestricted Grants			-	*	
FEDERAL SOURCES:					
Federal Forest Fees			-		
Foster Care Transport Reimb			-		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds		597	597		
Beginning Fund Balance			-		
Total Monthly Revenue	**2,022,880**	**2,186,210**	**163,330**		
EXPENDITURES					
Salaries (100)	2,413,905	2,919,200	505,295		Addl 2% Licensed CBA
Employee benefits (200)	1,379,131	1,371,670	(7,461)		
Purchased services (300)	1,092,704	1,143,470	50,766		
Supplies (400)	187,783	280,565	92,782		
Capital outlay (500)	8,539		(8,539)		
Insurance/Other (600)	33,293	33,646	353		
Interfund Transfers (700)			-		
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**5,115,355**	**5,748,551**	**633,196**		

*Indicates SSF formula revenue -- excesses are returned to the State

** Projections based on budget and average % received/expended during same time period over past 8 years

Lincoln County School District
2025-26 General Fund - Purchased Services Monthly Comparison
September 2025

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	400	988	29,919										31,307
Cleaning Services	195,560	195,560	195,560										586,681
Repairs & Maint	45,180	59,774	28,638										133,592
Rentals	1,615	29,368	1,615										32,598
Utilities	134	36,667	115,382										152,183
Transportation	77	3,668	199,468										203,213
Travel	1,862	7,149	756										9,767
Telephone		8,522	4,330										12,852
Postage	2,042	1,529	3,515										7,086
Advertising	115	15											130
Printing & Binding	4,147	4,956	15,655										24,758
Data Lines		390	300										690
Charter School Pmts	1,027,152	513,577	513,577										2,054,306
Tuition		33,166	33,166										66,331
Audit Services													-
Legal Services		300	1,476										1,776
Architect/Engr Svcs													-
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs	40,537	9,375	112										50,024
Total	**1,318,821**	**905,005**	**1,143,470**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**3,367,296**
For Reference Only:													
Less Transportation	(77)	(3,668)	(199,468)	-	-	-	-	-	-	-	-	-	
Charter Sch Pmts	(1,027,152)	(513,577)	(513,577)	-	-	-	-	-	-	-	-	-	
Purchased Services	**291,593**	**387,760**	**430,425**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**A**

Notes:

A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.

LINCOLN COUNTY SCHOOL DISTRICT

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of September 30, 2025 - UNAUDITED

Special Revenues & Grants (200-285 & 900-994)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	2,644,752		298,617	2,346,135
Intermediate				
State	4,226,536			4,226,536
Federal	8,116,673		7,420	8,109,253
Beg. Fund Balance *	2,946,543		2,830,779	115,764
Total Revenues	17,934,504		3,136,816	14,797,688
Expenditures:				
Instruction	5,390,737	2,602,809	419,640	2,368,289
Support Services	7,811,049	1,886,960	380,191	5,543,898
Enterprise	883,134	120,982	38,303	723,849
Facilities Acq & Const	3,849,584	96,580		3,753,004
End Fund Bal/Tfrs				0
Total Expenditures	17,934,504	4,707,331	838,134	12,389,040
Fund Balance			**2,298,682** ***	

Indigenous Peoples (286)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	86,279		186,279	(100,000)
Total Revenues	86,279	0	186,279	(100,000)
Expenditures:				
Instruction	86,279	9,501		76,778
Support Services				0
End Fund Balance				0
Total Expenditures	86,279	9,501	0	76,778
Fund Balance			**186,279**	
Less Encumbered			9,501	
Available for Expenditure			**176,778**	

Musical Instruments (287)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Transfers				0
Beg. Fund Balance*	433,661		533,656	(99,995)
Total Revenues	433,661		533,656	(99,995)
Expenditures:				
Instruction	393,000			393,000
Support Services	40,661			40,661
End Fund Balance				0
Total Expenditures	433,661	0	0	433,661
Fund Balance			**533,656**	
Less Encumbered			0	
Available for Expenditure			**533,656**	

Pre-School Promise (288)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	563,400			563,400
Beg. Fund Balance*			0	0
Total Revenues	563,400		0	563,400
Expenditures:				
Instruction	528,104	393,597	37,253	97,254
Support Services	35,296	22,936	4,615	7,745
Enterprise				0
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	563,400	416,533	41,868	104,999
Fund Balance			**(41,868)** ***	

Student Investment Account (289/989)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	5,571,216		1,421,228	4,149,988
Beg. Fund Balance*				0
Total Revenues	5,571,216		1,421,228	4,149,988
Expenditures:				
Instruction	2,539,308	1,924,262	174,633	440,413
Support Services	2,776,748	2,247,830	236,883	292,035
Enterprise	255,160			255,160
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	5,571,216	4,172,092	411,516	987,608
Fund Balance			**1,009,712** ***	

Curriculum (290)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	80,000			80,000
Transfers	500,000			500,000
Beg. Fund Balance*	5,440,952		4,908,824	532,128
Total Revenues	6,020,952		4,908,824	1,112,128
Expenditures:				
Instruction	1,098,000	128,790	451,707	517,504
Support Services				0
Contingency	4,922,952			4,922,952
End Fund Balance				
Total Expenditures	6,020,952	128,790	451,707	5,440,456
Fund Balance			**4,457,117**	
Less Encumbered			0	
Available for Expenditure			**4,457,117**	

Balances updated at 10-8-25

Small Schools Grant (291) WHS & Toledo Jr/Sr HS

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local				0
State	72,519			72,519
Beg. Fund Balance *	205,142		172,991	32,151
Total Revenues	277,661		172,991	104,670
Expenditures:				
Instruction	180,216	5,940	626	173,650
Support Services	24,926	6,300		18,626
Enterprise				0
Facilities Acq & Const				
Conting/End Fund Bal	72,519			72,519
Total Expenditures	277,661	12,240	626	264,795
Fund Balance			**172,365**	
Less Encumbered			12,240	
Available for Expenditure			**160,125**	

High School Success (292)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	1,552,634			1,552,634
Beg. Fund Balance *				0
Total Revenues	1,552,634		0	1,552,634
Expenditures:				
Instruction	783,030	399,779	96,171	287,081
Support Services	769,604	240,730	66,097	462,777
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,552,634	640,509	162,267	749,858
Fund Balance			**(162,267)** ***	

Building Maintenance (293)

	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	50,000		542	49,458
Federal				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance *	2,185,005		2,433,348	(248,343)
Total Revenues	2,235,005		2,433,890	(198,885)
Expenditures:				
Instruction	375,000			375,000
Support Services	675,000	193,922	52,319	428,760
Enterprise				
Facilities Acq & Const	1,185,005	9,343	77,084	1,098,578
End Fund Bal/Tfrs				
Total Expenditures	2,235,005	203,265	129,403	1,902,338
Fund Balance			**2,304,487**	
Less Encumbered			203,265	
Available for Expenditure			**2,101,222**	

* **Beginning Fund Balances are Unaudited**
** **Fund Balances do NOT include encumbered expenditures**
*** **Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of September 30, 2025 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	269,150		3,346	265,804
State	125,000		11	124,989
Federal	3,326,636		24,850	3,301,786
Beg. Fund Balance *	100,000		196,889	(96,889)
Total Revenues	3,820,786		225,096	3,595,690
Expenditures:				
Instruction	68,210	27,434	17,823	22,953
Support Services	37,724	28,264	9,394	66
Enterprise	3,714,852	3,067,342	129,529	517,981
Total Expenditures	3,820,786	3,123,040	156,746	541,000
Fund Balance			**68,350** ***	

	Budget	Encumb'd	YTD Actual	Remaining
Student Activities (295)				
Revenues:				
Local	1,380,723		254,321	1,126,402
Beg. Fund Balance *	1,500,000		1,305,603	194,397
Total Revenues	2,880,723		1,559,924	1,320,799
Expenditures:				
Instruction	1,500,723	165,463	218,188	1,117,072
Support Services	110,000	392	971	108,637
Enterprise	100,000			100,000
Contingency	1,170,000			1,170,000
Total Expenditures	2,880,723	165,855	219,159	2,495,709
Fund Balance			**1,340,765**	
Less Encumbered			165,855	
Available for Expenditure			**1,174,910**	

	Budget	Encumb'd	YTD Actual	Remaining
Outdoor School for All (296)				
Revenues:				
State	327,689			327,689
Total Revenues	327,689		0	327,689
Expenditures:				
Instruction	306,018			306,018
Support Services	21,671			21,671
Total Expenditures	327,689	0	0	327,689
Fund Balance			**0** ***	

	Budget	Encumb'd	YTD Actual	Remaining
Technology (298)				
Revenues:				
Local	20,515		2,081	18,434
Transfers	500,000			500,000
Beg. Fund Balance*	4,475,000		4,438,364	36,636
Total Revenues	4,995,515		4,440,445	555,070
Expenditures:				
Instruction	334,000			334,000
Support Services	463,989	34,810	61,532	367,647
Contingency	1,000,000			1,000,000
End Fund Balance	3,197,526			3,197,526
Total Expenditures	4,995,515	34,810	61,532	4,899,173
Fund Balance			**4,378,913**	
Less Encumbered			34,810	
Available for Expenditure			**4,344,103**	

	Budget	Encumb'd	YTD Actual	Remaining
Vehicle Replacement (299)				
Revenues:				
Local	128,500			128,500
Sale of Assets				0
Beg. Fund Balance *	96,557		163,144	(66,587)
Total Revenues	225,057		163,144	61,913
Expenditures:				
Support Services	225,057		55,348	169,709
End Fund Balance				
Total Expenditures	225,057	0	55,348	169,709
Fund Balance			**107,796**	
Less Encumbered			0	
Available for Expenditure			**107,796**	

	Budget	Encumb'd	YTD Actual	Remaining
PERS Bonds Debt Service (320)				
Revenues:				
Local	4,850,636		482,563	4,368,073
Beg. Fund Balance *	7,162,566		8,810,481	(1,647,915)
Total Revenues	12,013,202		9,293,044	2,720,158
Expenditures:				
Debt Service	6,167,240			6,167,240
End Fund Balance	5,845,962			5,845,962
Total Expenditures	12,013,202	0	0	12,013,202
Fund Balance			**9,293,044**	

	Budget	Encumb'd	YTD Actual	Remaining
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	6,179,420		62,994	6,116,426
Transfers	6,695,000			6,695,000
Beg. Fund Balance *	8,862,585		9,109,376	(246,791)
Total Revenues	21,737,005		9,172,370	12,564,635
Expenditures:				
Debt Service	15,042,000			15,042,000
Transfers	6,695,005			6,695,005
End Fund Balance				0
Total Expenditures	21,737,005	0	0	21,737,005
Fund Balance			**9,172,370**	

	Budget	Encumb'd	YTD Actual	Remaining
Capital Construction Fund (405)				
Revenues:				
Local	620,000		77,414	542,586
Beg. Fund Balance *	1,944,505		1,971,770	(27,265)
Total Revenues	2,564,505		2,049,184	515,321
Expenditures:				
Support Services	510,000		42,999	467,001
Facilities Acq & Const	2,054,505	500,000	391,831	1,162,674
Total Expenditures	2,564,505	500,000	434,830	1,629,675
Fund Balance			**1,614,354**	
Less Encumbered			500,000	
Available for Expenditure			**1,114,354**	

	Budget	Encumb'd	YTD Actual	Remaining
OSCIM Grant - Capital Construction Fund				
Revenues:				
State				0
Beg. Fund Balance *				0
Total Revenues	0		0	0
Expenditures:				
Support Services				0
Facilities Acq & Const				0
Total Expenditures	0	0	0	0
Fund Balance			**0**	
Less Encumbered			0	
Available for Expenditure			**0**	

	Budget	Encumb'd	YTD Actual	Remaining
Future Property Purchases Reserve (420)				
Revenues:				
Local	25,000			25,000
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,156,355		1,182,565	(26,210)
Total Revenues	1,181,355		1,182,565	(1,210)
Expenditures:				
Facilities Acq & Const	1,181,350			1,181,350
Transfers	5			
Total Expenditures	1,181,355			1,181,355
Fund Balance			**1,182,565**	

	Budget	Encumb'd	YTD Actual	Remaining
Dental/Vision Self Insurance (610)				
Revenues:				
Local	1,011,583		108,540	903,043
Beg. Fund Balance *	1,356,628		1,332,871	23,757
Total Revenues	2,368,211		1,441,411	926,800
Expenditures:				
Support Services	988,107		267,625	720,482
Contingency	1,380,104			1,380,104
Total Expenditures	2,368,211		267,625	2,100,586
Fund Balance			**1,173,786**	
Less Encumbered			0	
Available for Expenditure			**1,173,786**	

	Budget	Encumb'd	YTD Actual	Remaining
District Medical Group HRA (620)				
Revenues:				
Local	910,000		98,838	811,162
Beg. Fund Balance	3,217,270		3,438,617	(221,347)
Total Revenues	4,127,270		3,537,455	589,815
Expenditures:				
Support Services	1,114,655	18,154	141,888	954,613
End Fund Balance	3,012,615			3,012,615
Total Expenditures	4,127,270	18,154	141,888	3,967,228
Fund Balance			**3,395,566**	
Less Encumbered			18,154	
Available for Expenditure			**3,377,413**	

Balances updated at 10-8-25

*** Beginning Fund Balances are Unaudited**

**** Fund Balances do NOT include encumbered expenditures**

***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $25,000 - All Funds
2025-26 Fiscal Year
SEPTEMBER 2025

Date	Payee	Description		Amount
9/5/2025	WAXIE	CUSTODIAL SUPPLIES-VARIOUS LOCATIONS	$	59,957.81
9/5/2025	NORTHWEST SPORTS TURF SOLUTIONS	NHS-REMOVE, REPAIR AND INSTALL TURF FIELD	$	220,150.00
9/5/2025	CDW GOVERNMENT, INC.	GOOGLE SOFTWARE SUBSCRIPTION	$	25,881.47
9/5/2025	AVID CENTER	ELEMENTARY TEACHER DEVELOPMENT	$	37,150.00
9/5/2025	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACT SERVICES	$	197,294.67
9/5/2025	ACT GLOBAL AMERICAS INC	NHS-SYNTHETIC TURF SYSTEM	$	58,820.00
9/12/2025	OREGON DEPARTMENT OF EDUCATION	REIMBURSE TITLE 1-A FUNDS	$	103,442.00
9/12/2025	LATHAM CENTERS, INC.	TUITION-SPECIAL ED OUT OF STATE PLACEMENT	$	33,165.66
9/12/2025	CURRICULUM ASSOCIATES, INC RMT	SECONDARY MATH & READING CURRICULUM	$	53,171.50
9/12/2025	DELL MARKETING, LP	MONITORS-STAFF TECHNOLOGY	$	25,605.96
9/12/2025	FIRST STUDENT, INC.	MONTHLY CONTRACT SERVICES	$	242,059.14
9/15/2025	LINCOLN COUNTY CLERK	ELECTION - BOND BALLOT TITLE	$	28,895.00
9/19/2025	EDDYVILLE CHARTER SCHOOL	2025-26 SSF PAYMENT	$	282,004.00
9/19/2025	SILETZ VALLEY CHARTER SCHOOL	2025-26 SSF PAYMENT	$	231,573.00

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
September 30, 2025

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	$	40,211,705
Additions		1,607,680
Reductions		5,000,000
Ending Balance	**$**	**36,819,385**

Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds

Beginning Balance	$	841,394
Additions		260,490
Reductions		0
Ending Balance	**$**	**1,101,884**

Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds

Beginning Balance	$	956,806
Additions		296,694
Reductions		0
Ending Balance	**$**	**1,253,500**

Oregon Coast Bank - Money Market Account

Beginning Balance	$	11,460,826
Additions		5,046,928
Reductions		3,964,505
Ending Balance	**$**	**12,543,249**

Oregon Coast Bank - 9 Month Time CD (Fund 331 QSCB Sinking Fund)
3.94%

Beginning Balance	$	1,881,199
Additions		18,305
Reductions		-
Ending Balance	**$**	**1,899,504**

Monthly Totals

Beginning Balance	$	55,351,930
Additions	$	7,230,097
Reductions	$	8,964,505
Ending Balance	**$**	**53,617,522**

Interest Rates	**July**	**Aug**	**Sept**
LGIP	**4.60%**	**4.60%**	**4.60%**
Oregon Coast Bank	**4.65%**	**4.65%**	**4.65%**

6.c. Food Services Report (Written). BG-4

THE MONTHLY FEED - OCTOBER 2025

jamie.nicholson@lincoln.k12.or.us
scott.barker@lincoln.k12.ort.us
rebecca.smith @lincoln.k12.or.us

NUTRITION SERVICES
Lincoln County School District
School Meals · Gardens · Food Pantry
Growing Foods - Growing Minds - Feeding Our Future

Welcome!

Hello, I'm Scott Barker. I'm Lincoln County School District's new Garden Coordinator. I'm a life long gardener with a love of education and learning. My background includes experience in plant science and teaching. I'm returning to the education arena after working in the construction industry and I'm very excited to be here. I look forward to getting to know you.

Things that bring me joy:

- Unusual plants
- Fungi
- The arts
- Being in the ocean
- Learning new things
- My wife and two cats (Tacocat and Popcorn)

To contact Scott:
scott.barker@lincoln.k12.or.us

Each month Sodexo incorporates a fresh item into the menu to introduce students to new foods.
This months Fresh Pick is Pumpkin!

Watch the October menu for

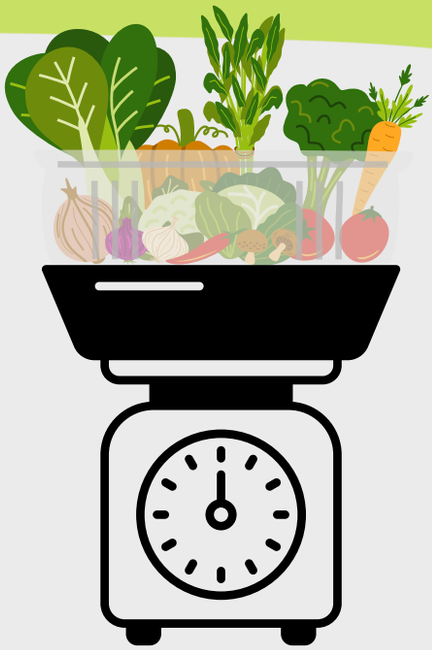
- Pumpkin Muffins
- Pumpkin Penne Alfredo
- Pumpkin Alfredo Pizza with fresh sage (secondary)

FUN FACT

1.5 billion pounds of pumpkins are grown in the US each year

Want to be part of an amazing team?
Go to us.sodexo.com

WHAT'S GROWING ON?
-LCSD SCHOOL GARDENS-



66.62 pounds of produce harvested so far this year!

FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

An important tool in our effort to combat childhood obesity. The program has been successful in introducing elementary school children (K-8) to a variety of produce that they otherwise might not have the opportunity to try.

Some of this month's offerings include:
*mini **cucumbers**, papaya, tomatillos, grapefruit, honey dew melon, strawberries, and gold kiwi*

Did You Know?

Cucumbers are technically a fruit & are part of the gourd family, which also includes pumpkins and watermelons.

Farm Fresh Friday Spotlight

October 27th:
Beef Tamale Pie
with Beef from Grizzlys Gourmet Meat from Toledo. His beef comes from a variety of farmers in Oregon!

nutrislice

Download Nutrislice from the App store for your school's menu

The new Pumpkin Alfredo Pizza with fresh sage from this month's Fresh Picks was taste tested and overall, the students approve!

delicious!

Free language assistance, auxiliary aids, and/or accommodations are available upon request. Meal accommodations can also be made to support medical needs as well as some preferential dietary needs. Please contact your school, Nutrition Services, or email jamie.nicholson@lincoln.k12.or.us

@lcsdschoolgardens

@Lincoln County Oregon School Gardens

 This institution is an equal opportunity provider.

6.d. First Student Report (Oral Report). BG-4

FIRSTstudent Transportation Update

Lincoln County School District
Board Meeting General Session, September 9, 2025

Date: October 9, 2025

Dear: LCSD School Board & Transportation Leadership,

As we move into October, our team is settling into the rhythm of the second month of the school year. Transportation operations have stabilized following the busy start of the fall term, and we continue to fine-tune routes and schedules to ensure efficiency and reliability for all students.

Driver staffing

We are working diligently to increase the applicant flow through recruiting campaigns.

- FY 26 Wages: $22.45 – $27.91
- Hiring Bonuses of $3500 for CDL S/P endorsed drivers
- Hiring Bonuses of $2000 for non-CDL S/P endorsed drivers
- Paid Training
- $500 Employee Referral Bonus

The data on the left represents current driver availability and route count based on student registrations, and drivers' intentions to return. Registration and transportation change requests settled to the usual amount. They are being processed as they come in, pending location and seat availability.

Route Count	**64**
GenEd	41
SpEd	14
Type 10	9
Driver Staffing Goal	**64**
Drivers Assigned to a Route	54
Cover Drivers	6
Borrowed Drivers	4
Total Drivers On Hand Excluding staff or borrowed drivers	**58**
CDL	46
Type 10	8
Borrowed Drivers	4
Casual Drivers (limited route availability)	(7)
Over/(Short) for Route Coverage	-6
Drivers in Training/Testing	**4**
Apps as of 10/11/2025	5
Permit Pending	5
Total # in Training (Classroom)	0
Behind-the-Wheel Training	4
Leave/Unavailable	1

Recruiting

Most applications come in through our online job postings on various sites, including Indeed, Craigslist, and workatfirst.com.

We will take advantage of the season and participate in community events, such as Haunted Story Time, Trick-or-Treat on Main Street, and Haunted Bus in Toledo.

The Waldport area will work on "Papering the town" and being present in the community.

Contact Darleen Van Riper, Location Manager, at 503-708-7609 with questions.

Customer issues/ resolutions

- **Driver Shortage:**
  - Our pipeline remains healthy; however, there are many candidates who test out of the program due to failing their background or drug test.
- **High Student Load Counts**
  - We understand that many behavior issues stem from overcrowded buses. Bringing back routed to alleviate high numbers on buses will help, and we started by bringing back N20 in the north. This route took off 45 Oceanlake students from routes, leaving only Taft students on three routes.
  - FirstAlt has become a viable solution to remedy overcrowding as well as seat times that are longer than an hour. We are currently working with the FirstAlt team to set up routes, with the first rides starting on Monday, 10/13/2025. We currently have nine routes that we are tweaking, so they accommodate the needs and requests of families, schools and admins.

Noteworthy Successes

- The first “uncombining” of a north route was a cause for celebration, as we all have been anticipating this for so long. Parents appreciate the separation of OLES from Taft students, and the ride is also shorter for many of our little ones.
- FirstView has been successfully launched. We have heard from parents that this application is much easier to access and navigate.
- The three new Type 20 buses are ODE certified and registered. We moved a few activity buses around, with high mileage vehicles going to schools who don’t use their vehicles as much. Of course, this means that the low mileage and new vehicles are at schools that take many trips in Type 20s.

Technology Updates

Halo, First Student’s proprietary technology platform, connects all the people and systems transporting students. The Halo platform connects all aspects of our operations, from recruiting, training, routing, dispatching, vehicle telematics, student ridership, and maintenance, to provide a 360-degree view of each trip. All parties involved in transportation have simple dashboards and apps to enable communication and provide transparency all the way down to the student rider.

Halo connects all the dots and provides insights and analytics to help us continually improve on our promise to provide the best experience for all our student passengers.

Click here for a quick overview of Halo.

Routing updates

In compliance with ODE regulations, transportation staff are not permitted to transport any individual along a regular route without prior authorization. With the discontinuation of T-3 forms, this authorization is now

managed through the **R2X routing request** process.

In certain time-sensitive situations, authorization may be granted via **email or phone call**; however, an accompanying **R2X request must still be submitted** afterward to ensure that all routing activity is properly documented. The R2X request serves as the official record that initiates transportation routing for a student. While email or phone communication can provide timely updates, consistent use of the R2X system promotes **accuracy, transparency, and accountability** across all departments.

Our primary objective is to ensure that HELP/McKinney-Vento (MV) and foster students are transported safely and arrive at the correct location on schedule. Routing changes within school boundaries are typically straightforward and can be implemented quickly. Adjustments that cross district boundaries, however, often require additional coordination and time, as we do not maintain regular routes in those areas.

All route requests should begin with the submission of an **R2X request**.

- For **urgent requests**, particularly those involving MV students, the urgency should be indicated in the comments section. A follow-up with a phone call or email will ensure prompt attention.
- For **emergent situations** involving General Education (GenEd) students, the same process should be used and include a brief explanation of the circumstances. In these cases, First Student will work directly with the district to review the request and determine whether any exceptions are warranted.

This process ensures that all routing decisions are made with full awareness, proper authorization, and a continued focus on student safety and operational compliance.

Latest news

- Our Location Safety Manager, Brenda Porter, has put together an October Trivia. Every workday, our FirstConnect communication platform has a new Trivia Question that readers can answer in the comment section. If you answer the question correctly, you win an additional ticket that will be entered in the raffle drawing on October 31st. So far, we learned Jock-o-Lanterns, cauldrons and banshees.
- The Mobile Manager Driver Scoring system looks at speed, idling, hard-braking and rapid-acceleration data. Over the course of three months, our driving team has collectively improved from an average score of 2.8/5.0 to 3.6/5.0. We have two drivers who are at 5.0 and 11 drivers who are at a very close 4.9. Only eight drivers linger below 4.0; many of these scores are skewed as there are areas where the map has different speed limits registered compared to what is actually are posted. Regular coaching-to-score session help improve skills and scores.

Important dates

- 10/16 & 17/2025-Parent-Teacher Conferences; No School
- 10/27-31/2025-Halloween Week: Daily themed activities for drivers to enjoy.

6.e. Custodial Services Report (Written). BG-4

SODEXO & LINCOLN COUNTY SCHOOL DISTRICT

END OF THE MONTH REPORT- CUSTODIAL

SEPTEMBER 2025

SEPTEMBER HIGHLIGHTS

- CLASS program: allowing us to maximize our time per classroom. communication/feedback is paramount between Sodexo and building administration for this to be successful.
- Fieldprint Background checks: now getting new hire's background checks completed at TLC building instead of having prospective employees drive to Corvalis to complete.
- Supporting Green Teams with supplies.
- Sodexo donating disinfecting products to First Student to curb the spread of infection.

CHALLENGES

- Operations Manager position currently vacant.
- Taking care of extra cleaning due to sports, events, facility use etc.
- Call outs in September

SAFETY

Injuries/Incidents: 0 for September

Loss Time: 0

Safe Schools: All new EE as of Oct. 1st have completed safe schools and safety training.

3 Checks for Safety: 1.)- Do I know how to preform the task? 2.) Do I have the correct tools/PPE? 3.) Is my environment safe? (answer No to any of these questions then stop and call a manager!)

Monthly Safety training: Slips trips and Falls

7. Board Reports
8. Superintendent's Report
    8.a. Continuous Improvement Plan (CIP) Report. BG-1

LCSD Continuous Improvement Plan Data Tracking
September 2025

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	9%	5%	6%	4%	12%	14%	15%	16%	15%

9th Grade On Track Projection	69%	**Graduation Projection**	73%	**Dual Credit**	N/A	**AP/IB**	N/A
3rd Grade Reading SBAC	29.7%	**8th Grade Math SBAC**	12.7%	**11th Grade ELA SBAC**	49.0%	**11th Grade Math SBAC**	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

Kindergarten Attendance Projection	72.2%	**District Attendance Projection**	73.1%	**Exclusions**	1.9%	

Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students and community members are satisfied with LCSD programs, practices and support.

Family Night Attendance	44% (1865) 4229.8	**Conference Attendance**		**Survey Results**		

Executive Summary

Transforming School Attendance Through Evidence-Based Practice

Study Overview

This report examines chronic absenteeism through dual lenses: research identifying root causes and evidence-based solutions, and the practical implementation experiences of eleven diverse Oregon school districts during 2023-2024 and 2024-25. These districts—ranging from rural communities of 37 students to urban systems serving nearly 37,000—achieved meaningful attendance improvements of 4.2% to 10.6% reductions in chronic absenteeism despite operating within significant budget constraints that prevented adding specialized staff positions.

Research Foundation: Root Causes and Solutions

The research identifies four primary root causes underlying chronic absenteeism, each representing complex challenges that frequently intersect in students' lived experiences. Family health and economic circumstances create persistent barriers through housing instability, transportation challenges, and limited healthcare access. The lack of belonging and safety in school environments undermines student motivation to attend, particularly when students experience bullying, harassment, or cultural disconnection. Feelings of academic failure generate negative cycles where students avoid school to escape repeated experiences of inadequacy and frustration. Insufficient academic engagement and challenge leads to disengagement when instruction fails to connect meaningfully with students' interests, abilities, and cultural backgrounds.

Evidence-based solutions address each root cause through professional student and family advocates, school social workers and nurses, comprehensive health centers, social-emotional learning programs, mentoring initiatives, universal design for learning, authentic instruction, and extracurricular activities. Central to all effective interventions is the fundamental shift from compliance-based enforcement to invitational approaches that prioritize understanding and relationship-building.

District Implementation Strategies: From Research to Practice

The eleven districts implemented twelve distinct strategies that reveal both common principles and innovative adaptations to local contexts and constraints. Their approaches demonstrate that meaningful attendance improvement is achievable even within significant resource limitations when districts commit to systematic cultural change.

Data-Driven Decision Making formed the operational foundation for all district efforts. Rather than relying on periodic attendance reviews, every district established attendance data teams and upgraded monitoring systems to enable real-time identification of attendance problems and targeted interventions. For example, Hillsboro created a sophisticated system providing year-to-date rates and growth indicators over time, while Gladstone built custom dashboards for early warning systems. These data systems transformed attendance from periodic review to continuous monitoring that enabled proactive responses.

MTSS Integration represented a critical advancement, with districts systematically incorporating attendance data into multi-tiered support frameworks. Lincoln County established clear tier criteria with specific attendance thresholds, while Gresham-Barlow used MTSS integration to create collective consciousness about attendance importance across all staff members. Phoenix-Talent utilized intensive individual tracking within MTSS team data reviews, and Silver Falls used attendance integration into the MTSS process as expanding their intervention capacity. These approaches recognized attendance problems as interconnected with academic, behavioral, and social-emotional challenges requiring coordinated responses.

Communication Transformation involved fundamental shifts from punitive to supportive messaging. Districts recognized that traditional deficit-based messaging—warning letters, truancy citations, threatening language—often damaged relationships and worsened attendance problems. Winston-Dillard developed comprehensive guidance emphasizing empathy and relationship-building, while Gresham-Barlow shifted from deficit-based letters highlighting absences to strengths-based communications celebrating attendance. Silver Falls adopted and began piloting the highly effective attendance handbook originally developed at Winston-Dillard, bringing consistency to a district-wide positive communication approach. Lincoln County adopted the simple but powerful "We miss you" message, demonstrating how communication transformation can strengthen rather than damage school-family relationships.

Community Engagement expanded attendance improvement beyond school boundaries, acknowledging that attendance challenges often reflect broader community attitudes and circumstances. Gladstone's "Gladstone Shows Up" campaign engaged businesses, civic leaders, and community organizations in delivering consistent attendance messages through yard signs, window posters, and community events. Lincoln County developed branded campaigns with promotional materials, while Phoenix-Talent combined community outreach with student service projects that built belonging through civic engagement.

Strategic Integration positioned attendance as central to district educational missions rather than peripheral compliance issues. Beaverton embedded attendance within their "Belong. Believe. Achieve." strategic framework, establishing attendance as the primary metric for measuring success in student safety and well-being goals. Hillsboro created comprehensive five-initiative action plans with specific measurable targets, while Phoenix-Talent required every school to set attendance goals and identify specific strategies. These approaches ensured sustained organizational commitment.

Relationship Building emerged as the most consistently emphasized strategy across all districts, reflecting research findings that students attend school when they feel known, valued, and supported by caring adults. Winston-Dillard's "You are the strategy" philosophy recognized that individual staff approaches to students fundamentally impact school experience and students' sense of belonging. Umatilla implemented relationship audits and "2x10" interventions where faculty connected with identified students for two minutes over ten consecutive days. Banks prioritized student voice through interviews and focus groups, designing responses based on student perceptions and recommendations. Burnt River leveraged their small size to create highly personalized approaches, with the superintendent taking an active role in building relationships with families and faculty discussing individual students at monthly meetings.

Social-Emotional Learning provided universal support systems addressing students' need for belonging and emotional connection. Nearly all districts implemented SEL programming. Hillsboro integrated SEL with equity efforts over three years, using morning meetings and Character Strong programming. Lincoln County and Silver Falls adopted Caring School Community programs focusing on classroom

and school community building. Banks took the distinctive approach of focusing on adult SEL competencies first, conducting staff book studies on transformative social-emotional learning before implementing student programming. Burnt River implemented character traits approaches with monthly themes alongside elementary morning meetings, while Phoenix-Talent adopted the comprehensive K-12 Wayfinder program.

Professional Development built staff capacity for attendance improvement across all roles. Winston-Dillard established expectations for trauma-informed and culturally responsive practices. Umatilla utilized half-day Fridays for professional development addressing both interventions and instructional engagement strategies. Banks employed video analysis to help teachers shift from teacher-centered to student-centered approaches, while Hillsboro focused on instructional practices that promote engagement and belonging.

Collective Efficacy engaged every staff member in attendance improvement rather than delegating responsibility to specialists or individual departments. Hillsboro explicitly designated collective efficacy as their primary strategy, partnering with multiple departments to leverage all staff efforts. Lincoln County implemented "all hands on deck" approaches with five percent improvement targets for every school, creating shared accountability for attendance outcomes. Beaverton embedded attendance across all staff roles through comprehensive communication campaigns and public accountability systems.

Family Partnerships moved beyond traditional parent involvement to address underlying family circumstances affecting attendance. Districts developed authentic partnerships recognizing families as essential collaborators. Umatilla emphasized increased communication resulting in longer problem-solving conversations that avoided blame and shame. Gresham-Barlow implemented home visits by kindergarten teachers and provided specific training for school secretaries in positive family communication. Hillsboro administered targeted surveys to parents experiencing attendance difficulties to understand barriers and design appropriate responses.

Student Support Services addressed complex attendance barriers through coordination of existing personnel rather than additional hires. Beaverton leveraged 49 social workers and 52 bilingual facilitators across 55 schools. Phoenix-Talent maximized their single district nurse and three family liaisons while utilizing school-based health centers at all five schools. Banks employed a multilingual family liaison working primarily with Latino populations while coordinating with community agencies for comprehensive family support.

Leadership Commitment at superintendent and central office levels proved essential for sustained implementation. Successful districts had leaders who personally championed attendance improvement, allocated necessary resources, and maintained consistent focus on district attendances strategies. Beaverton's superintendent positioned attendance as fundamental to district mission through strategic planning and public communication. Gladstone's superintendent led community-wide campaigns engaged entire communities. Winston-Dillard's superintendent promoted cultural transformation focused on understanding and caring rather than punitive approaches.

Key Findings and Implications

Several essential insights emerge from this comprehensive analysis that have significant implications for attendance improvement. Though additional staffing could have benefited district efforts, districts achieved meaningful improvements without additional staffing through systematic cultural change and strategic resource alignment. The most impactful strategies—relationship building, communication transformation, and collective efficacy—required commitment and cultural change rather than additional funding.

Successful districts positioned attendance as central to their educational mission rather than treating it as a compliance issue handled by specialists. Integration with comprehensive support systems like MTSS enabled holistic approaches addressing multiple student needs simultaneously. Leadership at all levels proved essential, with superintendents personally championing initiatives and sustaining focus across multiple years.

The relationship between attendance and belonging emerged as reciprocal and mutually reinforcing. Students attend more regularly when they feel known and valued, while consistent attendance creates opportunities for deeper relationships and stronger school connection. This finding underscores the importance of addressing attendance as both a symptom of disconnection and a prerequisite for belonging.

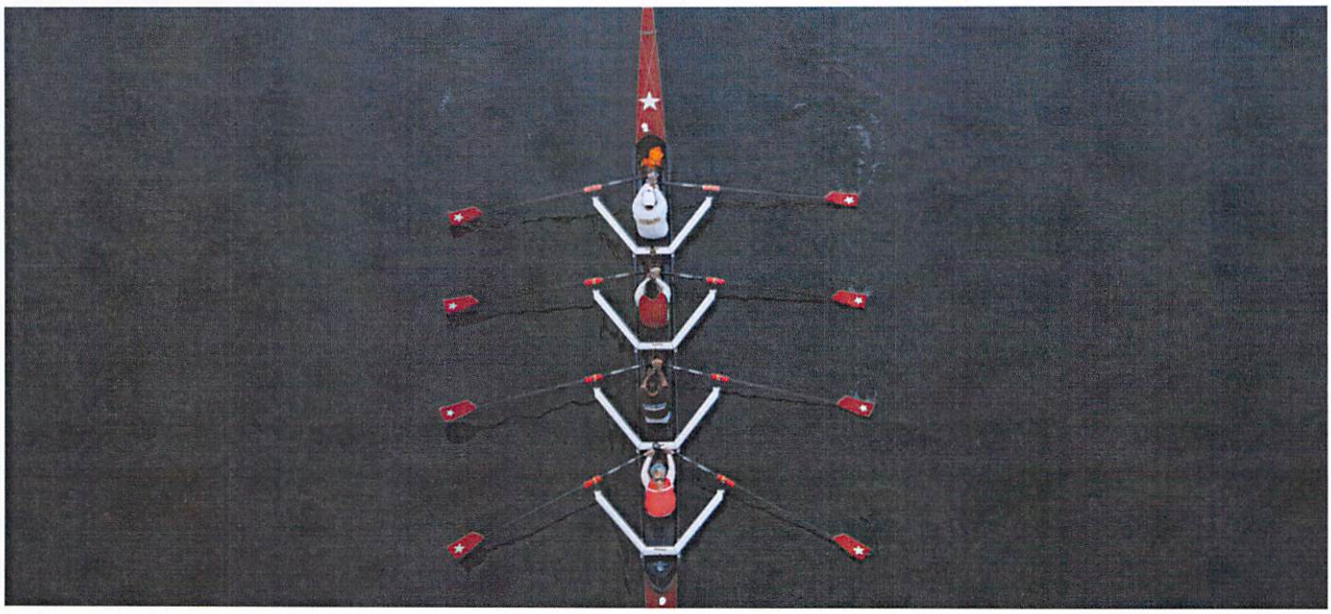
Community engagement proved valuable in addressing attendance as a broader social issue requiring collective rather than solely school-based solutions. The districts' community campaigns recognized that students and families exist within broader contexts that either support or undermine school attendance, requiring community-level interventions that address community attitudes about education's importance.

These findings suggest that sustainable attendance improvement moving beyond compliance-based enforcement toward creating schools where students genuinely want to be present. This transformation requires systematic approaches combining universal supports with targeted interventions, authentic family partnerships, and organizational commitment at all levels.

The success of these eleven districts demonstrates that meaningful attendance improvement is achievable when communities commit to understanding and addressing the complex factors influencing school attendance, providing a framework for creating schools where every student wants to be present and engaged in learning.

Chapter Seven

Lincoln County School District: All Hands on Deck



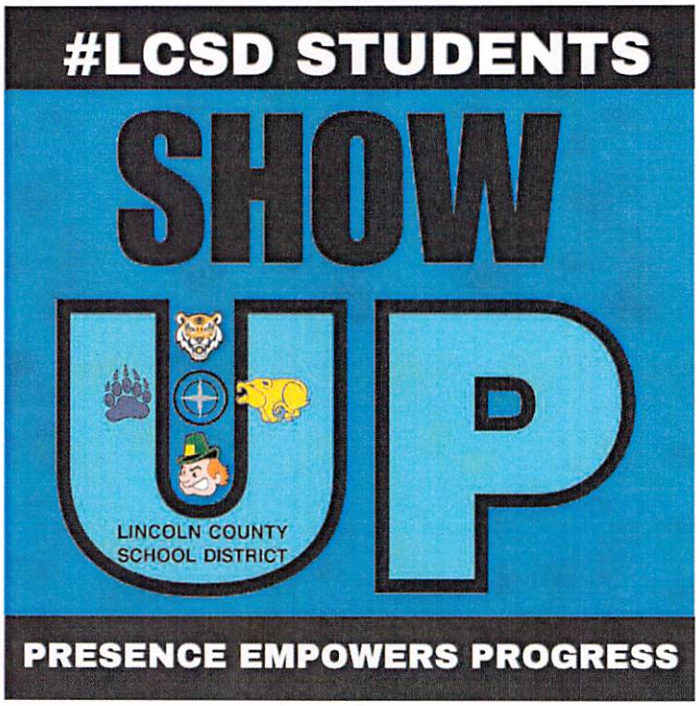
District Context & Demographics

The Lincoln County School District is a coastal district of approximately 4,800 students that stretches from Lincoln City in the north to Yachats in the south. Lincoln County's student population is 60% white, 25% Hispanic, and 9% multiracial. The district faces some particular challenges given that approximately 43% of the student body is experiencing poverty and 15% have ever been English language learners. For the 2022-23 school year 45.0% of the district's students were chronically absent. Given its challenges, the district made significant improvements during the 2023-24 school year, reducing the percent of chronically absent students by 4.3% to 40.7% through a multi-dimensional approach to attendance.

Every Day Matters

Lincoln County built its attendance initiatives on the attendance tools provided by the Oregon Department of Education in its "Every Day Matters" campaign. Strengthening attendance management and monitoring, utilizing the campaign's social media kit, and forming attendance teams to intervene with individual students helped move the district forward. Majalise Tolan, Lincoln County's superintendent, has taken an "all hands on deck" approach to attendance with every school having a five percent attendance improvement target as part of its school improvement plan. The district also provided professional development to all staff on ways to promote positive improvement in student attendance and shared a PowerPoint presentation with all principals so that they could follow up at faculty meetings.

One of the most significant parts of the initiatives was to bring attendance data into the MTSS process so that school teams could review academic, behavioral, and attendance data as a holistic picture of whether a student was at risk and what interventions may be appropriate. To establish tiers for different types of intervention, the district set 90% and above attendance for tier 1 strategies, 80% to 89.9% for tier 2 strategies, and below 80% for tier 3 strategies. When part of the MTSS process, attendance serves as an important flag and early warning of issues that need to be addressed.



To better support the MTSS process, the district refined its data management and reporting to provide monthly data on individual, grade, and school attendance trends. The district also revisited with staff the attendance process and the importance of accuracy and diligence in reporting, ensuring that attendance is entered and coded correctly. A revised enrollment and attendance handbook was created and training provided to all the attendance clerks and others dealing with attendance. The handbook outlines specific procedures for reaching out to families when students are absent. For example, there is an expectation that either the teacher or the attendance clerk will contact a parent after an absence of two days to check in on the student.

LCSD Students Show Up Communication Campaign

The district also revisited its communication with families, shifting the language in letters and phone scripts from messages that could be interpreted as punitive and blaming to messages that are welcoming and promote a sense of belonging. "We miss you" is the essential message that the district seeks to deliver, while making the case that being absent from school means missing important learning and vital social development with peers.

The district launched a community-wide "Lincoln County Shows Up: Presence Empowers Progress" campaign with graphics, promotional items (t-shirts, cups, etc.), and incentives to engage parents and change attitudes around the importance of attendance. At a school level, it involves classroom competitions, assemblies, "brag tags," and rewards for positive attendance.

Changing parent attitudes to give school attendance priority over family vacations or hunting trips during school days has been particularly challenging. However, the greater focus has been on addressing significant barriers students are experiencing in getting to school, whether those involve families in crisis, or students confronting specific academic, social or emotional challenges.

Caring School Communities

In addition, the district is providing greater support to students and families. Faculty pursue check and connect mentoring with individual students who are struggling with attendance. The district recently adopted the

Caring School Community social-emotional learning program at the elementary level, which focuses on building caring classroom and school communities that foster a sense of belonging among students. At the secondary level, there is a reinvestment in the Character Strong program to support student's social and emotional needs. The district's social workers reach out to families to identify the root causes of attendance problems and visit homes to support students and families. Weekly meetings of the district's four area teams—composed of a nurse, a social worker, a health services advocate, the attendance advisor, and the Hispanic family liaison—focus on requests for support for issues particular students are facing that may be beyond the capacity of the school to address. The teams identify ways to address that particular student's needs through district or community resources.

Family and Student Support Services

The Lincoln County School District has developed a comprehensive support infrastructure that directly addresses attendance barriers through coordinated family services and community partnerships. The district employs a diverse team of 20 specialized support professionals, including three school nurses, four service coordinators (social workers), four health service advocates who are also trained community health workers, two Hispanic family liaisons, one McKinney-Vento liaison, five homeless education and literacy project advocates, and one attendance and engagement advisor. This multidisciplinary approach recognizes that chronic absenteeism often stems from complex family circumstances that extend beyond what traditional school personnel can address independently.

The cornerstone of Lincoln County's approach is their Area Team system, which responds to requests for support by mobilizing resources to help families navigate community services and address foundational needs such as housing instability, food insecurity, medical care, and transportation challenges. These teams operate on the principle that by dismantling basic survival barriers, families will be better positioned to prioritize their children's school attendance. The support staff also serve as active members of school-based MTSS teams, where they build family connections, create welcoming environments, support attendance communication and interventions, and analyze data to identify patterns and trends. The health service advocates strengthen this comprehensive approach by partnering closely with the district's four school-based health centers, spending two days per week physically present in these facilities to ensure seamless coordination between health services and attendance support, creating a holistic network that addresses both immediate health needs and longer-term attendance improvement goals.

For a high-poverty district, these strategies have proven effective in moving the attendance rate in a positive direction.

8.b. Integrated Guidance and Board Report. BG-1

LINCOLN COUNTY
SCHOOL DISTRICT

24-25 Integrated Programs Annual Report Presentation

Lincoln County School District

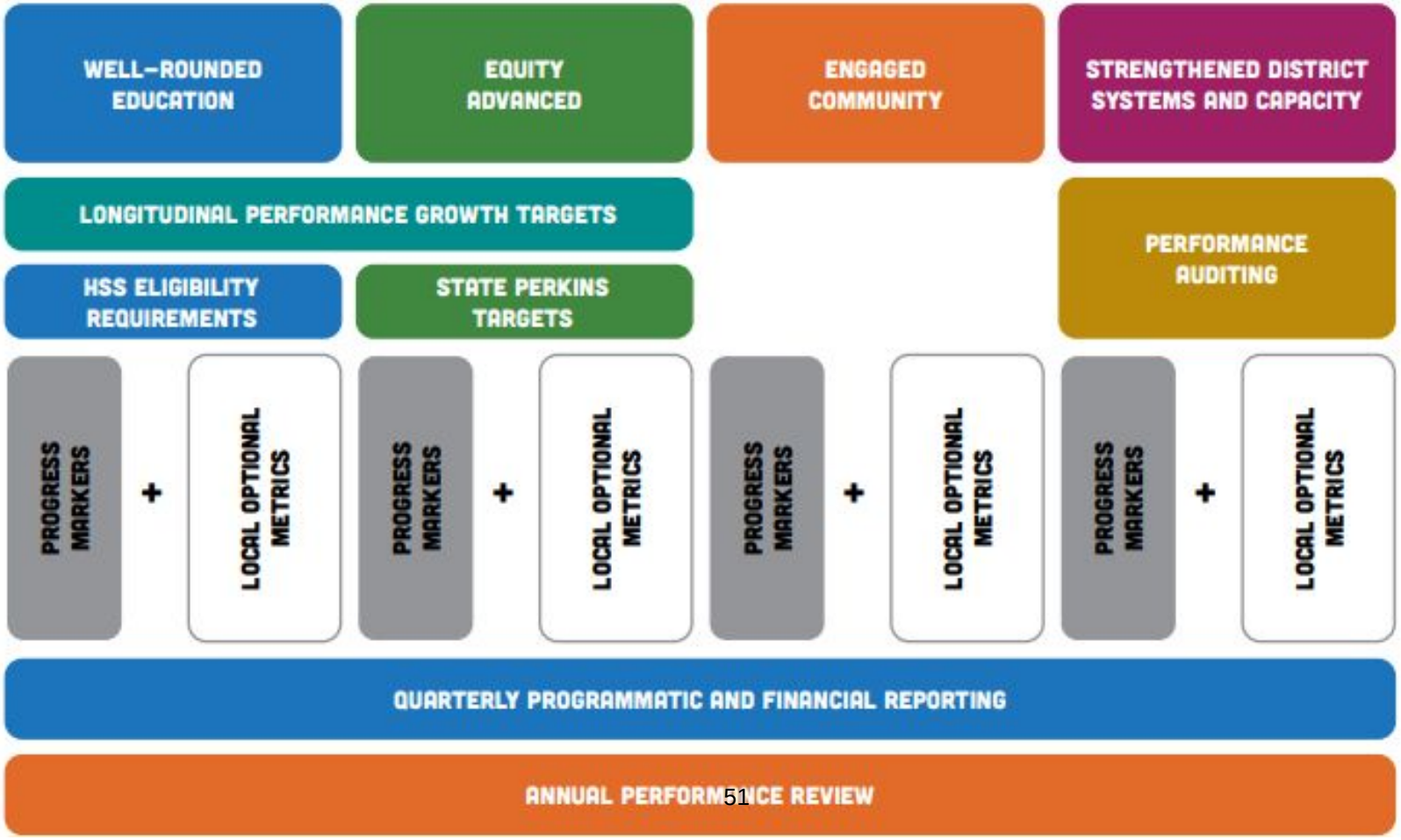
Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)

- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

LINCOLN COUNTY
SCHOOL DISTRICT

Summary of Integrated Programs Performance Measures



LINCOLN COUNTY SCHOOL DISTRICT

SIA Annual Report Requirements

- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
  - and post the report to the district or charter school website.

- If grantee set LPGTs and LOM:
  - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
  - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

LINCOLN COUNTY
SCHOOL DISTRICT

Annual Report Narrative: Four Year Cohort

Four Year Cohort: Each LCSD high school will improve their four-year cohort graduation rate by 3% each year or reach and maintain 90% over the next three years.

Result: -2.9% decline in graduation rate to 82.1%.

Strategy for Improvement: More oversight for online learning options. LCSD will also continue the use of Professional Learning Communities and AVID instructional strategies.

LINCOLN COUNTY
SCHOOL DISTRICT

Annual Report Narrative #2: Attendance

Regular Attenders: LCSD met the 23-24 Target for Regular Attenders and made a 10.6% growth percent in gap-closing for focal group students.

Result: 3.94% increase in Regular Attenders

Strategy for Improvement: Cohort with AASA and COSA Oregon for attendance improvement and is utilizing regular team meetings, consistent data analysis, culturally responsive communication, and working with the District Equity Team to analyze attendance policies to improve our practices.

Barriers: Online school attendance is low

Strategy for Improvement: Moved all student tracking to the home brick and mortar school so that:

- Part of robust student support teams,
- Access to instructional support,
- On campus opportunities for online support,
- Access to social workers, attendance supports, etc.

LINCOLN COUNTY
SCHOOL DISTRICT

Annual Report Narrative #3: Instruction

Instructional Improvement:

- Access to rigorous courses at the secondary level.
- Aligned our District Improvement Plan and School Improvement Plans to match the IG Plan and SIA and will include monthly reporting
- Instructional coaches are in all secondary LCSD schools
- Elementary has specialists for reading and math
- Data reported to our Equity Team to get feedback on areas for improvement or ideas for more culturally relevant practices and resources
- Tracking family engagement and the overall wellness of our building through surveys

LINCOLN COUNTY
SCHOOL DISTRICT

LCSD Budget Information - 2024/25 SIA Expenditures

Planned	Actual	Difference	Description
$ 4,559,437	$ 4,498,492	$ 60,945	Staffing - Salaries, Subs, Bens & Contracted Svcs
$ 266,698	263,953	2,745	Athletics - Pay to Play Fees & MS Coaches
$ 144,655	176,568	(31,913)	Supplies & Mileage
$ 41,680	24,284	17,396	Professional Development
$ 31,300	90,687	(59,387)	Technology & Curriculum
$ 12,000	1,786	10,214	Communication & Family Nights
$ 7,013	$ 7,013	$ 0	Indirect Costs (2.5% of EVCS Budget)
$ 5,062,783	**$ 5,062,783**	**$ 0**	**Total**

LCSD Budget Information - 2024/25 SIA Eddyville Charter

Planned	Actual	Difference	Description
$ 273,531	$ 273,531	$ 0	Staffing - Salaries, Benefits & Contracted Svcs
$ 273,531	**$ 273,531**	**$ 0**	**Total**

LCSD Budget Information - 2024/25 HSS Expenditures

Planned	Actual	Difference	Description
$ 165,665	$ 181,641	$ (15,976)	College & Career Readiness
$ 628,908	685,909	(57,001)	Dropout Prevention Strategies
$ 796,112	723,135	72,997	CTE Expansion
$ 60,446	60,446	0	Indirect Costs
$ 1,651,131	**$ 1,651,131**	**$ 0**	**Total**

LCSD Budget Information - 2024/25 CSI/TSI Expenditures

Planned	Actual	Difference	Description
$ 25,290	$ 20,326	$ 4,964	Waldport High School
$ 44,043	39,157	4,866	Newport High School
$ 38,888	38,060	828	Newport Middle School
$ 69,922	63,742	6,180	Taft 7-12 High School
$ 30,169	30,169	0	Siletz Valley Charter
$ 0	$ 6,129	$ (6,129)	Indirect Costs (2.5% of EVCS Budget)
$ 5,062,783	**$ 5,062,783**	**$ 10,729**	**Total**

LCSD Budget Information - 2024/25 Early Literacy Expenditures

Planned	Actual	Difference	Description
$ 497,361	$ 548,800	$ (54,439)	K-3 ELA Materials
$ 4,000	4,538	(538)	Intervention Materials
$ 140,958	88,982	51,976	Professional Development
$ 24,408	$ 24,408	$ 0	Indirect Costs (2.5% of EVCS Budget)
$ 666,727	**$ 666,727**	**$ 0**	**Total**

LCSD Budget Information - 2024/25 EISS Expenditures

Planned	Actual	Difference	Description
$ 13,359	$ 13,359	$ 0	Synergy MTSS Module

Questions?

8.c. Division 22 Report. BG-1

Lincoln County School District
Report on Compliance with Public School Standards
2024-25 School Year

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Lincoln County** School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2024-25 school year. For each rule reported as out of compliance, **Lincoln County** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Certificate of Attendance	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2050 Human Sexuality Education	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	Implementing a...	The district is implementing corrective action	We are following our approved action plan from ODE: We are continuing to use an approved ODE ELA curriculum and will adopt ELA again in 29/30
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
English Language Learners			
581-022-2250 District Improvement Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2215 Safety of School Sports – Concussions	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2310 Equal Education Opportunities	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In Compliance	The district has met all of the requirements for this rule.	Not applicable

8.d. Policy Update - GCDA/GDDA - Criminal Records Checks and Fingerprinting

OSBA Model Sample Policy

Code: GCDA/GDDA
Adopted:

Criminal Records Checks and Fingerprinting *

{Required policy. Requirement/Authority for policy comes from OAR 581-021-0510 - 021-0512 and ORS 326.603 - 326.607.}

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

Requirements for Employees{[1]}not Licensed, Certified or Registered by the Teachers Standards Practices Commission (TSPC)

All newly hired employees[2] not identified under Oregon Revised Statutes (ORS) 342.223[3] are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district[4] or private school, and has not resided outside the state between the two periods of employment{[5]}.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the district. An individual may request the fee be withheld from the amount otherwise due the individual. The district will withhold this amount only upon request of the subject individual.]

The district may[6] begin the employment of an individual on a probationary basis pending the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes[7] prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any

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[1] {If the district wants to include the larger section on TSPC-licensed employees (see p. 2), keep this bracketed language. If the district does not want to include the larger section on TSPC-licensed individuals, omit this bracketed language.}

[2] Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

[3] ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

[4] As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

[5] {Additional exception applies through July 1, 2024. See ORS 326.603(4)(b).}

[6] Decisions regarding which employees may begin before the return of the required criminal records checks must be made in a nondiscriminatory manner.

[7] See OAR 581-021-0511(8).

crime, the individual may be employed by the district, or if employed by the district may be terminated. An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law may be employed by the district. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Requirements for TSPC Licensed, Certified or Registered Individuals

1. Any individual who is applying for a license as a teacher, administrator or personnel specialist is subject to a criminal records check and fingerprinting, unless the individual has submitted to such a check through the Teacher Standards and Practices Commission (TSPC) within the previous three years, or has remained continuously licensed by or registered with TSPC for a different license or registration for which the individual has already submitted to a criminal records check and fingerprinting.

2. Any individual who is applying for an initial certificate under ORS 342.475 as a school nurse shall submit to a criminal records check and fingerprinting with TSPC.

3. Any individual who is applying for a registration as a public charter school teacher or administrator with TSPC shall submit to a criminal records check and fingerprinting with TSPC.

4. Any individual applying for reinstatement of an Oregon license or registration as a teacher, administrator or personnel specialist, or a certificate as a school nurse with the TSPC, whose license, registration or certificate has lapsed for at least three years, shall submit to a criminal records check and fingerprinting with TSPC.

5. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist, if the individual does not hold a current license issued by TSPC and has not submitted to a criminal records check by TSPC within the previous three years for student teaching, practicum or internship as a teacher, administrator or personnel specialist, shall be required to submit to a criminal records check and fingerprinting with TSPC.]

Requirements for Contractors{[8]}

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students[9] or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The superintendent [or designee] will identify contractors who are subject to such requirements.

[8] {The district should include language regarding background checks in any contract that includes direct, unsupervised contact with students whenever applicable.}

[9] "Direct, unsupervised contact with students" means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or

2. Notification[10] from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual may be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

Requirements for Volunteers

{[11]}The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Head coach;

2. Assistant coach;

3. Overnight chaperone;

4. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity;

5. List of other positions subject to this fingerprinting, if any.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check may begin on a probationary basis pending the return and disposition of a state and national criminal records check based on fingerprints.

{[12]}Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

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[10] Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

[11] {If the district requires fingerprinting for certain volunteer positions, the district is required to list those volunteer positions in board policy. The bracketed language is only possible examples; modify to identify the positions in the district which require such fingerprinting.}

[12] {If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct criminal records checks on these volunteers.}

A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district.

Fees associated with a required fingerprinting for volunteers shall be paid by the district. Fees associated with required non-fingerprinting criminal records checks for volunteers shall be paid by the district.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.

Requirements for Others

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

Notification

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;

2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;

3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment, or contract status or the ability to volunteer in the district;

4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;

5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) may result in immediate termination from employment or contract status;

6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status[;] [.]

7. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in

another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district. The district may remove the volunteer from the position allowing direct, unsupervised contact with students.

Processing and Reporting Procedures

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;

2. Contracted agent of employing district;

3. Local or state law enforcement agency; or

4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, or contract or volunteering.

A copy of the fingerprinting results will be kept by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

END OF POLICY

Legal Reference(s):

ORS 181A.180
ORS 181A.230
ORS 326.603
ORS 326.607
ORS 332.107
ORS 336.631
ORS 342.143
ORS 342.223
OAR 414-061-0010 – 061-0030
OAR 581-021-0510 – 021-0512
OAR 581-022-2430
OAR 584-050-0012
OAR 584-050-0100

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).

8.e. Policy Update - GBN/JBA - Sexual Harassment

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures[1].

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties[2] shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive or hostile environment.

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[1] Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNAA/JHFF)

[2] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.[3]

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Type	Name	Position	Phone	Email
Staff & Students	Tiana De Vries	Deputy Superintendent of Human Resources	541-265-4436	Tiana.devries@lincoln.k12.or.us

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. These people are also designated as the Title IX Coordinators (*See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure).

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

[3][3]The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b).

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.
7.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person[4] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[5]:

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

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[44] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[55] Remember confidentiality laws when providing any information.

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[6];

[6] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures
The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting
Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

Persons designated as the Title IX Coordinators can be contacted at 541-265-9211. The Title IX Coordinators will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinators on the district website and in each handbook.

Response
The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[7] The district shall treat complainants and respondents equitably by providing supportive measures[8] to the complainant and by

[7] (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[8](Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain

following a grievance procedure[9] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinators are responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinators must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[10]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[11] The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinators or the Assistant Secretary[12], or both.

No Retaliation

Neither the district or any person may retaliate[13] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or

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as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[9]This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[10] The Title IX Coordinators may also discuss that the Title IX Coordinators have the ability to file a formal complaint.

[11]The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

[12] Of the United States Department of Education.

[13] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinators shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

8.f. Siletz Valley Charter School Update

9. Adoption of the Consent Calendar

9.a. Minutes of the Board

9.b. Human Resources

9.b.1. Personnel Action

Board Agenda — October 14, 2025 — Personnel Action

Classified Hire (s):

Sabine Pond	Title Teaching Asst/Sam Case
Pudy Salva	Title Teaching Asst/Taft Elementary
Chelsey Williams	Special Education Teaching Asst/Taft Elementary
Ariel Rishworth	Health Services Advocate/Taft Elementary
David Cancino	Bilingual Tutor/Newport High School
Scott Barker	School Garden Coordinator/Arcadia School
Deanna Dickey	Hispanic Family Liaison/Taft 7-12, North Area
Chelsea Roderick	Instructional Assistant-Supervision Aide/Oceanlake
Janessa Johnson	Special Education Teaching Asst II/Oceanlake
Renee Taunton	Special Education Teaching Asst II/Newport High
Tammy Abele	Special Education Teaching Asst II/Newport High

Resignation(s):

Jayne Burril	Special Education Teaching Asst II Newport High	Resignation 9/6/2022 – 10/1/2025
Sara Gibson	School Garden Coordinator Arcadia	Resignation 3/9/2020 -9/5/2025
Aaron Gibson	Early Childhood Teaching Assistant Toledo Elementary	Resignation 8/26/2024 – 9/12/2025
Shannon Thurber	Alternative Environment Program Manager Compass Online	Resignation 3/6/2017 – 10/24/2025

MaryAnn Fiscus	Bond Clerk Compass Center	Resignation 8/18/2025 – 10/3/2025
Randy Richmond	21st Century Teaching Assistant Sam Case	Resignation 9/29/2025 – 10/9/2025

10. Action Items

10.a. Facilities & Maintenance/Transportation/Food Services

10.a.1. Bleacher Replace NHS/NMS/TAHS/TAES/TOES

LINCOLN COUNTY SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
10/14/2025

TOPIC: Bleacher Replace NHS/NMS/TAHS/TAES/TOES

PREPARED BY: Annette Brooks-Flatt

WILL BE PRESENTED BY: Rich Belloni

TYPE OF ITEM: Consent ☐ Information ☐ Discussion ☐ Decision ☒

DESCRIPTION OF AGENDA ITEM:

Facilities and Maintenance is looking to replace wooden bleacher for plastic bleacher. These paid by the bond.
Pricing is from KCDA #374 Procurement Services

Newport High School
Base Bid $279,834, Demo and Removal $41,025 Total $320,859
Newport Middle
Base Bid $279,834 Demo and Removal $28,205 Total $169,350
Taft High School
Base Bid $265,678 Demo and removal $41,025 Total $306,703
Taft Elementary
Base Bid $117,298 Demo and Removal $28,205 Total $145,503
Toledo Elementary
Base Bid 60,798 Demo and Removal $15,384 Total $76,182

Facilities and Maintenance will ask the board to approve

SUPERINTENDENT'S RECOMMENDATION:

ADDITIONAL MATERIAL Attached: Yes ☐ No ☐ Available: Yes ☐ No ☐

10.b. Board

10.b.1. Election of Officer - Board Vice-Chair

10.b.2. Board Goal Update

LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

10.b.3. Swearing in of Interim Zone 2 Board Members

11. Items of Information & Discussion

11.a. Facilities & Maintenance/Transportation/Food Services

11.a.1. Track Replacement - Newport and Taft High

LINCOLN COUNTY SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
Oct 14, 2025

TOPIC: Track replacement for NHS and TAHS

PREPARED BY: Annette Brooks-Flatt

WILL BE PRESENTED BY: Rich Belloni

TYPE OF ITEM: Consent ☐ Information ☐ Discussion ☐ Decision ☐

DESCRIPTION OF AGENDA ITEM:

Facilities and Maintenance are looking to replace the track for NHS and TaHS/
These will be paid by the bond.
Pricing is from The Association of Educational Purchasing Agencies (AEPA) program, Beynon AEPA IFB #24-A

NHS: BSS 200 Track Surfacing (5,978 square yards), track removal and site work $379,540.05

TaHS: BSS 200 Track Surfacing (5,978 square yards), site work $238,154.95

Alternate colored track (other than red or black) $31,470.31

Facilities and Maintenance will ask the board to approve on October 28, 2025

SUPERINTENDENT'S RECOMMENDATION:

ADDITIONAL MATERIAL Attached: Yes ☐ No ☐ Available: Yes ☐ No ☐

9/20/13 lku

PRICING PROPOSAL

BEYNON®
A Tarkett Sports Company

NEWPORT HIGH SCHOOL

October 10, 2025

TO: **Rich Belloni**
EMAIL: rich.belloni@lincoln.k12.or.us

FROM: James Traynor
NW Sales Manager, Beynon Sports
PHONE: 206-979-9792
EMAIL: JTraynor@beynonsports.com

Ricky Quintero
NW Construction Manager, Beynon Sports
503-930-6858
RQuintero@beynonsports.com

SD: Lincoln County School District
School: Newport High School
Address: 322 NE Eads St, Newport, OR 97365

Rich,

Beynon Sports Surfaces, in conjunction with FieldTurf USA Inc., is pleased to present the following proposal for the resurfacing of your track at Newport High School. Our pricing is based on the Oregon Inter-Mountain ESD (IMESD) cooperative purchasing agency. IMESD is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #24-A

For additional information regarding The Association of Educational Purchasing Agencies (AEPA) program, click on the following hyperlink: AEPA IFB #24-A

If the price selected is approved, please make the PO or contract out to Beynon Sports Surfaces Inc., 19600 SW 129th Ave Suite A, Tualatin, OR 97062.

If you have any questions regarding this proposal, please feel free to reach out to me directly at your convenience. We are looking forward to working with you!

Sincerely,

James Traynor
Northwest Sales Manager

FieldTurf® A Tarkett Sports Company | BEYNON® A Tarkett Sports Company | Tarkett SPORTS CONSTRUCTION

Remove and Replace Pricing:

BSS 200 TRACK SURFACING	
General Conditions • Temporary Facilities (Toilet, Office, Electrical) • Construction Management **Existing Track Removal and Site Work** • Remove the existing track surface • Clean & sweep existing asphalt surface • Pre-level **Install BSS 200 Track Surfacing (5,978 square yards)** • Competition level • **Life Expectancy: 10-12 years** • **Color Weight (total weight of the color/top wear coat): 5.9 lbs.** • **Color to be Red or Black** • The base layer of the surface is a paved in place base mat made up of single-component polyurethane binder and styrene-butadiene rubber (aka SBR, or recycled tires). The base mat is then sealed and then a structural spray is applied. • Can be top-coated at the end of its useful life with a new structural spray or upgraded to a BSS 300 by adding a seal coat and a new embedded wear layer!	$373,931.08
Bonds:	$5,608.97
Total Cost:	**$379,540.05**
Add Alternate 2: Colored Track (other than red or black)	$31,470.31

PRICE INCLUDES:

CIVIL SCOPE

a) Mobilization of equipment and crew to site
b) General Conditions & Site Work listed in base bid
c) OR BOLI Wages

SYNTHETIC TRACK SURFACING

a) Supply and Installation of the polyurethane track surfacing systems described above.

STRIPING

a) Stripe the running track with all lane lines, numbers, and event markings per owner approved striping diagram.

PRICE DOES NOT INCLUDE:

a) Any costs associated with necessary changes relating to the delineation of the field.

b) The supply of or adjustment to existing manholes, clean-outs or grates and supply of the manhole covers not outlined in the construction documents.
c) Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders and will become an extra charge over and above the offered price.
d) Site security.
e) Silt fencing and any other fencing.
f) Boring for utilities.
g) Any electrical work.
h) Unsuitable soils: once subgrade has been established, a proof roll will be performed to ensure the structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas has been provided as an alternate
i) Installation of manholes, junction boxes, gabions, concrete rip wrap, storm drainage not related to the field construction, grate inlets and reinforced concrete pipe not outlined in the construction documents.
j) Relocation, removal, and repair of existing utilities not limited to electrical conduits, power poles, water, sewer, gas, cable, telephone, owner placed conduits and/or communication feeds within the field of play not outlined in the construction documents.
k) Design services and construction documentation, including, but not limited to, conceptual drawings/preliminary design; construction drawings; storm water management; submittal reviews and processing; architectural/engineering inspections; soil borings; professional survey; and as built drawings.
l) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
m) Permit fees, Inspection fees.
n) Pre-shipment testing.
o) Alternating green panels (Field Green and Summer Green)
p) Supply and installation of inlaid football media lines.
q) Any custom-colored turf fibers.
r) Any on-site 3rd party infill lab testing.
s) Maintenance Equipment (e.g., GroomRight or FieldSweep).
t) A vehicle to tow FieldTurf maintenance equipment.
u) Any maintenance program, post final completion.
v) Any costs associated with necessary changes relating to the geometry of the running track.
w) Any additional costs incurred from weather related delays (for us to install track surfacing we need it to be dry and at least 50 degrees and rising)
x) Anything not explicitly noted in the inclusions.
y) 28 day cure time required on new asphalt or concrete

The price is valid for a period of 30 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the impacts of the COVID-19 pandemic are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/Beynon Sports shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. Please note that the seller/Beynon

Sports shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

Please feel free to reach out to any member of our project team with questions about our offer:

James Traynor
NW Regional Sales Manager
(206) 979-9792
jtraynor@beynonsports.com

Ricky Quintero
NW Regional Construction Manager
(503) 930-6858
rquintero@beynonsports.com

Chris Flake
NW Regional Project Manager
971-400-6906
cflake@beynonsports.com

Thank you again for your interest in Beynon Sports, we look forward to working with you.

Per: _____

James Traynor
Northwest Regional Sales Manager
Beynon Sports

CONDITIONS

Notwithstanding any other document or agreement entered into by Beynon Sports Surfaces, Inc. (Beynon Sports) in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.

b) Beynon Sports' preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from Beynon Sports' manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the track and/or field for its intended purpose, even if punch list items remain and the Certificate of Completion has not been executed by Customer.

c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.

d) Beynon Sports requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, Beynon Sports further requires a minimum of 28 days per field to install the Product subject to weather and force majeure

e) Beynon Sports requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25-foot wide by 25-foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the track and/or field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. Beynon Sports shall not be liable for any damages to the staging area or its surface unless such damages are caused by Beynon Sports intentional misconduct or negligence.

f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.

g) Upon substantial completion of the project as outlined in the contract documents, the Customer shall sign Beynon Sports' Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the track and/or field, which may include a list of punch list items.

h) Beynon Sports shall not be a party to any penalty clauses and/or liquidated damages provisions.

i) Beynon Sports shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that Beynon Sports pursues collection of payment of any past due invoice.

j) All colors are to be chosen from Beynon Sports' standard colors.

PRICING PROPOSAL

BEYNON®
A Tarkett Sports Company

TAFT HIGH SCHOOL

October 10, 2025

TO: **Rich Belloni**
EMAIL: rich.belloni@lincoln.k12.or.us

FROM: James Traynor
NW Sales Manager, Beynon Sports
PHONE: 206-979-9792
EMAIL: JTraynor@beynonsports.com

Ricky Quintero
NW Construction Manager, Beynon Sports
503-930-6858
RQuintero@beynonsports.com

School: Taft High School
School District: Lincoln County School District
Address: 3780 SE Spy Glass Ridge Dr, Lincoln City, OR 97367

Rich,

Beynon Sports Surfaces, in conjunction with FieldTurf USA Inc., is pleased to present the following proposal for the resurfacing of your track at Taft High School. Our pricing is based on the Oregon Inter-Mountain ESD (IMESD) cooperative purchasing agency. IMESD is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #24-A

For additional information regarding The Association of Educational Purchasing Agencies (AEPA) program, click on the following hyperlink: AEPA IFB #24-A

If the price selected is approved, please make the PO or contract out to Beynon Sports Surfaces Inc., 19600 SW 129th Ave Suite A, Tualatin, OR 97062.

If you have any questions regarding this proposal, please feel free to reach out to me directly at your convenience. We are looking forward to working with you!

Sincerely,

James Traynor
Northwest Sales Manager

FieldTurf® A Tarkett Sports Company | BEYNON® A Tarkett Sports Company | Tarkett SPORTS CONSTRUCTION

Pricing:

BSS 200RE TRACK SURFACING	
Site Work and General Conditions: • Mobilization • Construction Management • Pressure wash & prep surface prior to topcoat **Install BSS 200RE Topcoat Track Resurfacing (5,978 square yards)** • Color to be Red or Black • The existing surface is sealed and then a two-layer structural spray is applied.	$234,635.42
Bonds:	$3,519.53
Total Cost:	**$238,154.95**
Add Alternate 2: Colored Track (other than red or black)	$31,470.31

PRICE INCLUDES:

CIVIL SCOPE

a) Mobilization of equipment and crew to site
b) General Conditions & Site Work listed in base bid
c) OR BOLI Wages

SYNTHETIC TRACK SURFACING

a) Supply and Installation of the polyurethane track surfacing systems described above.

STRIPING

a) Stripe the running track with all lane lines, numbers, and event markings per owner approved striping diagram.

PRICE DOES NOT INCLUDE:

a) Any costs associated with necessary changes relating to the delineation of the field.
b) The supply of or adjustment to existing manholes, clean-outs or grates and supply of the manhole covers not outlined in the construction documents.
c) Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders and will become an extra charge over and above the offered price.
d) Site security.
e) Silt fencing and any other fencing.
f) Boring for utilities.
g) Any electrical work.

h) Unsuitable soils: once subgrade has been established, a proof roll will be performed to ensure the structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas has been provided as an alternate
i) Installation of manholes, junction boxes, gabions, concrete rip wrap, storm drainage not related to the field construction, grate inlets and reinforced concrete pipe not outlined in the construction documents.
j) Relocation, removal, and repair of existing utilities not limited to electrical conduits, power poles, water, sewer, gas, cable, telephone, owner placed conduits and/or communication feeds within the field of play not outlined in the construction documents.
k) Design services and construction documentation, including, but not limited to, conceptual drawings/preliminary design; construction drawings; storm water management; submittal reviews and processing; architectural/engineering inspections; soil borings; professional survey; and as built drawings.
l) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
m) Permit fees, Inspection fees.
n) Pre-shipment testing.
o) Any maintenance program, post final completion.
p) Any costs associated with necessary changes relating to the geometry of the running track.
q) Any additional costs incurred from weather related delays (for us to install track surfacing we need it to be dry and at least 50 degrees and rising)
r) Anything not explicitly noted in the inclusions.
s) 28 day cure time required on any new asphalt or concrete

The price is valid for a period of 30 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the impacts of the COVID-19 pandemic are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/Beynon Sports shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. Please note that the seller/Beynon Sports shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

Please feel free to reach out to any member of our project team with questions about our offer:

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NW Regional Sales Manager
(206) 979-9792
jtraynor@beynonsports.com

Ricky Quintero
NW Regional Construction Manager
(503) 930-6858
rquintero@beynonsports.com

Chris Flake
NW Regional Project Manager
971-400-6906
cflake@beynonsports.com

Thank you again for your interest in Beynon Sports, we look forward to working with you.

Per: _____
James Traynor
Northwest Regional Sales Manager
Beynon Sports

CONDITIONS

Notwithstanding any other document or agreement entered into by Beynon Sports Surfaces, Inc. (Beynon Sports) in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.

b) Beynon Sports' preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from Beynon Sports' manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the track and/or field for its intended purpose, even if punch list items remain and the Certificate of Completion has not been executed by Customer.

c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.

d) Beynon Sports requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, Beynon Sports further requires a minimum of 28 days per field to install the Product subject to weather and force majeure

e) Beynon Sports requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25-foot wide by 25-foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the track and/or field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. Beynon Sports shall not be liable for any damages to the staging area or its surface unless such damages are caused by Beynon Sports intentional misconduct or negligence.

f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.

g) Upon substantial completion of the project as outlined in the contract documents, the Customer shall sign Beynon Sports' Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the track and/or field, which may include a list of punch list items.

h) Beynon Sports shall not be a party to any penalty clauses and/or liquidated damages provisions.

i) Beynon Sports shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that Beynon Sports pursues collection of payment of any past due invoice.

j) All colors are to be chosen from Beynon Sports' standard colors.

11.b. Teaching & Learning

11.b.1. Biennial English Learners Report. BG-1

English Learners in Oregon

Biennial Report to the Legislature

December 2024

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

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Introduction

Oregon Revised Statute (ORS) 327.016 directs the Oregon Department of Education (ODE) to prepare and publish by June 30 of each year an annual report related to the State School Fund moneys received for English language learner programs and student outcomes. The Annual Reports for English Learners (ELs) in Oregon for the 2021-22 and 2022-23 school years each offer detailed insights into the demographics, academic performance, participation of English learners in targeted educational programs, and the state and federal allocation of funding for English Learners. These reports reflect Oregon's ongoing efforts to support over 100,000 current and former English learners, representing over 18% of the state's student population. In addition to the annual reporting requirement, ORS 327.016 also requires ODE to "submit to the interim legislative committees on education a summary of the two most recent reports prepared" prior to "January 1 of each odd-numbered year." To meet this requirement, the following report provides a comparative summary of the past two EL reports covering the 2021-22 and 2022-2023 school years. Throughout, the implications of the findings are discussed in light of the ODE Multilingual Learner Strategic Plan (2024) which offers a roadmap for addressing existing disparities.

Key Comparative Trends

The analysis that follows explores comparative trends, focusing on critical areas such as demographics, proficiency outcomes, program participation, and resource allocation to support multilingual students. As in the past annual EL reports, "current English learners" are multilingual students who were learning English in an English Language Development (ELD) program during the 2021-22 and 2022-23 school years. "Former English learners" are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 and 2022-23 school years. "Ever language learners" are the combination of both current and former English learners. Finally, "never English learners" are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 and 2022-23 school years.

Demographics: In 2021-22, current ELs comprised 10.4% (56,683) of the 546,726 enrolled students. In 2022-23, this increased to 10.9% (59,263) of the 545,609 enrolled students. In addition, former ELs constituted 42,770 (7.8%) in 2021-22 and 40,912 (7.5%) in 2022-23. The Latino/a/x group constituted the largest ethnic group among current ELs in both years, accounting for 77% (43,629) in 2021-22 and 76.7% (45,463) in 2022-23. Across both years, most current ELs were concentrated in elementary grades, with 61.1% in 2021-22 and 59.2% in 2022-

23, showing a gradual shift as ELs advance through grade levels and exit ELD programs upon achieving English proficiency.

Academic Performance: Former ELs consistently outperformed current ELs on the statewide assessments in English Language Arts (ELA) and mathematics across 2021-22 and 2022-23 years. For example, 50.5% of former ELs met ELA standards compared to 47.8% of never English learners in 2021-22 in elementary grades, which increased to 54.6% compared to 47.8% of never English learners in 2022-23. Meanwhile, only a small percentage of current ELs met state standards in these subjects. Specifically, in elementary grades, only 7% (3,968) of current ELs met ELA standards and 7.1% (4,028) met math standards in 2021-22. In 2022-23, ELA proficiency for current ELs in these grades declined to 6.6% (3,910), while math proficiency remained stable at 7.1% (4,207).

Targeted Program Participation: Special Education representation for current ELs was higher than that for never ELs across both years: 20.3% (11,507) in 2021-22 and 19.7% (11,671) in 2022-23. Participation in Migrant Education programs rose from 9.0% (5,131) in 2021-22 to 10.5% (6,232) in 2022-23. EL representation in the Talented and Gifted (TAG) program remained low, with only 0.4% of current ELs participating in 2021-22, and a slight increase to 0.5% in 2022-23. This underrepresentation highlights a gap in the identification of gifted EL students.

Graduation Rate: Former ELs graduated at higher rates than never ELs (about 87% compared to about 81%), while current ELs' rates were substantially lower (by about 20%) than both groups in 2021-22 and 2022-23 school years. However, current ELs' graduation rates slightly improved from 65.3% (37,015) in 2021-22 to 68.1% (40,367) in 2022-23. Additionally, current ELs were about three times more likely than never ELs to graduate with a modified diploma across both school years.

Attendance Rate: Attendance rates among current ELs, especially in high school, remained lower than their peers (former and never English learners) in 2021-22 (43.5%; 4,732) and 2022-23 (44.0%; 5,329) school years.

State and Federal Funding: Between 2021-22 and 2022-23, Oregon increased per-pupil base funding from $9,167 to $9,622, leading to a raise in additional state funds for English Learners from $4,584 to $4,811 per EL student. Total state allocations for EL programs rose by $22 million, reflecting growing support, while federal Title III funding slightly decreased from $137.29 to $132.95 per EL student.

Enrollment Trends: In 2021-22, 546,726 students were enrolled in Oregon schools, with 10.4% (56,683) identified as current ELs. In 2022-23, enrollment dropped slightly to 545,609 students, but the proportion of current ELs rose to 10.9% (59,263). As a general trend, while the overall

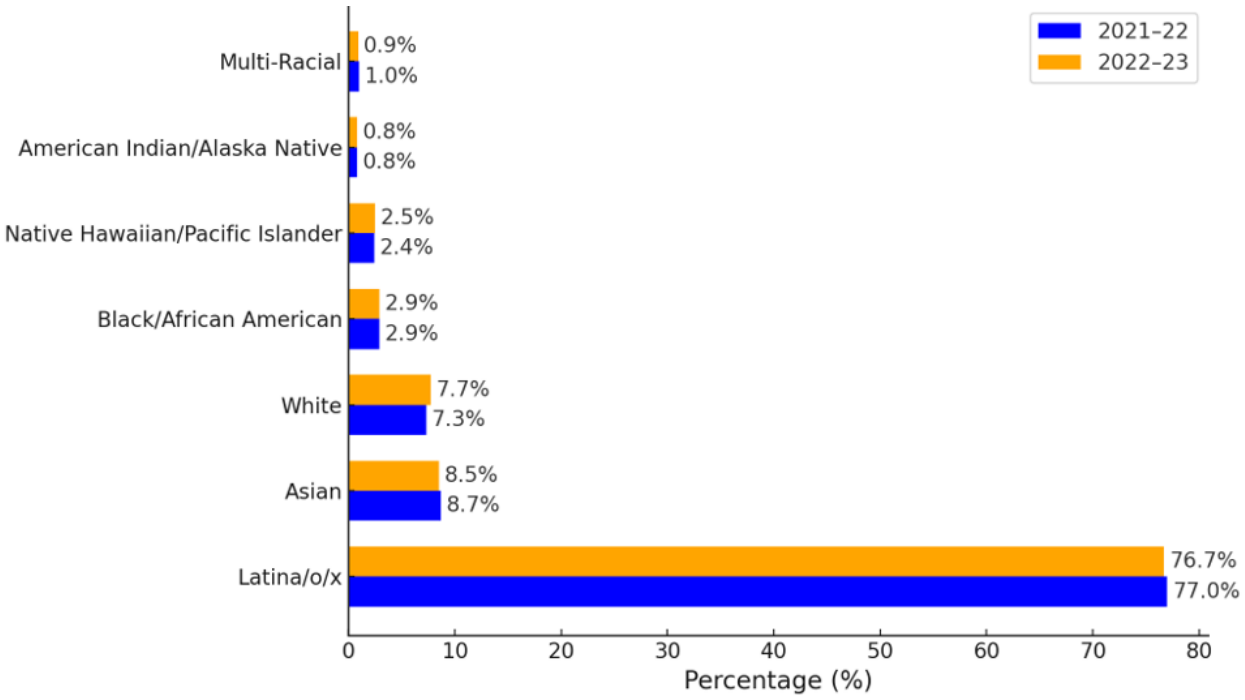
number of Oregon students has declined, the EL population has indeed increased, making up a growing segment of the student population. Table 1 provides the full enrollment counts for current, former and never English learners.

Table 1. Number of current, former, and ever English Learners in 2021-22 and 2022-23

School Year	Total Students	Current ELs	Former ELs	Ever ELs
2021-22	546,726	56,683 (10.4%)	42,770 (7.8%)	99,453 (18.2%)
2022-23	545,609	59,263 (10.9%)	40,912 (7.5%)	100,175 (18.4%)

Ethnic Diversity: Latino/a/x students comprised the majority of Oregon's current EL population, with 77% (43,629) in 2021-22 and 76.7% (45,463) in 2022-23, underscoring a consistent demographic profile. Both reports also highlight the representation of Latino/a/x and Native Hawaiian/Pacific Islander students among ELs in both years (see Figure 1). In addition, in both years, nearly one-third (about 33%) of the Latino/a/x and Native Hawaiian/Pacific Islander students were designated as English learners.

Figure 1. Percentage of current English learners by race/ethnicity in 2021-22 and 2022-23.



Language Diversity: Spanish remains the predominant home language among ELs, spoken by 76.6% (43,419) of ELs in 2021-22 and 76.0% (45,035) in 2022-23. Additional prevalent languages include Russian, Chinese, Vietnamese, and Arabic. The number of unique languages spoken increased from 199 in 2021-22 to 222 in 2022-23, reflecting growing linguistic diversity across Oregon (see Table 2).

Table 2: Most Prevalent Languages among ELs

Language	2021-22	2022-23
Spanish	76.6% (43,419)	76.0% (45,035)
Russian	2.4% (1,345)	2.6% (1,548)
Chinese	2.1% (1,200)	2.0% (1,178)
Vietnamese	2.2% (1,251)	2.0% (1,172)
Arabic	1.5% (830)	1.4% (820)

The number of recent arrivers increased in 2022-23

Defined as students born outside the United States or Puerto Rico who have been educated in the U.S. for fewer than three cumulative years, recent arrivers represent a unique subset of English learners in Oregon. These students often bring linguistic diversity and cultural assets to their schools but also face challenges in adapting to a new educational system.

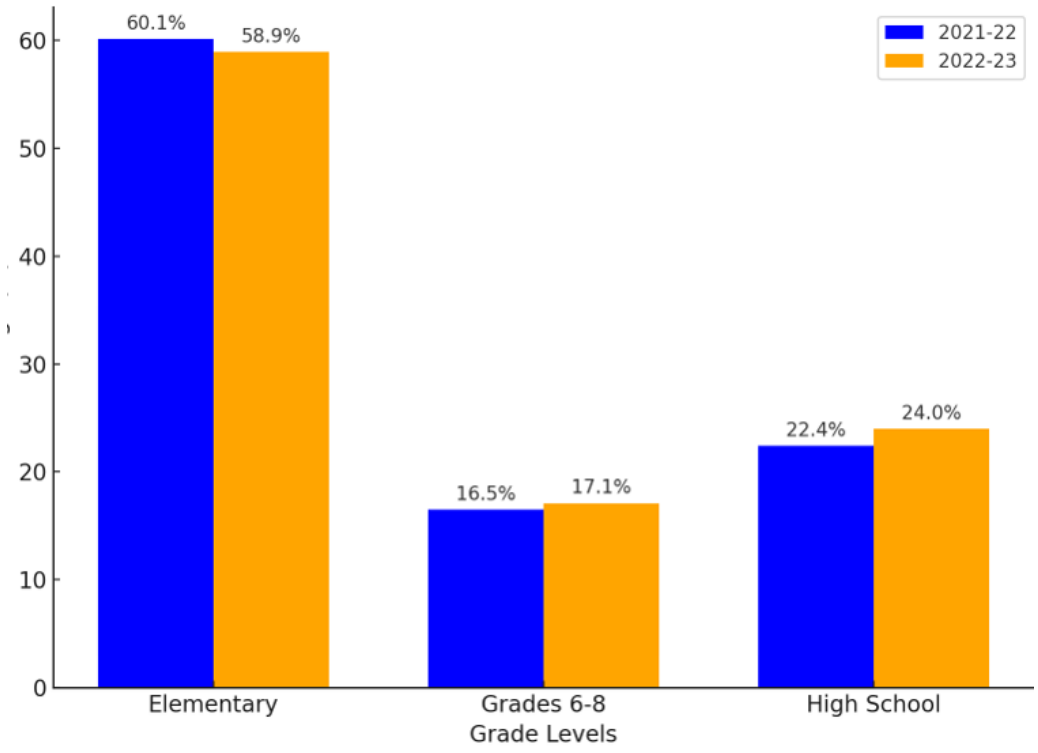
Recent arrivers in Oregon public schools showed notable differences between the 2021-22 and 2022-23 academic years. In 2021-22, the total number of recent arrivers was **4,145**. In 2022-23, this number increased to **4,851**, signaling a rise in newly arrived students entering the Oregon educational system. The distribution of recent arrivers across grade levels is provided in Figure 2.

The increase in recent arrivers highlights the need for Oregon schools to expand resources for English language instruction and newcomer support. With rising enrollment, especially in middle and high schools, districts must prioritize tailored interventions for older students who face challenges balancing language acquisition and academic content. Adjustments in staffing, culturally responsive teaching, and specialized programs for adolescent newcomers are

essential. The shift in grade-level distribution suggests a growing demand for secondary-level English learner services, necessitating collaboration among educators, counselors, and community organizations to ensure smooth transitions, equitable access to education, and successful integration for these students.

The rise in recent arrivers in Oregon schools also underscores the importance of Goal 3 under Priority Area 1 of Oregon Multilingual Learner Strategic Plan which emphasizes ensuring consistent access to high-quality interpretation and translation services. Effective communication helps students and families navigate academic and social integration. The increased proportion of older recent arrivers in 2022-23 highlights the need for tailored communication strategies in middle and high schools, where academic content is more complex. These services are essential for fostering inclusion and equity for multilingual learners and their caregivers.

Figure 2. Grade Distribution of Recent Arrivers in 2021-22 and 2022-23



English Learners with Interruptions in their Education

The annual EL reports for the 2021-22 and 2022-23 school years also highlight trends among English learners with limited or interrupted formal education (SLIFE) in Oregon. These students

face unique challenges due to gaps in formal education, often stemming from immigration or refugee experiences.

In 2021-22, there were 795 current English learners identified as SLIFE, constituting 1.4% of the total English learner population. Most SLIFE students were concentrated in high school (60.8%), followed by middle school (27.7%) and elementary school (11.6%). Eight districts accounted for 81% of these students, with Hillsboro, Hermiston, and Portland among the top districts serving SLIFE learners.

In 2022-23, the number of SLIFE students decreased slightly to 790, representing 1.3% of the English learner population. High school remained the predominant grade level for SLIFE students (62.2%), with middle school (22.7%) and elementary school (15.2%) following. The distribution of SLIFE students shifted slightly, with nine districts now serving 83.3% of this population. Hillsboro, Portland, and Beaverton were the districts with the largest populations of SLIFE learners.

Priority Area 2, Goal 5 of the Oregon Multilingual Learner Strategic Plan aims to integrate SLIFE students into schools with necessary academic and emotional support. Measures such as developing guidance for credit evaluation (see SB 940 Study Report, 2024), collaborating with resettlement agencies, and fostering welcoming school environments are essential to addressing these students' unique challenges and ensuring their educational success.

Participation in Targeted Programs

Program participation data reveals how ELs are represented in various federally and state-funded programs, including Special Education, Migrant Education, and Talented and Gifted (TAG). The comparative findings are presented in the following section.

Special Education

Current ELs are overrepresented in Special Education. In 2021-22, 20.3% (11,507) of current ELs received special education services, slightly decreasing to 19.7% (11,671) in 2022-23. By contrast, these percentages were around 15% for never and 7% for former English learners. This trend indicates a need for careful assessment practices to avoid potential misclassification of ELs. Over-identification often arises when educators misinterpret challenges related to language acquisition as indicators of learning disabilities. This can lead to inappropriate placements that fail to address ELs' actual needs and may stigmatize them, limiting their academic potential (Burr, 2020; Hoover & Klingner, 2011).

Migrant Education

Most students who participate in Oregon Migrant Education Programs are current or former ELs. Participation in Oregon's Migrant Education program increased from 2021-22 to 2022-23.

In 2021-22, 5,131 current English learners (9% of all current ELs) participated, comprising 51.4% of the 9,947 total participants. Former English learners represented 37.4% of program participants, meaning 88.8% of all students in the program were ever English learners.

By 2022-23, 6,232 current English learners (10.5% of all current ELs) participated, accounting for 57.5% of the 10,844 program participants. Former English learners constituted 31.4%, and ever English learners remained steady at 88.8% of total participants. The number of districts offering Migrant Education services rose from 97 to 101, reflecting expanded program access.

TAG Programs

EL representation in the TAG program remained low across both years, with only **0.4% of current ELs** participating in 2021-22, and a slight increase to **0.5% in 2022-23**. This underrepresentation highlights a gap in the identification of gifted EL students. The persistent underrepresentation of English learners (ELs) in the Talented and Gifted (TAG) program underscores the need for systemic change. With only 0.4% of current ELs participating in 2021-22 and a marginal increase to 0.5% in 2022-23, these figures reflect barriers in recognizing the potential of multilingual students. Priority Area 2, Goal 4 of Oregon Multilingual Learner Strategic Plan advocates for equitable access to advanced programs by developing culturally responsive identification processes. Addressing this gap involves implementing alternative evaluation criteria and training educators to identify giftedness in diverse contexts, ensuring ELs receive the opportunities to excel and contribute fully to their educational communities.

Language Development, Academic Outcomes for English Learners and Beyond

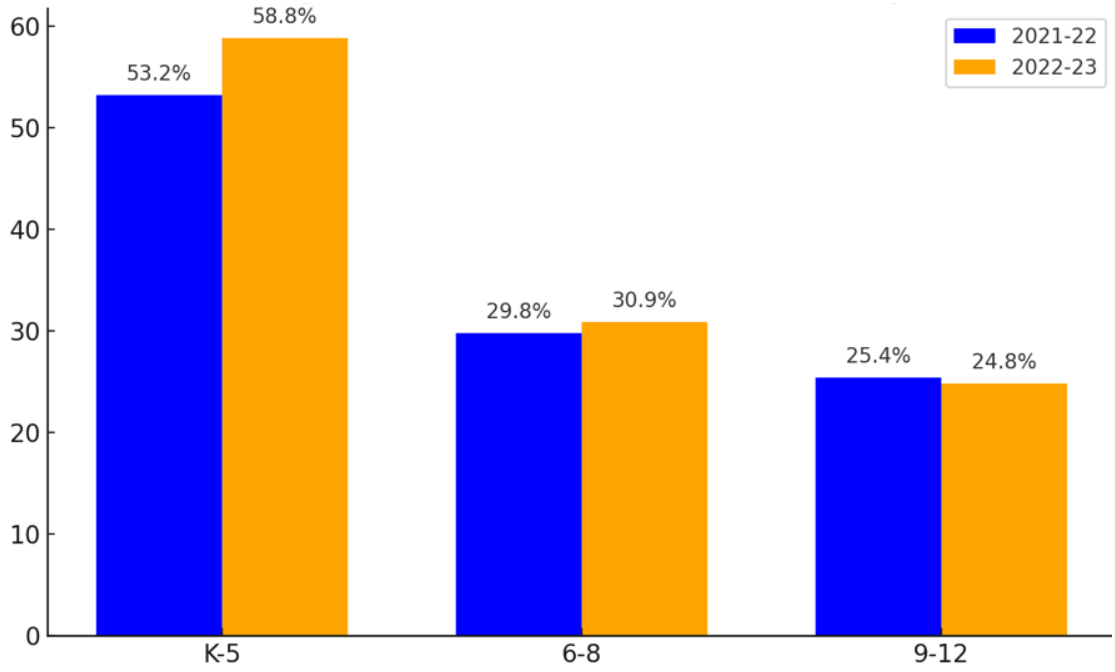
The Oregon English Learners Reports for 2021-22 and 2022-23 also focus on the progress and outcomes of English Learners (ELs) in their language development and academic performance. This includes tracking students' progress toward English proficiency, and performance on statewide academic assessments in English Language Arts (ELA) and Mathematics. A comparison of these two years reveals important patterns and changes in EL academic outcomes.

On track to Achieve English Proficiency

Oregon’s accountability system monitors whether current English learners are on track to attain English language proficiency within seven years, taking into account initial level of English proficiency, years identified as an EL, and disability and/or an interrupted formal education status. In both years, the K-5 grade band exhibited the highest on-track percentages, with an increase from 53.2% in 2021-22 to 58.8% in 2022-23. Middle school (grades 6-8) saw a slight improvement, rising from 29.8% to 30.9%. High school (grades 9-12) percentages declined marginally, dropping from 25.4% to 24.8% (see Figure 3).

These trends highlight a consistent pattern: younger students (K-5) are more likely to achieve language proficiency milestones compared to older students, with proficiency rates declining as grade levels increase. The data underscores the importance of early intervention in English language development programs to enhance success rates, particularly in middle and high school settings where challenging academic content demands higher level of linguistic knowledge.

Figure 3. Grade Distribution for English Learners On track to English Proficiency



Academic Performance

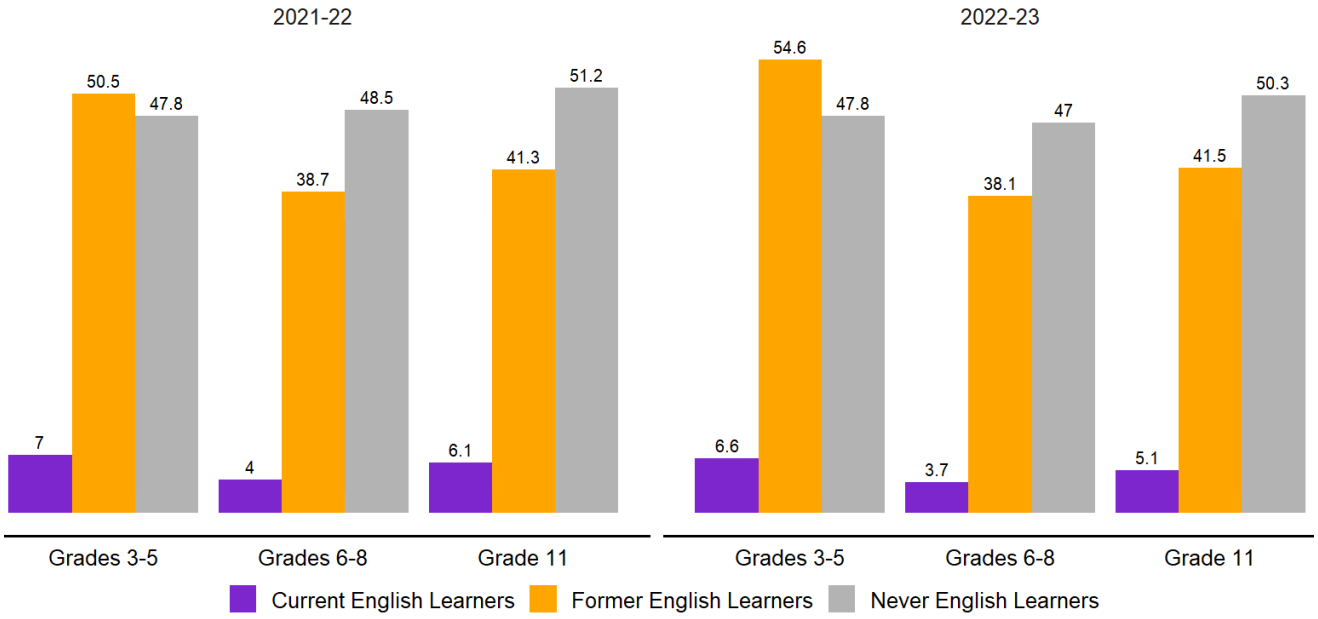
Academic performance, as measured by state standards in English Language Arts (ELA) and Mathematics, presented mixed outcomes across the two years. The following presents a summary of these outcomes.

English Language Arts

Across grade levels, substantially lower percentages of current ELs met the ELA standards in both years. For example, at the elementary level, only 7.0% met ELA standards in 2021-22 with a slight decline to 6.6% in 2022-23. However, former ELs demonstrated improvement in ELA, outperforming never English learners across both years. Figure 4 shows the complete range of

results comparing the percentage of current, former, and never English learners meeting the ELA standards across both school years.

Figure 4. Grade Distribution for English Learners Meeting/Exceeding ELA Standards

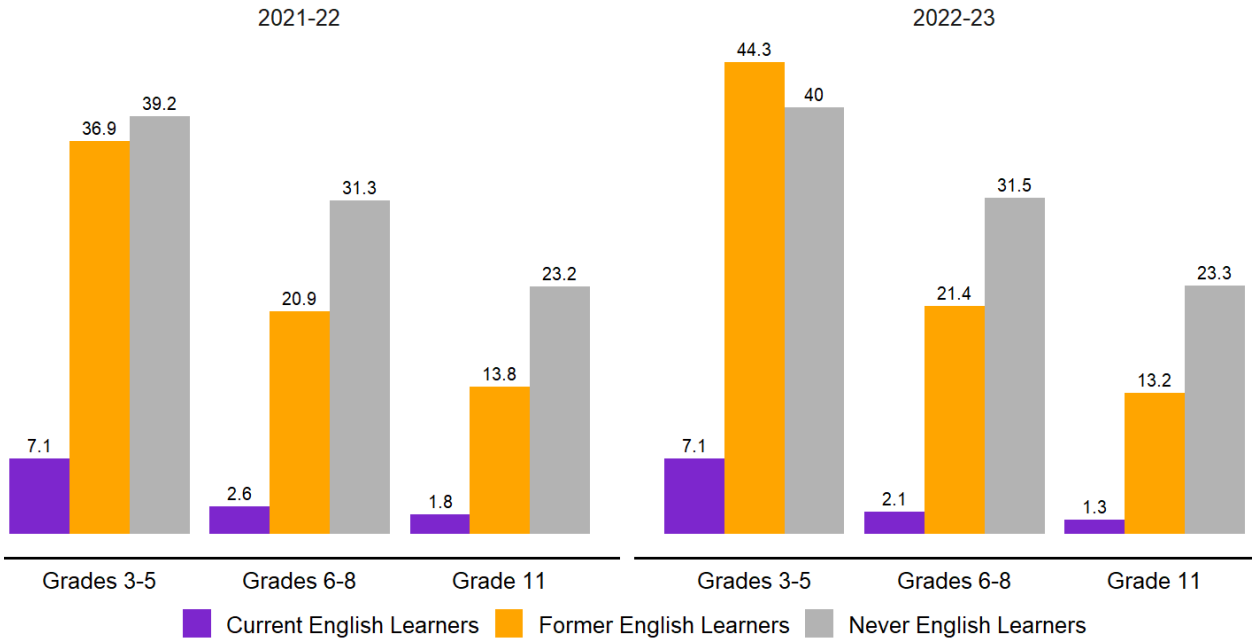


Mathematics

In mathematics, performance remained static at 7.1% across both years in the elementary grades. However, former ELs demonstrated exceptional improvement where their percentage of meeting the mathematics standards rose notably from 36.9% in 2021-22 to 44.3% in 2022-23 enabling them to outperform their non-EL peers.

These results highlight the long-term benefits of attaining English proficiency, as former ELs consistently outperform current ELs in academic assessments. Figure 5 shows the complete range of results comparing the percentage of current, former, and never English learners meeting the math standards across both school years.

Figure 5. Grade Distribution for English Learners Meeting/Exceeding Math Standards



Graduation Rates and Diploma Attainment

Graduation rates for former ELs surpassed those of never ELs in both years, with **86.4% in 2021-22** and **87.6% in 2022-23**. However, only **65.3% of current ELs** graduated in four years in 2021-22, rising to **68.1% in 2022-23**. In addition, current ELs were **nearly three times more likely** to receive a modified diploma compared to their never EL peers, underscoring the impact of language acquisition challenges on academic achievement. The disparity in graduation rates between current and former English learners (ELs) underscores the need for targeted support. Such support aligns with priority Area 2, Goal 4, Actions 4.3, 4.4, and 4.5 in Oregon Multilingual Learner Strategic Plan which emphasize the importance of increasing EL access to advanced learning opportunities and postsecondary pathways. These actions focus on reviewing participation rates, addressing entry barriers, and using focused communication strategies to promote the benefits of career-connected learning. Thus, it is important to leverage various resources (ex. High School Success grants) to support multilingual learners' access to equitable and enhanced outcomes.

Attendance Rates

Regular attendance rates declined with each advancing grade level for all EL categories. In 2022-23, **58.3% of elementary ELs** maintained regular attendance, compared to **60.3% in 2021-22**. Middle and high school attendance also decreased slightly year over year, with high school attendance for current ELs being the lowest at **44%**. Priority Area 1 in the Oregon Multilingual Learner Strategic Plan emphasizes culturally responsive communication to foster engagement.

By implementing multilingual outreach, improving interpretation services, and strengthening relationships with EL families, schools can build trust and encourage attendance. These strategies support the goal of creating inclusive environments where ELs and their families feel valued, ensuring greater participation and academic success.

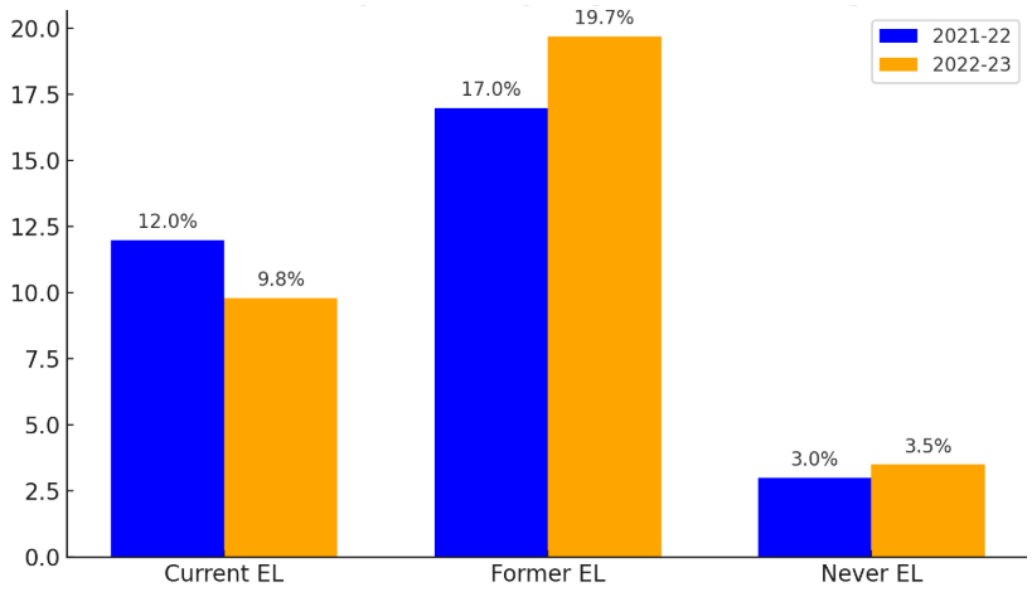
State Seal of Biliteracy

In Oregon, the State Seal of Biliteracy highlights students' bilingual proficiency and cultural assets. Figure 6 shows the percentage of graduates earning the Seal of Biliteracy among Current, Former, and Never English Learners in Oregon for the 2021-22 and 2022-23 school years. Former English Learners consistently achieved the highest percentages, increasing from 17% in 2021-22 to 19.7% in 2022-23, highlighting the long-term benefits of English Learner programs in fostering bilingual proficiency. Current English Learners earned the Seal of Biliteracy at lower rates, decreasing from 12% to 9.8% over the same period, likely reflecting challenges in attaining advanced bilingual skills while still acquiring English proficiency.[1]

This disparity underscores the challenges current English learners face in achieving advanced bilingual proficiency, suggesting the need for tailored support to help them bridge the gap and excel in attaining the Seal of Biliteracy. Priority Area 4, Goal 3 in the Oregon Multilingual Learner Strategic Plan highlights the importance of equitable access to pathways for linguistic achievement. Addressing this gap includes enhanced language development programs, educator training, and culturally responsive instruction. By fostering these resources, schools can help current ELs overcome language acquisition challenges, enabling them to achieve advanced bilingual proficiency and earn recognition through the Seal of Biliteracy.

[1] Never English Learners showed the lowest percentages, at 3% in 2021-22 and 3.5% in 2022-23, suggesting limited access or interest in pursuing bilingual certifications among monolingual English speakers.

Figure 6. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 and 2022-23 (among current, former, and never English learner graduates)



Allocation of State and Federal Funding

Funding for English Learner (EL) programs in Oregon is a vital component of ensuring equitable educational opportunities for students eligible for English language development (ELD) services. The EL reports for the 2021-22 and 2022-23 school years provide detailed information on per-pupil funding allocations for all students, supplemental state funds for EL students, and federal Title III grants aimed at enhancing support for EL programs. The following compares key financial figures across these two reports to highlight the amounts and sources of funding as well as the trends in allocation of funds for English Learners.

Per-Pupil Funding Amounts

In 2021-22, the average per-pupil funding allocated through the State School Fund was $9,167 which increased to $9,622 in 2022-23, reflecting an adjustment aligned with inflation or additional resource considerations.

ELD Supplemental Funds

The state allocates an additional 50% of the base per-pupil funding for every student enrolled in an ELD program. Thus in 2021-22, the additional state funding for each EL student was **$4,584** (0.5 × $9,167) while in 2022-23, the additional state funding per EL student rose to **$4,811** (0.5

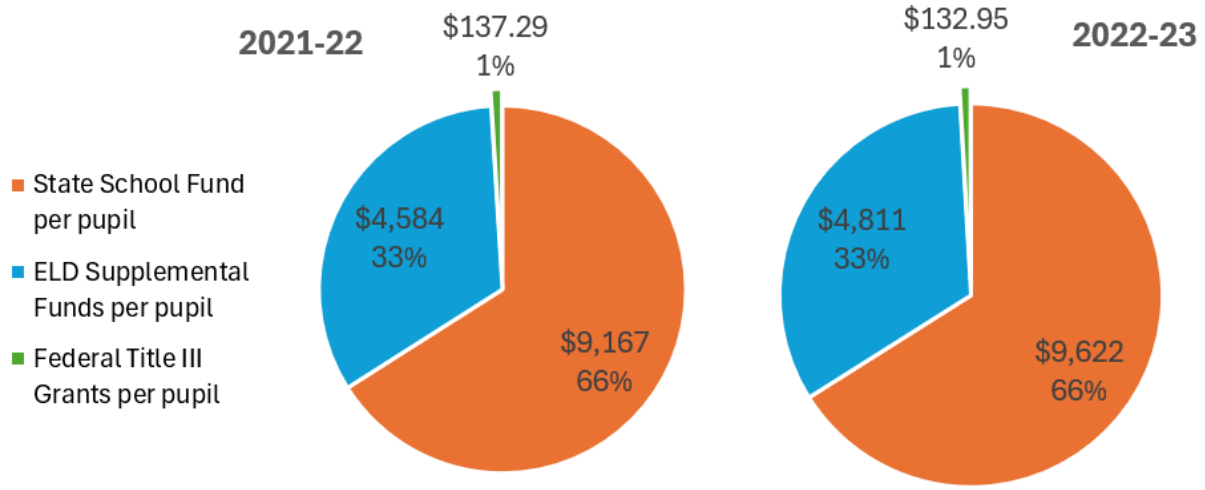
× $9,622). Overall, the total statewide allocation for additional EL funds rose from **$228,013,853** in 2021-22 to **$250,092,649** in 2022-23 (a $22 million increase).

Federal Title III Grants

In addition to the state-allocated funding discussed above, federal Title III grants provide additional resources to districts for supplemental EL services, such as teacher training, instructional materials, and family engagement programs. In 2021-22, districts with at least 69 ELs received **$137.29** per EL student for supplemental services. Districts with fewer than 69 EL students could form consortia to qualify for the federal TIII grants. In 2022-23, districts with at least 77 ELs received **$132.95** per EL student for supplemental services with smaller districts, once again, able to form consortia to qualify for these grants.

Figure 7 summarizes the percentage of the state and federal per-pupil funding for English Learners in 2021-22 and 2022-23 school years indicating that about 99% of the funding allocated to ELs comes from the state which in turn reflects a strong state-level commitment to education equity for EL students.

Figure 7. Percentage of state and federal per-pupil funding for English Learners in 2021-22 and 2022-23



Conclusion

The comparative trends in Oregon's English Learner (EL) population from 2021-22 to 2022-23 underscore both progress and persistent challenges. While enrollment increased, especially among current ELs, disparities in academic performance, program participation, and graduation rates remain evident. Former ELs outperformed current ELs academically, with the latter

showing limited gains in graduation rates including higher rates of receiving modified diplomas and continued underrepresentation in targeted programs like TAG, as well as overrepresentation in Special Education. Attendance challenges, particularly at the high school level, further highlight barriers to consistent engagement.

These trends reveal the need for tailored, systemic interventions to address gaps in support for current ELs. The ODE Multilingual Learner Strategic Plan provides a roadmap for addressing these challenges, with Priority Areas emphasizing equitable access, culturally responsive practices, and family engagement. Actions outlined in the plan, such as expanding pathways to academic and linguistic success, fostering inclusive school environments, and enhancing teacher training, are critical to addressing the existing disparities.

By leveraging the strategies in the plan and aligning resources to meet the unique needs of ELs, Oregon can improve outcomes in future years, ensuring that every English learner has equitable opportunities to excel academically and linguistically to support their full participation and success in school and beyond.

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11.c. Board

11.c.1. Public Comment (This time is reserved for general public comment to the Board)

11.d. Other

11.d.1. Meeting Takeaways

11.d.2. Reminders/Announcements

11.e. Adjournment

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team
Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.