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 of Directors
NOTICE OF A BOARD MEETING
Board Business/Retreat (Work Session)

Date	**Monday, August 24, 2026**
Time	**8:30 AM**
Place	**Oregon Coast Community College, 400 SE College Way, Newport, OR 97366**

The Lincoln County School District Board of Directors has scheduled a Board Business/Retreat (Work Session) of the Board beginning at 8:30 AM.

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 – Board Business/Retreat (Work Session)
Monday, August 24, 2026 - 8:30 AM
Oregon Coast Community College, 400 SE College Way, Newport, OR 97366

Agenda

1. Call to Order & Reading of Land Acknowledgment. BG-2 & 4
2. Roll Call- Establishment of a quorum
3. Breakfast and Connect
4. Action Items
   4.a. Zone 1 Resignation, Declaration of Vacancy, and Adoption of Appointment Process

LINCOLN COUNTY
SCHOOL DISTRICT

Symington, Eddie <eddie.symington@lincoln.k12.or.us>

Board resignation

Mitch Parsons <mitch.parsons@lincoln.k12.or.us> Wed, Aug 12, 2026 at 9:08 PM
To: Majalise Tolan <majalise.tolan@lincoln.k12.or.us>, Eddie Symington <eddie.symington@lincoln.k12.or.us>

Dear Members of the Board & Superintendent Tolan,

I am writing to formally resign from my position on the Lincoln County School District board. At this time, I am unable to commit the time and energy necessary to serve our community to the standard it deserves. It has been an honor to work alongside dedicated colleagues in support of our students, staff, and families. I remain deeply appreciative of the opportunity to have served and am grateful for the commitment and care each of you brings to this work. I wish the Board continued success moving forward.

Kindly,

Mitch Parsons

Board Member Resignation Timeline
Zone 1

- August 24th - Board accepts resignation, declares vacancy, and adopts appointment process
- August 26th - Vacancy information is published in newspaper
- September 15th - Application window closes (required to accept apps for 20 days)
- October 13th - Select and swear in Board Member

5. Items of Information & Discussion
    5.a. Copier Contract

Docusign Envelope ID: 1D6B23B9-FD1A-8A93-83B5-89A3ECC05C7B

Solutions YES

Lease Agreement

APPLICATION NO.	AGREEMENT NO.

8300 SW Hunziker Street • Portland, OR 97223 • Phone: 503.597.0937 • Fax: 503.213.1235

The words "**Lessee**," "**you**" and "**your**" refer to **Customer**. The words "**Lessor**," "**we**," "**us**" and "**our**" refer to **Solutions Yes, LLC**.

CUSTOMER INFORMATION

FULL LEGAL NAME			STREET ADDRESS	
Lincoln County School District			1212 NE Fogarty St	
CITY	STATE	ZIP	PHONE	FAX
Newport	OR	97365	541-265-4409	
BILLING NAME (IF DIFFERENT FROM ABOVE)			BILLING STREET ADDRESS	
			accounts.payable@lincoln.k12.or.us	
CITY	STATE	ZIP	E-MAIL	

EQUIPMENT LOCATION (IF DIFFERENT FROM ABOVE)
See Below and Schedule A:

EQUIPMENT DESCRIPTION

MAKE/MODEL/ACCESSORIES		SERIAL NO.
Arcadia Campus 1811 NE Arcadia Drive Toledo, OR 97391		
Kyocera MA3500cifx	($32.97)	
Kyocera MZ4001i	($136.67)	
Kyocera MZ3501ci	($142.76)	
Crestview Heights Elementary 2750 S Crestline Dr. Waldport, OR 97394		
Kyocera MZ5001i	($144.31)	
Kyocera MA3500cifx	($32.97)	
Kyocera MZ7001ci	($278.30)	
Facilities & Maintenance 295 NE Burgess Rd Toledo, OR 97391		
Kyocera MZ3501ci	($142.76)	
Lincoln County School District 1212 NE Fogarty St Newport, OR 97365		
Kyocera MZ4001i	($159.88)	
Kyocera MZ7001ci	($278.50)	
Kyocera MZ5001ci	($200.01)	
Continued on Schedule A		

together with all replacements, parts, repairs, additions, and accessions incorporated therein or attached thereto and any and all proceeds of the foregoing, including, without limitation, insurance recoveries.

☐ See attached Schedule A

TERM AND PAYMENT INFORMATION

60 Payments* of $ 5754.98 *If you are exempt from sales tax, attach your certificate.* **plus applicable taxes*

The payment ("Payment") period is monthly unless otherwise indicated. Purchase Option: FMV

Upon acceptance of the Equipment, THIS AGREEMENT IS NONCANCELABLE, IRREVOCABLE AND CANNOT BE TERMINATED.

LESSOR ACCEPTANCE

Solutions Yes, LLC			
LESSOR	SIGNATURE	TITLE	DATED

CUSTOMER ACCEPTANCE

BY SIGNING BELOW OR AUTHENTICATING AN ELECTRONIC RECORD HEREOF, YOU CERTIFY THAT YOU HAVE REVIEWED AND DO AGREE TO ALL TERMS AND CONDITIONS OF THIS AGREEMENT ON THIS PAGE AND ON PAGE 2 ATTACHED HERETO.

Lincoln County School District	X	Business Services Director	
CUSTOMER (as referenced above)	SIGNATURE	TITLE	DATED

93-6000627
FEDERAL TAX I.D. # PRINT NAME

DELIVERY & ACCEPTANCE CERTIFICATE

You certify and acknowledge that all of the Equipment listed above: 1) has been received, installed and inspected; and 2) is fully operational and unconditionally accepted. Upon you signing below, your promises in this Agreement will be irrevocable and unconditional in all respects.

Lincoln County School District	X		
CUSTOMER (as referenced above)	SIGNATURE	TITLE	ACCEPTANCE DATE

1. **AGREEMENT:** You agree to lease from us the goods ("Equipment") and, if applicable, finance certain software, software license(s), software components and/or professional services in connection with software (collectively, the "Financed Items," which are included in the word "Equipment" unless separately stated) from software licensor(s) and/or supplier(s) (collectively, the "Supplier"), all as described in this Agreement and in any attached schedule, addendum or amendment hereto ("Agreement"). You represent and warrant that you will use the Equipment for business purposes only. You agree to all of the terms and conditions contained in this Agreement, which, with the acceptance certification, is the entire agreement between you and us regarding the Equipment and which supersedes any purchase order, invoice, request for proposal, response or other related document. This Agreement becomes valid upon execution by us. The term shall start on the date we pay Supplier. The first Payment is due 30 days after the start of this Agreement and each Payment thereafter shall be due on the same day of each month (the "Scheduled Due Date") unless a different due date is mutually agreed to by us and you. If the parties agree to adjust the Payment due date (an "Adjusted Due Date"), in addition to all Payments and other amounts due hereunder, you will pay an interim payment in an amount equal to 1/30th of the Payment, multiplied by the number of days between the Scheduled Due Date and the Adjusted Due Date. If any provision of this Agreement is declared unenforceable, the other provisions herein shall remain in full force and effect to the fullest extent permitted by law.

2. **OWNERSHIP; PAYMENTS; TAXES AND FEES:** We own the Equipment, excluding any Financed Items. Ownership of any Financed Items shall remain with Supplier thereof. **You will pay all Payments, as adjusted, when due, without notice or demand and without abatement, set-off, counterclaim or deduction of any amount whatsoever.** If any part of a Payment is more than 5 days late, you agree to pay a late charge of 10% of the Payment which is late or, if less, the maximum charge allowed by law. The Payment may be adjusted proportionately upward or downward: (i) if the shipping charges or taxes differ from the estimate given to you; and/or (ii) to comply with the tax laws of the state in which the Equipment is located. You shall pay all applicable taxes, assessments and penalties related to this Agreement, whether levied or assessed on this Agreement, on us (except on our income) or you, or on the Equipment, its lease, sale, ownership, possession, use or operation. If we pay any taxes or other expenses that are owed hereunder, you agree to reimburse us when we request. You agree to pay us a yearly processing fee of up to $50 for personal property taxes we pay related to the Equipment. You agree to pay us a fee of up to $50 for filing and/or searching costs required under the Uniform Commercial Code ("UCC") or other laws. You agree to pay us an origination fee of up to $125 for all closing costs. We may apply all sums received from you to any amounts due and owed to us under the terms of this Agreement. If for any reason your check is returned for insufficient funds, you will pay us a service charge of $30 or, if less, the maximum charge allowed by law. We may make a profit on any fees, estimated tax payments and other charges paid under this Agreement.

3. **EQUIPMENT; SECURITY INTEREST:** At your expense, you shall keep the Equipment: (i) in good repair, condition and working order, in compliance with applicable laws, ordinances and manufacturers' and regulatory standards; (ii) free and clear of all liens and claims; and (iii) at your address shown on page 1, and you agree not to move it unless we agree in writing. You grant us a security interest in the Equipment to secure all amounts you owe us under this Agreement or any other agreement with us ("Other Agreements"), except amounts under Other Agreements which are secured by land and/or buildings. You authorize and ratify our filing of any financing statement(s) to show our interest. You will not change your name, state of organization, headquarters or residence without providing prior written notice to us. You will notify us within 30 days if your state of organization revokes or terminates your existence.

4. **INSURANCE; COLLATERAL PROTECTION; INDEMNITY; LOSS OR DAMAGE:** You agree to keep the Equipment fully insured against all risk, with us named as lender's loss payee, in an amount not less than the full replacement value of the Equipment until this Agreement is terminated. You also agree to maintain commercial general liability insurance with such coverage and from such insurance carrier as shall be satisfactory to us and to include us as an additional insured on the policy. You will provide written notice to us within 10 days of any modification or cancellation of your insurance policy(s). You agree to provide us certificates or other evidence of insurance acceptable to us. If you do not provide us with acceptable evidence of property insurance within 30 days after the start of this Agreement, we may, at our sole discretion, to do so as provided in either (A) or (B) below, as determined in our discretion: (A) We may secure property loss insurance on the Equipment from a carrier of our choosing in such forms and amounts as we deem reasonable to protect our interests. If we secure insurance on the Equipment, we will not name you as an insured party, your interests may not be fully protected, and you will reimburse us the premium which may be higher than the premium you would pay if you obtained insurance, and which may result in a profit to us through an investment in reinsurance. In addition, you agree to pay us our standard fees in connection with obtaining such insurance. If you are current in all of your obligations under the Agreement at the time of loss, any insurance proceeds received will be applied, at our option, to repair or replace the Equipment, or to pay us the remaining payments due or to become due under this Agreement, plus our booked residual, both discounted at 2% per annum. (B) We may charge you a monthly property damage surcharge of up to .0035 of the Equipment cost as a result of our credit risk and administrative and other costs, as would be further described on a letter from us to you. We may make a profit on this program. NOTHING IN THIS PARAGRAPH WILL RELIEVE YOU OF RESPONSIBILITY FOR LIABILITY INSURANCE ON THE EQUIPMENT. We are not responsible for, and you agree to hold us harmless and reimburse us for and to defend on our behalf against, any claim for any loss, expense, liability or injury caused by or in any way related to delivery, installation, possession, ownership, leasing, manufacture, use, condition, inspection, removal, return or storage of the Equipment. All indemnities will survive the expiration or termination of this Agreement. You are responsible for any loss, theft, destruction or damage to the Equipment ("Loss"), regardless of cause, whether or not insured. You agree to promptly notify us in writing of any Loss. If a Loss occurs and we have not otherwise agreed in writing, you will promptly pay to us the unpaid balance of this Agreement, including any future Payments to the end of the term plus the anticipated residual value of the Equipment, both discounted to present value at 2%. Any proceeds of insurance will be paid to us and credited against the Loss. You authorize us to sign on your behalf and appoint us as your attorney-in-fact to endorse in your name any insurance drafts or checks issued due to a Loss.

5. **ASSIGNMENT: YOU SHALL NOT SELL, TRANSFER, ASSIGN, ENCUMBER, PLEDGE OR SUBLEASE THE EQUIPMENT OR THIS AGREEMENT, without our prior written consent.** You shall not consolidate or merge with or into any other entity, distribute, sell or dispose of all or any substantial portion of your assets other than in the ordinary course of business, without our prior written consent, and the surviving, or successor entity or the transferee of such assets, as the case may be, shall assume all of your obligations under this Agreement by a written instrument acceptable to us. No event shall occur which causes or results in a transfer of majority ownership of you while any obligations are outstanding hereunder. We may sell, assign, or transfer this Agreement without notice to or consent from you. You agree that if we sell, assign or transfer this Agreement, our assignee will have the same rights and benefits that we have now and will not have to perform any of our obligations. **You agree that our assignee will not be subject to any claims, defenses, or offsets that you may have against us.** This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective successors and assigns.

6. **DEFAULT AND REMEDIES:** You will be in default if: (i) you do not pay any Payment or other sum due to us or you fail to perform in accordance with the covenants, terms and conditions of this Agreement or any other agreement with us or any of our affiliates or fail to perform or pay under any material agreement with any other entity; (ii) you make or have made any false statement or misrepresentation to us; (iii) you or any guarantor dies, dissolves, liquidates, terminates existence or is in bankruptcy; (iv) you or any guarantor suffers a material adverse change in its financial, business or operating condition; or (v) any guarantor defaults under any guaranty for this Agreement. If you are ever in default, at our option, we can cancel this Agreement and require that you pay the unpaid balance of this Agreement, including any future Payments to the end of term plus the anticipated residual value of the Equipment, both discounted to present value at 2%. We may recover default interest on any unpaid amount at the rate of 12% per year. Concurrently and cumulatively, we may also use any remedies available to us under the UCC and any other law and we may require that you immediately stop using any Financed Items. If we take possession of the Equipment, you agree to pay the costs of repossession, moving, storage, repair and sale. The net proceeds of the sale of any Equipment will be credited against what you owe us under this Agreement and you will be responsible for any deficiency. In the event of any dispute or enforcement of our rights under this Agreement or any related agreement, you agree to pay our reasonable attorneys' fees (including any incurred before or at trial, on appeal or in any other proceeding), actual court costs and any other collection costs, including any collection agency fee. WE SHALL NOT BE RESPONSIBLE TO PAY YOU ANY CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES FOR ANY DEFAULT, ACT OR OMISSION BY ANYONE. Any delay or failure to enforce our rights under this Agreement will not prevent us from enforcing any rights at a later time. You agree that this Agreement is a "Finance Lease" as defined by Article 2A of the UCC and your rights and remedies are governed exclusively by this Agreement. **You waive all rights under sections 2A-508 through 522 of the UCC.** If interest is charged or collected in excess of the maximum lawful rate, we will refund such excess to you, which will be your sole remedy.

7. **INSPECTIONS AND REPORTS:** We have the right, at any reasonable time, to inspect the Equipment and any documents relating to its installation, use, maintenance and repair. Within 30 days after our request (or such longer period as provided herein), you will deliver all requested information (including tax returns) which we deem reasonably necessary to determine your current financial condition and faithful performance of the terms hereof. This may include: (i) compiled, reviewed or audited annual financial statements (including, without limitation, a balance sheet, a statement of income, a statement of cash flow, a statement of changes in equity and notes to financial statements) within 120 days after your fiscal year end, and (ii) management-prepared interim financial statements within 45 days after the requested reporting period(s). Annual statements shall set forth the corresponding figures for the prior fiscal year in comparative form, all in reasonable detail without any qualification or exception deemed material by us. Unless otherwise accepted by us, each financial statement shall be prepared in accordance with generally accepted accounting principles consistently applied and shall fairly and accurately present your financial condition and results of operations for the period to which it pertains. You authorize us to obtain credit bureau reports for credit and collection purposes and to share them with our affiliates and agents.

8. **END OF TERM:** At the end of the initial term, this Agreement shall renew for successive 12-month renewal term(s) under the same terms hereof unless you send us written notice between 90 and 150 days before the end of the initial term or at least 30 days before the end of any renewal term that you want to purchase all but not less than all of the Equipment for the Fair Market Value or return the Equipment, and you timely purchase or return the Equipment. Fair Market Value ("FMV") means the value of the Equipment in continued use. You shall continue making Payments and paying all other amounts due until the Equipment is purchased or returned. As long as you have given us the required written notice, if you do not purchase the Equipment, you will return all of the Equipment to a location we specify, at your expense, in retail re-saleable condition, full working order and complete repair. YOU ARE SOLELY RESPONSIBLE FOR REMOVING ANY DATA THAT MAY RESIDE IN THE EQUIPMENT, INCLUDING BUT NOT LIMITED TO HARD DRIVES, DISK DRIVES OR ANY OTHER FORM OF MEMORY.

9. **USA PATRIOT ACT NOTICE; ANTI-TERRORISM AND ANTI-CORRUPTION COMPLIANCE:** To help the government fight the funding of terrorism and money laundering activities, federal law requires all financial institutions to obtain, verify, and record information that identifies each customer who opens an account. When you enter into a transaction with us, we ask for your business name, address and other information that will allow us to identify you. We may also ask to see other documents that substantiate your business identity. You and any other person who you control, own a controlling interest in, or who owns a controlling interest in or otherwise controls you in any manner ("Representatives") are and will remain in full compliance with all laws, regulations and government guidance concerning foreign asset control, trade sanctions, embargoes, and the prevention and detection of money laundering, bribery, corruption, and terrorism, and neither you nor any of your Representatives is or will be listed in any Sanctions-related list of designated persons maintained by the U.S. Department of Treasury's Office of Foreign Assets Control or successor or the U.S. Department of State. You shall, and shall cause any Representative to, provide such information and take such actions as are reasonably requested by us in order to assist us in maintaining compliance with anti-money laundering laws and regulations.

10. **MISCELLANEOUS:** Unless otherwise stated in an addendum hereto, the parties agree that: (i) this Agreement and any related documents hereto may be authenticated by electronic means; (ii) the "original" of this Agreement shall be the copy that bears your manual, facsimile, scanned or electronic signature and that also bears our manually or electronically signed signature and is held or controlled by us; and (iii) to the extent this Agreement constitutes chattel paper (as defined by the UCC), a security interest may only be created in the original. You agree not to raise as a defense to the enforcement of this Agreement or any related documents that you or we executed or authenticated such documents by electronic or digital means or that you used facsimile or other electronic means to transmit your signature on such documents. Notwithstanding anything to the contrary herein, we reserve the right to require you to sign this Agreement or any related documents hereto manually and to send to us the manually signed, duly executed documents via overnight courier on the same day that you send us the facsimile, scanned or electronic transmission of the documents. You agree to execute any further documents that we may request to carry out the intents and purposes of this Agreement. Whenever our consent is required, we may withhold or condition such consent in our sole discretion, except as otherwise expressly stated herein. From time to time, Supplier may extend to us payment terms for Equipment financed under this Agreement that are more favorable than what has been quoted to you or the general public, and we may provide Supplier information regarding this Agreement if Supplier has assigned or referred it to us. All notices shall be mailed or delivered by facsimile transmission or overnight courier to the respective parties at the addresses shown on this Agreement or such other address as a party may provide in writing from time to time. By providing us with a telephone number for a cellular phone or other wireless device, including a number that you later convert to a cellular number, you are expressly consenting to receiving communications, including but not limited to prerecorded or artificial voice message calls, text messages, and calls made by an automatic telephone dialing system, from us and our affiliates and agents at that number. This express consent applies to each such telephone number that you provide to us now or in the future and permits such calls for non-marketing purposes. Calls and messages may incur access fees from your cellular provider. You authorize us to make non-material amendments (including completing and conforming the description of the Equipment) on any document in connection with this Agreement. Unless stated otherwise herein, all other modifications to this Agreement must be in writing and signed by each party or in a duly authenticated electronic record. This Agreement may not be modified by course of performance.

11. **WARRANTY DISCLAIMERS:** WE ARE LEASING THE EQUIPMENT TO YOU "AS-IS." YOU HAVE SELECTED SUPPLIER AND THE EQUIPMENT BASED UPON YOUR OWN JUDGMENT. WE DO NOT TAKE RESPONSIBILITY FOR THE INSTALLATION OR PERFORMANCE OF THE EQUIPMENT. SUPPLIER IS NOT AN AGENT OF OURS AND WE ARE NOT AN AGENT OF SUPPLIER, AND NOTHING SUPPLIER STATES OR DOES CAN AFFECT YOUR OBLIGATIONS HEREUNDER. **YOU WILL MAKE ALL PAYMENTS UNDER THIS AGREEMENT REGARDLESS OF ANY CLAIM OR COMPLAINT AGAINST ANY SUPPLIER, LICENSOR OR MANUFACTURER, AND ANY FAILURE OF A SERVICE PROVIDER TO PROVIDE SERVICES WILL NOT EXCUSE YOUR OBLIGATIONS TO US UNDER THIS AGREEMENT. WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, OF, AND TAKE ABSOLUTELY NO RESPONSIBILITY FOR, MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE, CONDITION, QUALITY, ADEQUACY, TITLE, DATA ACCURACY, SYSTEM INTEGRATION, FUNCTION, DEFECTS, INFRINGEMENT OR ANY OTHER ISSUE IN REGARD TO THE EQUIPMENT, ANY ASSOCIATED SOFTWARE AND ANY FINANCED ITEMS.** SO LONG AS YOU ARE NOT IN DEFAULT UNDER THIS AGREEMENT, WE ASSIGN TO YOU ANY WARRANTIES IN THE EQUIPMENT GIVEN TO US.

12. **LAW; JURY WAIVER:** This Agreement will be governed by and construed in accordance with the law of the principal place of business of Lessor or its assignee. You consent to jurisdiction and venue of any state or federal court in the state the Lessor or its assignee has its principal place of business and waive the defense of inconvenient forum. For any action arising out of or relating to this Agreement or the Equipment, **BOTH PARTIES WAIVE ALL RIGHTS TO A TRIAL BY JURY**.

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Solutions YES

Schedule "A"

APPLICATION NO.	AGREEMENT NO.

This Schedule "A" is to be attached to and becomes part of the above-referenced Agreement by and between the undersigned and **Solutions Yes, LLC**.

EQUIPMENT DESCRIPTION

MAKE/MODEL/ACCESSORIES	SERIAL NO.	STARTING METER	NOT FINANCED UNDER THIS AGREEMENT
Newport High School 322 NE Eads St. Newport, OR 97365			☐
Kyocera MA4500ix ($21.70)			☐
Kyocera MZ6001i ($168.48)			☐
Kyocera MZ4001ci ($217.68)			☐
Kyocera MZ6001i ($168.48)			☐
			☐
Newport Middle School 825 NE 7th St. Newport, OR 97365			☐
Kyocera MA4500ix ($21.70)			☐
Kyocera MZ6001i ($168.48)			☐
Kyocera MZ5001ci ($226.70)			☐
			☐
Oceanlake Elementary 2420 NE 22nd St. Lincoln City, OR 97367			☐
Kyocera MZ6001i ($167.19)			☐
Kyocera MZ5001ci ($217.07)			☐
			☐
Sam Case Elementary 459 NE 12th St. Newport, OR 97365			☐
Kyocera MZ5001ci ($217.07)			☐
Kyocera MZ6001i ($168.48)			☐
			☐
Taft Elementary 4040 SE High School Dr Lincoln City OR 97367			☐
Kyocera MA4500ix ($21.70)			☐
Kyocera MZ6001i ($168.48)			☐
Kyocera MZ5001ci ($217.07)			☐
			☐
Taft High School 3780 SE Spyglass Ridge Dr Lincoln City OR 97367			☐
Kyocera MZ7001ci ($261.43)			☐
Kyocera MZ6001ci ($245.58)			☐
Kyocera MZ4001i ($136.67)			☐
			☐
Toledo Elementary 600 SE Studevant Rd Toledo OR 97391			☐
Kyocera MZ6001i ($157.56)			☐
Kyocera MZ6001ci ($245.58)			☐
			☐
Toledo Jr/Sr High School 1800 NE Sturdevant Rd Toledo OR 97391			☐
Kyocera MZ6001i ($168.48)			☐
Kyocera MZ5001ci ($230.19)			☐
			☐
Waldport High School 3000 Crestline Dr Waldport OR 97394			☐
Kyocera MZ6001ci ($245.58)			☐
			☐
Yaquina View Elementary 351 SE Harney St Newport OR 97365			☐
Kyocera MZ5001ci ($206.15)			☐
Kyocera MZ6001i ($157.61)			☐

together with all replacements, parts, repairs, additions, and accessions incorporated therein or attached thereto and any and all proceeds of the foregoing, including, without limitation, insurance recoveries.

CUSTOMER ACCEPTANCE

This Schedule "A" is hereby verified as correct by the undersigned Customer.

CUSTOMER	SIGNATURE	TITLE	DATED
Lincoln County School District	X	Business Services Director	

Docusign Envelope ID: 1D6B23B9-FD1A-8A93-83B5-89A3ECC05C7B

State and Local Government Addendum

Reference: **Application No. 1128268**

This State and Local Government Addendum (this "Addendum") is made part of the Agreement related to the above referenced application number ("Agreement") between **Solutions Yes LLC** ("we" "us" and "ours") and Lincoln County School District ("you" and "your"). Capitalized terms used but not defined will have the meaning given to them in the Agreement. If there is any conflict between the terms of this Addendum and the terms of the Agreement, the terms of this Addendum will control and prevail. The parties hereby agree as follows:

1. Funding Intent. You reasonably believe that funds can be obtained sufficient to make all Payments set forth in the Agreement and any other amounts owed during the term of the Agreement. You agree that your chief executive or administrative officer (or your administrative office that has the responsibility of preparing the budget submitted to your governing body, as applicable) will provide for funding for such payments in your annual budget request submitted to your governing body. You covenant that you will do all things lawfully within your power to obtain, maintain and properly request and pursue funds from which the Payments may be made, including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding, using your best efforts to have such portion of the budget approved and exhausting all available administrative reviews and appeals in the event such portion of the budget is not approved. If your governing body chooses not to appropriate funds for such payments, you agree that your governing body will evidence such nonappropriation by omitting funds for such payments due during the applicable fiscal period from the budget that it adopts. You and we agree that your obligation to make payments under the Agreement will be your current expense and will not be interpreted to be a debt in violation of applicable law or constitutional limitations or requirements. Nothing contained in the Agreement will be interpreted as a pledge of your general tax revenues, funds or moneys.

2. Nonappropriation of Funds. If (a) sufficient funds are not appropriated and budgeted by your governing body in any fiscal period for Payments set forth in the Agreement or any other amounts owed to us and (b) you have exhausted all funds legally available for such payments due under the Agreement (together, a "Non-Appropriation Event"), then you will give us not less than ninety (90) days written notice (a "Termination Notice") and the Agreement will terminate as of the last day of your fiscal period for which funds for such payments are available ("Termination Date"). Such termination is without any expense or penalty, except for the portions of such payments and those expenses associated with your return of the Equipment in accordance with the Agreement for which funds have been budgeted or appropriated or are otherwise legally available. You agree that, to the extent permitted by law, you will not terminate the Agreement if any funds are appropriated by you or to you for the acquisition or use of equipment or services performing functions similar to the Equipment during your fiscal period in which such termination would occur. You shall (i) on or before the Termination Date, return the Equipment in accordance with the return requirements set forth in the Agreement, (ii) provide in the Termination Notice a certification of a responsible official that a Non-Appropriation Event has occurred, (iii) deliver to us, upon our request, an opinion of your counsel (addressed to us) verifying that the Non-Appropriation Event as set forth in the Termination Notice has occurred, and (iv) pay us all sums payable to us under the Agreement up to and including the Termination Date. You acknowledge and agree that, in the event of the termination of the Agreement and the return of the Equipment as provided for herein, you shall have no interest whatsoever in the Equipment or proceeds thereof and we shall be entitled to retain for our own account the proceeds resulting from any disposition or re-leasing of the Equipment along with any advance rentals, security deposits or other sums previously paid by you pursuant to the terms of the Agreement.

3. Authority and Authorization. You represent and agree that: (a) you are a state or a political subdivision or agency of a state; (b) the entering into and performance of the Agreement is authorized under your state laws and Constitution and does not violate or contradict any judgment, law, order, or regulation, or cause any default under any agreement to which you are party; (c) you have complied with all bidding requirements and, where necessary, have properly presented the Agreement for approval and adoption as a valid obligation on your part; and (d) you have sufficient appropriated funds or other moneys available to pay all amounts due under the Agreement for your current fiscal period. Upon our request, you agree to provide us with an opinion of counsel as to clauses (a) through (d) above, an incumbency certificate, and other documents that we request, with all such documents being in a form satisfactory to us. 9

4. Government Use. You agree that (a) you will comply with all information reporting requirements of the Internal Revenue Code of 1986, as amended, including but not limited to the execution and delivery to us of information statements requested by us, and (b) the use of the Equipment is essential for your proper, efficient and economic operation, you will be the only entity to use the Equipment during the term of the Agreement and you will use the Equipment only for your governmental purposes. Upon our request you will provide us with an essential use letter in a form satisfactory to us as to clause (b) above.

5. Insurance. You agree to provide and maintain at your own expense (a) property insurance against the loss, theft, destruction of, or damage to, the Equipment for its full replacement value, naming us as loss payee, and (b) public liability and third party property insurance, naming us as an additional insured. You will give us certificates or other evidence of such insurance on the Equipment at such times as we request. All insurance obtained from a third party insurer will be in a form, amount and with companies acceptable to us, and will provide that we will be given 30 days' advance notice of any cancellation or material change of such insurance. If you do not provide us with proof of such insurance, we may secure insurance on the Equipment to cover our interests (and only our interests). If we obtain such insurance, you will pay us an additional amount for the cost of such insurance and an administrative fee, the cost of which may be more than the cost to obtain your own insurance and on which we may make a profit.

6. Indemnification. With respect to any claims, actions, or suits that are made against us as a result of your actions, omissions, negligence or willful misconduct ("Claims"), to the extent permitted by law, you agree to reimburse us for, and if we request, defend us against, any such Claims.

7. Choice of Law. Regardless of any conflicting provision in the Agreement, **THE AGREEMENT WILL BE GOVERNED BY THE LAWS OF THE STATE IN WHICH YOU ARE LOCATED.**

8. This Addendum supplements and amends the Agreement only to the extent and in the manner set forth, and in all other respects, the Agreement will remain in full force and effect.

IN WITNESS WHEREOF the parties hereto, by their authorized signatories, have executed this Addendum at the date set forth below their respective signatures.

CUSTOMER: **Lincoln County School District**	**SOLUTIONS YES LLC**
By: _____ Print Name: _____ Title: Business Services Director Date: _____	By: _____ Print Name: _____ Title: _____ Date: _____

Docusign Envelope ID: 1D6B23B9-FD1A-8A93-83B5-89A3ECC05C7B

Terms & Conditions

EQUIPMENT SUPPORT AGREEMENT ("ESA"): Solutions YES, LLC agrees to perform maintenance and make inspections, adjustments and repairs, and replace defective parts without additional charge to Customer, provided such calls are made during normal business hours. Solutions YES, LLC will furnish supplies, to be delivered at acceptable intervals and quantities in accordance with manufacturer's suggested yields. This ESA does not include paper, labels, staples, or transparencies. Solutions YES, LLC agrees to train customer in the use of the equipment at reasonable times. Title to all supplies furnished in connection with the ESA, including consumable parts such as drums, remains in Solutions YES, LLC until said supplies are consumed to the extent that they may not be further utilized in the copy making process. Toner consumption shall be within 10% of the manufacturer's suggested yields. A charge for toner consumption exceeding 10% of manufacturer's suggested yields will be charged at current retail price. In the event of customer default or cancellation, supplies and consumable parts shall be returned to Solutions YES, LLC on demand. Beyond the initial set-up and installation, any network or connectivity related service call, i.e. unable to print/scan or requests for additional desktops set up to print or scan, are considered chargeable calls at the current Solutions YES, LLC networking labor rates, unless it is determined to be a hardware related issue.

EXCESSIVE DAMAGE: Damage to the equipment or its parts arising out of misuse, abuse, negligence or causes beyond the control of Solutions YES, LLC are not covered. Solutions YES, LLC may terminate this agreement in the event the equipment is modified, damaged, altered or serviced by personnel other than those employed by Solutions YES, LLC, or if parts, accessories, components or supplies not authorized by Solutions YES, LLC are fitted to or used in the equipment.

EXCESS COPIES: Under the "ESA", the "Base Charge" is calculated on anticipated customer usage as stated in "Image Allowance" on the face of the Equipment Support Agreement. Image allowance copies are accumulated from the initial meter read. Should the allowance be exceeded prior to the expiration of any applicable billing cycle, customer agrees to pay the current excess copy charge for each copy in excess of the stated allowance. Invoices for excess copies will be tendered according to the "Overage Billing Cycle" and/or at the end of the initial term and shall be due and payable within 15 days. For agreements billed annually, upon exceeding the image allowance, customer may request that a new agreement be executed with the initial date of the term to coincide with the date that original image allowance is exceeded. Customer's option in this regard shall be void if all previously tendered invoices have not been paid.

BUSINESS HOURS FOR SERVICE: Support services shall be provided hereunder only during Solutions YES, LLC's normal business hours, which shall consist of 8:00a.m. to 5:00p.m., Monday through Friday, exclusive of Solutions YES' holidays and are subject to change by Solution YES. At customer's request, Solutions YES, LLC may render support service outside of normal business hours, subject to availability of personnel, at established Solutions YES, LLC rates then in effect.

AVAILABILITY OF SUPPLIES: Customer support engineers do not carry or deliver consumable supplies (toner, etc.). It is customer's responsibility to have the necessary supplies available for customer support engineer's use.

RECONDITIONING: When a shop reconditioning is necessary, or the manufacturer's life expectancy of the equipment has been exceeded, and normal repairs and parts replacement cannot keep a unit in satisfactory operating condition, Solutions YES, LLC may refuse to renew this agreement, and/or refuse to continue providing support under this agreement, furnishing support only on a Per Call basis at Solutions Yes, LLC's current rates.

CANCELLATION OF SERVICE: Cancellation at the conclusion of the initial term or any renewal term may be accomplished by either party by providing written notice of such cancellation no later than thirty (30) days prior to the expiration of the term then in effect. In addition, Solutions YES, LLC may cancel this agreement, in whole or in part, at any time upon seven (7) days written notice, or without notice in the thirty (30) days prior to renewal date. If customer at any time is in breach of any term or condition contained herein, Solutions YES, LLC may apply any refund due to the satisfaction of any past due invoices for any other products or services. Should this agreement be cancelled by customer, Solutions YES, LLC will not issue any refund.

LATE CHARGES; INTEREST; SUSPENSION OF SERVICE: Customer agrees to pay all invoices tendered for services performed and/or parts installed on equipment when services are performed, according to invoice payment terms. If any payment due to Solutions YES, LLC hereunder is more than 10 days past due, customer agrees to pay a late charge equal to ten (10%), to cover Solutions YES, LLC's administrative costs occasioned by said late payment. Customer agrees that amounts not timely paid shall bear interest at the rate of 1.5% monthly (18% per annum) or at the maximum rate allowed by law, whichever is less. Without waiver of any other rights hereunder, Solutions YES, LLC shall have the right to discontinue service in the event customer becomes delinquent in payment.

DAMAGES: In the event Customer is in default of an obligation under this agreement, and remains in default for seven (7) days after notice thereof, Solutions YES, LLC may cancel this agreement and collect damages according to the following formula. In such an event, Customer promises to pay Solutions YES, LLC the following amounts as liquidated damages (and not as a penalty): (a) During the first six months of the initial term, six times the average monthly charge; (b) At any time thereafter, amount owed at three times the monthly charge.

RENEWAL: Unless otherwise terminated as set forth herein, this agreement shall be automatically renewed upon expiration of the initial term for successive renewal terms, at Solutions YES, LLC maintenance rates in effect at the time of application renewal. Annual increases may be incurred during the term of the contract.

INSTALLATION: Certain equipment must be installed according to specific requirements in terms of space, electric, and environmental conditions. Installation requirements are defined in the equipment operator manual. Customer shall ensure that the equipment is placed in an area that conforms to these requirements.

DISCLAIMER: Solutions YES, LLC expressly disclaims any duty as insurer of the equipment and customer shall pay for all costs of repair and parts or replacement of the equipment made necessary by, but not limited to, loss or damage through accident, abuse, misuse, theft, fire, water, casualty, natural forces or any other negligent act of customer or customer's agent and/or service performed by non-Solutions YES, LLC personnel. Solutions YES, LLC will not assume any liability for any conditions arising from electrical circuitry external to the equipment and equipment line cord, nor is any external electrical work covered under this agreement.

CUSTOMER CHANGES: Any Customer changes, alterations, or attachments may require a change in the charges set forth herein. Solutions YES, LLC also reserves the right to terminate this agreement in the event it has been determined such changes, alterations, or attachments make it impractical for Solutions YES, LLC to continue to service the equipment.

ATTORNEY'S FEES; COSTS: In the event customer defaults under this Equipment Support Agreement, or if any other dispute arises hereunder requiring Solutions YES, LLC to refer said matter to an attorney and/or to initiate, or defend, any court action in any way related to this agreement, customer agrees to pay Solutions YES, LLC reasonable attorney's fees and all costs resulting from such actions.

WAIVER OF JURY TRIAL: Customer hereby waives trial by jury as to any and all issues out of, or in any way related to this ESA.

NO WAIVER: Customer acknowledges and agrees that any delay or failure to enforce the rights hereunder by Solutions YES, LLC, does not constitute a waiver of such rights by Solutions YES, LLC or in any way prevent Solutions YES, LLC from enforcing such rights, or any other rights hereunder, at a later time.

ENTIRE AGREEMENT: This ESA constitutes the entire agreement between Customer and Solutions YES, LLC related to the service and maintenance of the equipment, and any and all prior negotiations, agreements (oral or written), or understandings are hereby superseded.

NO MODIFICATIONS OF TERMS: Customer expressly acknowledges and agrees that these terms and conditions may not be varied, modified, or changed except by written agreement executed by a corporate officer of Solutions YES, LLC. No sales or service personnel, including but not limited to managers or supervisors, has any authority to override this provision.

NOTICE: Any notice or other communication given or required in connection with this Equipment Support Agreement, shall be in writing, and shall be given by certified or registered mail, postage prepaid, return receipt requested. If sent to Solutions YES, LLC said notice shall be sent to Solutions YES, LLC, Attn: CFO, 8300 SW Hunziker St., Portland, OR 97223, or such other address Solutions YES, LLC may hereafter designate in writing. If to Customer, the notice shall be sent to Customer at the address specified in the reverse side hereof, or such address which may be specified, by customer, in writing to Solutions YES, LLC.

Customer Initials_____

Certificate Of Completion

Envelope Id: 1D6B23B9-FD1A-8A93-83B5-89A3ECC05C7B
Status: Delivered
Subject: Complete with Docusign: LCSD Lease.pdf, LCSD Schedule A.pdf, LCSD MUNI.pdf, ESA Terms Conditio...
Source Envelope:
Document Pages: 6
Signatures: 0
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Diane Fenson
8300 SW Hunziker St.
Portland, OR 97223
diane.fenson@solutionsyes.com
IP Address: 75.148.93.53

Record Tracking

Status: Original
8/20/2026 12:12:28 PM
Holder: Diane Fenson
diane.fenson@solutionsyes.com
Location: DocuSign

Signer Events	Signature	Timestamp
Kim Cusick kim.cusick@lincoln.k12.or.us Business Services Director Lincoln County School District Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 8/11/2026 4:11:34 PM ID: f4a355d8-f07d-4f33-b283-6d2dc2874931		Sent: 8/20/2026 12:15:06 PM Viewed: 8/20/2026 12:16:22 PM

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Pat Tubbs pat.tubbs@solutionsyes.com Lease Administrarator Solutions YES, LLC Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	COPIED	Sent: 8/20/2026 12:15:06 PM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/20/2026 12:15:07 PM
Certified Delivered	Security Checked	8/20/2026 12:16:22 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

CONSUMER DISCLOSURE

From time to time, Solutions Yes LLC (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign, Inc. (DocuSign) electronic signing system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the â€˜I agreeâ€™ button at the bottom of this document.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after signing session and, if you elect to create a DocuSign signer account, you may access them for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign â€˜Withdraw Consentâ€™ form on the signing page of a DocuSign envelope instead of signing it. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures

electronically from us.

How to contact Solutions Yes LLC:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: diane.fenson@solutionsyes.com

To advise Solutions Yes LLC of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at diane.fenson@solutionsyes.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

In addition, you must notify DocuSign, Inc. to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in the DocuSign system.

To request paper copies from Solutions Yes LLC

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to diane.fenson@solutionsyes.com and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Solutions Yes LLC

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your DocuSign session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an e-mail to diane.fenson@solutionsyes.com and in the body of such request you must state your e-mail, full name, US Postal Address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	WindowsÂ® 2000, WindowsÂ® XP, Windows VistaÂ®; Mac OSÂ® X
Browsers:	Final release versions of Internet ExplorerÂ® 6.0 or above (Windows only); Mozilla Firefox 2.0 or above (Windows and Mac); Safariâ„¢ 3.0 or above (Mac only)
PDF Reader:	AcrobatÂ® or similar software may be required to view and print PDF files
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	Allow per session cookies

** These minimum requirements are subject to change. If these requirements change, you will be asked to re-accept the disclosure. Pre-release (e.g. beta) versions of operating systems and browsers are not supported.

Acknowledging your access and consent to receive materials electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the â€˜I agreeâ€™ button below.
By checking the â€˜I agreeâ€™ box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC CONSUMER DISCLOSURES document; and

- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and

- Until or unless I notify Solutions Yes LLC as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Solutions Yes LLC during the course of my relationship with you.

6. Board Reflection Activity

Board Reflection Activity

1. Why are you here serving on the Board for Lincoln County School District?

2. What do you want to accomplish in your time on the Board?

3. How do you quantify or measure a successful School Board?

7. Board Common Agreements & Identifying Expectations of Roles and Responsibilities

Lincoln County School District

Board–Superintendent Communication Agreements

Purpose

These agreements outline how the Board of Directors and Superintendent will communicate to ensure effective governance, leadership, and student-centered decision-making.

Agreements

1. **Communication Channels**

    - The Superintendent is the primary point of contact between the Board and staff.
    - Requests for information flow through the Superintendent unless otherwise agreed.
    - The Board Chair and Superintendent will serve as key liaisons for urgent or sensitive issues.
    - Board members may request an agenda item for future meetings by making the suggestion in a public meeting or by submitting their request directly to the Board Chair prior to the regularly scheduled Agenda Setting meeting with Board and District leadership.

2. **Transparency and Trust**

    - The Superintendent will keep the Board informed of emerging issues, challenges, and successes.
    - Board members will share concerns directly with the Superintendent, avoiding surprises in public meetings.
    - The Board will make decisions as a whole Board and only at officially noticed Board meetings.
    - The Board will follow Oregon Public Meeting Laws.

3. **Respectful Dialogue**

    - All communication and deliberation will be professional, respectful, and student-focused.
    - Personal disagreements will be addressed constructively, so as not to interfere with Board business.

4. **Confidentiality**

    - Executive session discussions and confidential personnel/student matters remain private.

- Sensitive information will not be shared with outside parties without authorization.

5. **Responsiveness**

   - The Superintendent will acknowledge Board requests promptly and provide timelines for follow-up.
   - Board members will respect staff time by limiting detailed requests to governance-related matters.
   - All parties commit to responding to communication within a reasonable timeframe (e.g., 48 hours).
   - The Board Chair will respond to group emails sent to the whole Board.

6. **Unified Voice**

   - Once Board action is taken, all members will support and communicate the decision publicly.
   - The Administration will clearly articulate Board actions and decisions to staff and the community.
   - The Board Chair will speak on behalf of the Board when authorized to do so.

These agreements will be reviewed annually during the Board retreat and updated as needed.

Acknowledgement

By signing below, the Board of Directors and Superintendent affirm their commitment to these agreements in the spirit of collaboration, respect, and service to the students and community of the Lincoln County School District.

Board Chair: _____ Date: 9/9/25

Board Member: _____ Date: 9/9/25

Board Member: _____ Date: 9/9/25

Board Member: _____ Date: 9/9/25

Board Member: _____ Date: 9/9/25

Superintendent: _____ Date: 9/9/25

8. Continuous Improvement Plan (CIP) Presentation

Elementary School Improvement Plan
Report Card
2026-2027

Purpose:

Lincoln County School District's *School Improvement Plan Report Card* is a reflection tool designed to assess and maintain the effectiveness of school improvement efforts. It serves as a measure of the health of our district's District Improvement Plan (DIP) and each school's School Improvement Plan (SIP), guiding schools to evaluate current practices, identify actionable next steps, and ensure alignment with district priorities. Conducted, reviewed and adjusted collaboratively by school staff three times a year, the report card informs strategic planning, supports all staff voice, and drives 100-day planning, leadership teaming, and professional development.

Tools/Resources:

- PLC Fidelity Tool
- PBIS 3.0 TFI Manual
- SAS Manual
- PBIS School Climate Survey Manual
- School Attendance Self-Assessment

Implementation Scoring

Evaluation	Scoring	Definition
In Place (Fully)	2	Fully in Place (100%) The implementation is completely established, actively operational, and uniformly followed across the entire organization. Teams move from implementation to monitoring.
Partial	1	The requirement is currently in progress, development, or only functional in certain areas. It meets some criteria but lacks full deployment and consistency.
Not In Place	0	No action has been taken, or the necessary components are entirely missing. The requirement is completely absent.

Note: You may NOT use decimals or percentages when scoring. They must be whole numbers, 0-2

ACADEMIC ENGAGEMENT

OUTCOME DATA

Academics	Fall			Winter			Spring		
	Schoolwide	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*
iReady Math K-6									
Acadience Reading K-6									
iReady Reading K-6									

Professional Growth	Fall				Winter				Spring			
	Unsaf	*Basic*	*Prof*	*Dist*	*Unsaf*	*Basic*	*Prof*	*Dist*	*Unsaf*	*Basic*	*Prof*	*Dist*
3a. Communicating About Purpose and Content												
3b: Using Questioning and Discussion Techniques												
3c: Engaging Students in Learning												
3d: Using Assessment for Learning												

IMPLEMENTATION DATA

1.1 Install and monitor systems to ensure all students are thriving	Rating		Actions and Timelines
MTSS-R and MTSS-M Leadership Teams meet at least monthly.	Fall		
	Winter		
	Spring		

MTSS-R and MTSS-M Leadership Teams use systems implementation (math, reading) data, grade level student data summaries, and walkthrough data to make MTSS-R and MTSS-M action plans and adjustments.	Fall		
	Winter		
	Spring		
Monthly, teacher teams meet to analyze student data, plan differentiated instruction, coordinate targeted supports and meet the needs of diverse learners through intensification of instruction in both reading and math.	Fall		
	Winter		
	Spring		
Building data spreadsheets include disaggregated data collection for students in SPED and ELD. There is evidence of action planning directed to increasing access and successful student outcomes for those specific groups.	Fall		
	Winter		
	Spring		
Specialists regularly attend and are active participants in grade-level cadres and building meetings. Specialists collect student data (lesson mastery, EASY CBM probes, language samples) and document/share when teaming to support differentiated instruction and intensify support.	Fall		
	Winter		
	Spring		
At least yearly, teachers and leadership teams review OSAS data for reading and math to identify broad patterns in reading and math performance to inform instructional planning for the upcoming year, professional learning priorities and support internal conversations among educators about strengths and needs to strengthen existing systems.	Fall		
	Winter		
	Spring		
Building administrators attend District MTSS-R and MTSS-M Leadership Teams with current school data to support district action planning.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring	25	

1.2 Utilize robust, well-balanced assessment tools	Rating		Actions and Timelines
MTSS-R Leadership Teams use universal screening data to place students into Tiers of Instruction.	Fall		
	Winter		
	Spring		
Schools use established assessment plans (math, reading), collect data on time based on school commitments and ensure that data is housed in an accessible way for teams to access.	Fall		
	Winter		
	Spring		
Schools follow current assessment calendars and assess all students within the assessment windows.	Fall		
	Winter		
	Spring		
Golden Hour implementation data is used to make adjustments and support action planning around the school's data teaming protocols.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
1.3 Plan and deliver research-based instruction with high-leverage teaching strategies	**Rating**		**Actions and Timelines**
MTSS-R and MTSS-M Leadership Teams use data from fidelity tools to identify gaps in systems then design and provide support for teachers that include job-embedded professional learning and opportunities to practice newly learned skills.	Fall		
	Winter		
	Spring		
All grade level teachers use the Reading Standards of Practice and the Mathematics Guidance Document and follow all established times, instructional	Fall		

strategies, and materials for instruction.	Winter		
	Spring		
Teacher teams diagnose gaps in both reading, math and language acquisition and identify areas for improvement. As a cadre, they make action plans that will be implemented to impact student learning. (math, reading, language acquisition)	Fall		
	Winter		
	Spring		
Teachers actively implement required accommodations and modifications for special populations and scaffold instruction as needed for all learners, which includes language acquisition strategies. Teachers work directly with SPED and ELD staff to provide the necessary scaffolds.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
1.4 Ensure students have access to a well-rounded education	**Rating**		**Actions and Timelines**
School schedules align with established times for reading and math, including protected time for differentiated small groups and intervention blocks. ELD, SPED, and Title staff are maximized to provide targeted individual or small group support in identified areas.	Fall		
	Winter		
	Spring		
Division 22 Standards are met: 150 P.E. minutes weekly, required substance use prevention lessons, human sexuality health lessons, and Tribal History Shared History lessons. 2026 - 2027 Elementary Building Compliance (Division 22)	Fall		
	Winter		
	Spring		
Teachers use adopted curriculum for all content and maintain pacing following LCSD guidance. (ex: science , social science, math, ELA, SPED)	Fall		
	Winter		
	Spring		

Classrooms engage in morning meetings, community circles, and/or other gathering opportunities that support learning and practicing the skills that lead to a positive and inclusive classroom community.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		

Wellness and Belonging

OUTCOME DATA

Attendance	Fall			Winter			Spring		
	Schoolwide	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*
Tier 1 *(Above 90%)*									
Tier 2 *(80-90%)*									
Tier 3 *(Below 80%)*									
K-2 Regular Attenders									
Behavior & Exclusions	**Fall**			**Winter**			**Spring**		
	Schoolwide	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*
% of Students with 0-1 incidents									
% of Students with 2-5 incidents									
% of Students with 6+ incidents									
Suspension Rate									

	Tier 1	*Tier 2*	*Tier 3*	*Tier 1*	*Tier 2*	*Tier 3*	*Tier 1*	*Tier 2*	*Tier 3*
PBIS 3.0 TFI									
School Attendance Self-Assessment									

Professional Growth	**Fall**				**Winter**				**Spring**			
	Unsat	*Basic*	*Prof*	*Dist*	*Unsat*	*Basic*	*Prof*	*Dist*	*Unsat*	*Basic*	*Prof*	*Dist*
2c: Maintaining Purposeful Environments												
2d: Supporting Positive Student Behavior												

IMPLEMENTATION DATA

2.1 Develop the knowledge, skill, and will of educators	**Rating**		**Actions and Timelines**
There is an organized and transparent professional development plan for teachers and school staff developed with building leadership teams that includes topics and schedules for Wednesday PD days, Golden Hour, and site-focused professional development. Adjustments are communicated to staff.	**Fall**		
	Winter		
	Spring		
A variety of tools are utilized to provide frequent target skill (ex: math review and ECRI, Reading Mastery) feedback and coaching. In addition, school administration conducts a minimum of 5-7 Danielson walkthroughs for each teacher followed by timely and actionable feedback (usually within 1-2 weeks). On track: fall 2, winter 3-4, spring 5-7.	**Fall**		
	Winter		
	Spring		
100% of teachers can name the four Danielson Domains and communicate the elements of proficient professional practice and their integration into schoolwide strategies and goals.	**Fall**		
	Winter		
	Spring		
Instructional leads are utilized by teachers to enhance instructional skills and improve student outcomes. A minimum of 50% of the teaching staff have participated in peer coaching, peer support (100% for schools in improvement status).	**Fall**		
	Winter	29	

	Spring		
	Fall		
	Winter		
	Spring		
2.2 Install and monitor responsive systems to meet the needs of students and families	**Rating**		**Actions and Timelines**
Teachers utilize the Golden Hour (GH) ELD Agenda. Teachers integrate language development supports and instructional practices for multilingual learners.	Fall		
	Winter		
	Spring		
The school utilizes the PBIS Tiered Fidelity Inventory (TFI) 3.0 to assess the implementation and guide action planning.	Fall		
	Winter		
	Spring		
The school utilizes the School Attendance Self-Assessment as a diagnostic tool to audit our tiered attendance systems.	Fall		
	Winter		
	Spring		
PBIS teams meet to access and review behavior data (e.g., incidents/referrals, removals, suspensions, expulsions) at least monthly, using key information (behavior, time, location, student, function, and consequences) to identify trends, monitor strengths and needs, and guide equitable Tier 1 schoolwide and classroom practices.	Fall		
	Winter		
	Spring		
Schools implement action plans based on student voice, specifically the Student Health Survey in grade 6.	Fall		
	Winter		
	Spring		

	Fall		
	Winter		
	Spring		
2.3 Welcome, accept, and affirm equitable practices that break down barriers and promote access	**Rating**		**Actions and Timelines**
School staff uses the Request for Support (RFS) system and collaborates with the Area Team, including service coordinators, HSAs, HELP advocates, and school nurses, to deliver timely, holistic interventions that address the academic, health, and social-emotional needs of our students.	Fall		
	Winter		
	Spring		
The school applies an equity lens and utilizes the district's Equity Tool to evaluate practices, policies, initiatives, and resource allocations.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
2.4 Create strong systems to engage with, support, and celebrate staff	**Rating**		**Actions and Timelines**
Buildings have identified 3 reading leads, 2 math leads and 1 behavior lead. These leads plan and provide job embedded professional development to support the differing needs of staff including peer coaching.	Fall		
	Winter		
	Spring		
There is at least one identified teacher that is part of the District Improvement Team. The teacher attends three D.I.T. meetings throughout the year and supports administration in disseminating the information back to their staff.	Fall		
	Winter		
	Spring		
The building has established routines for recognizing and celebrating teachers	Fall		

and other building staff at least once each month.	Winter		
	Spring		
The Leadership Team meets monthly and focuses a majority of their time on improving academic outcomes. The team supports the building by identifying, developing, and delivering building specific professional development. They are also responsible for the dissemination of information, supporting SIP meetings, and other roles as determined by the building principal.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		

SCHOOL COMMUNITY CONNECTION

OUTCOME DATA

Parent & Community Surveys	Previous Year		Fall		Spring	
	# Participants	*Composite Score*	*# Participants*	*Composite Score*	*# Participants*	
PBIS School Climate Survey: Family			*NA*			
Student Health Survey				*NA*	*NA*	
Two Way Communication	**Fall**		**Winter**		**Spring**	
% of Families with Two-Way Communication (not conferences)						
% Attendance at Conferences			*NA*			

IMPLEMENTATION DATA

3.1 Establish and maintain two-way communication practices for all students, with attention to mobile students and primary family languages (PM 5)	Rating	Actions and Timelines

At least yearly, parents receive MTSS plans and outcomes for reading, math and behavior and are provided with a venue to ask questions and provide feedback on the school's plan.	Fall		
	Winter		
	Spring		
Family math and literacy events are designed to engage with families about our reading, math and behavior systems in a fun atmosphere. Childcare, interpretation and food are provided as applicable.	Fall		
	Winter		
	Spring		
Teachers send frequent positive messages and information about students home in multiple formats (Aptegy, Synergy, in person, phone). Teachers call or meet with parents to discuss negative incidents or needs for improvement ensuring two way communication.	Fall		
	Winter		
	Spring		
All essential school communications, including newsletters, official notices, and event flyers, are translated, and professional interpretation support is provided at all school events for our culturally and linguistically diverse families.	Fall		
	Winter		
	Spring		
Schools maximize district resources, including HELP advocates, Hispanic Family Liaisons, HSAs and Service Coordinators to secure consistent, accessible lines of communication with mobile, McKinney-Vento, and multilingual families.	Fall		
	Winter		
	Spring		
Parent-Teacher Conferences are designed to foster strong home-school partnerships and provide choice and flexible formats (AM/PM, Zoom, In Person, Phone) to empower families as active participants in student achievement. At least 90% of families participate in conferences.	Fall		
	Winter		
	Spring		
Schools have a data tracking system to ensure that 100% of their families have participated in two way communication.	Fall		
	Winter		
	Spring		

Teachers, office staff and other staff expected to communicate with families have been trained in and understand how to gain access to translation services via, Language Line or bi-lingual staff on site and have had training in the culturally responsive ways through which we use translation and interpretation.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
3.2 Create places and learning conditions where every student and family member feels welcomed, valued, supported and integral to decision-making *(PM 15)*	**Rating**		**Actions and Timelines**
Site Council meets on a regular basis and authentically elevates parent, student, and community voices in school decision-making through a dedicated body of standing members, regular scheduled meetings, and a collaborative agenda process.	Fall		
	Winter		
	Spring		
School elicits student voice through the use of PBIS school climate student surveys, Student Health Survey, empathy interviews, student advisory groups, etc. There is a process to analyze and act on data received to support safe and welcoming learning conditions.	Fall		
	Winter		
	Spring		
School elicits family voice through the use of surveys including the PBIS climate survey (families), empathy interviews, family advisory groups, etc. There is a process to analyze and act on data received to support safe and welcoming learning conditions.	Fall		
	Winter		
	Spring		
Administrators work with HR and follow hiring practices that support hiring a culturally and linguistically diverse workforce.	Fall		
	Winter		
	Spring		
90% of 6th grade students will complete the Student Health Survey. 6th grade student leaders will review results and participate in action planning to improve	Fall	34	

outcomes.	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
3.3 Develop community relationships for staff, student, and community learning that are consistent, authentic, and ongoing *(PM 1)*	**Rating**		**Actions and Timelines**
Schools leverage school and community events to maximize opportunities to provide information and gather feedback. This includes the school annual financial update meeting.	Fall		
	Winter		
	Spring		
The school collaborates with local organizations and businesses to enhance student well-being by aligning community resources with key school initiatives, such as our attendance campaigns.	Fall		
	Winter		
	Spring		
Specialized school teams (Area Teams, PBIS/MTSS-B, and attendance) will routinely report data, interventions, outreach, and support to staff at least twice a year to increase overall understanding and utilization of school and district support systems.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		

Lincoln County School District
District Improvement Plan & Strategic Priorities
2026-2027

Academic Engagement

2026-2027 ODE Professional Growth Targets:

- **Enhance 3rd-grade ELA outcomes by increasing student proficiency on state assessments to a target goal of 33%**
- **Enhance 8th -grade Math outcomes by increasing student proficiency on state assessments to a target goal of 18.2%**
- **Achieve a ninth-grade on-track graduation rate of at least 87.7%**
- **Achieve a four-year graduation rate of at least 88.7%**
- **Achieve a five-year completion rate of at least 86.5%**
- **Achieve a Career & Workforce Readiness CTE composite score of at least 151**

Strategies and Actions	Key Performance Indicators
1.1 Install and monitor systems to ensure all students are thriving • Install and maintain district, building and grade level data teams (e.g., PLCs, 9th Grade Success, MTSS, Golden Hour) that make data-based decisions to plan robust instruction that maximizes student outcomes *(PM3 & 9)* • Ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements *(PM9)* • Disaggregate the data of students with disabilities and multilingual learners to ensure the supports provided are resulting in ambitious growth **1.2 Utilize robust, well-balanced assessment tools *(PM 13)*** • Utilize a comprehensive assessment system to assess student performance that includes universal screeners, progress monitoring, lesson mastery and diagnostic assessments following district guidelines. • Provide ongoing support to ensure educators understand the purpose and benefit of assessment tools and can analyze and interpret the resulting data **1.3 Plan and deliver research-based instruction with high-leverage teaching strategies** • Use an instructional framework for lesson planning that addresses high-leverage teaching aligned to district standards and guidance. • Use fidelity tools (walkthroughs, curriculum embedded) to identify systemic needs for teacher professional growth.	➔ **iReady Math K-8** ◆ *Each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math* ➔ **Acadience K-6 & iReady Reading K-8** ◆ *Each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading* ➔ **Freshman On-track** ◆ *Each LCSD high school will grow a minimum of 1% and reach 88.7% or higher.* ➔ **Interim Assessment** ◆ *Each school will increase the rate of proficiency by 5% in ELA and Math.* ➔ **12th Grade On-track** ◆ *Each high school will grow a minimum of*

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• Install robust early learning programs to support the school-age transition • Use digital resources with fidelity to advance learners' engagement with instruction *(PM 8)*	*1% and reach 88.7% or higher.* ➔ **Survey CTE Programs** ◆ *Career and Workforce Readiness composite score will grow by 10% and reach 151 or higher* ➔ **Teacher Proficiency in Walkthroughs** ◆ *90% proficient/ distinguished on Danielson Domain 3*
1.4 Ensure students have access to a well-rounded education	
• Increase participation in CTE programs and broaden curricular options • Align building schedules with state requirements and district goals. • Provide opportunities for college and career readiness activities and off-campus experiences that supplement classroom learning • Build student digital literacy, foster computational thinking, promote creativity and problem-solving, and empower students with the skills and opportunities to thrive in a diverse, technology-driven world	

Wellness & Belonging

2026-2027 Professional Growth Targets:

- **Cultivate student and family mental and emotional needs to achieve a regular attendance rate of at least 64.6% for grades K-2 and 64.5% for grades K-12.**

Strategies and Actions	Key Performance Indicators
2.1 Develop the knowledge, skill, and will of educators	➔ **Student Attendance Data** ◆ *Each school will increase and maintain the percentage of regular attenders by 5% or maintain 90% regular attendance.* ➔ **Student Behavior Incident Data** ◆ *Each school will achieve an ideal PBIS triangle—where at least 80% of students respond to Tier 1 universal support, no more than 10–15% require Tier 2 targeted interventions, and no more than 1–5% require Tier 3 intensive support, as measured by ODR/incident data.* ➔ **Exclusions (Suspension Rate)** ◆ Decrease exclusions through use of behavioral interventions/supports, and trauma-informed and restorative practices ◆ Analyze exclusion rates by
• Develop administrators, mentors, and coaches to provide teachers with timely, actionable feedback on high-leverage teaching strategies. • Collect and review classroom walkthrough data to inform professional growth at the individual, building, and district levels. • Provide ongoing, job-embedded training focused on the Danielson Framework and supporting students' social-emotional needs. • Implement and monitor a comprehensive school counseling program aligned to ASCA standards.	
2.2 Install and monitor responsive systems to meet the needs of students and families	
• Utilize quantitative student data and qualitative student perspectives to identify, analyze, and address barriers to educational goals. (PM 14) • Create safe, brave, and welcoming classrooms by actively elevating student voice and increasing celebrations of diverse student communities and learning. (PM 10) • Ensure a robust continuum of multi-tiered supports is available within each building to address students' social-emotional and mental health needs.	
2.3 Welcome, accept, and affirm equitable practices that break down barriers and promote access	

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• Monitor and continually develop area teaming structures and services that wrap around students and families (school social workers, HSA, HELP program, nurses) • Utilize equity tools in continuous improvement cycles to prevent the disparate impact of policies, procedures, resource allocation, and practices. on historically marginalized populations *(PM 2)*	subpopulations (SPED, ELs, ethnicity, etc) ➔ **Teacher Proficiency in Walkthroughs** ◆ *90% proficient/ distinguished on Danielson Domain 2* ➔ **PBIS Student Climate Survey Data** ◆ *75% student participation in all grades* ◆ Data analyzed and shared results ➔ **PBIS Staff Survey (SAS)** ◆ *80% staff participation* ◆ Data analyzed and shared results
2.4 Create strong systems to engage with, support, and celebrate staff	
• Increase opportunities for teacher leadership • Engage all staff in meaningful celebrations • Implement staff-centered onboarding that includes mentorship • Train supervisors on research-based retention practices • Promote staff wellness activities and connectedness	

School-Community Connection

District Goal:

- **LCSD will build strong relationships with families and the community as demonstrated by fully implementing at least one action in each of the identified strategy areas while documenting a meaningful connection with 100% of families through two-way communication using a variety of strategies and modalities.**

Strategies and Actions	Key Performance Indicators
3.1 Establish and maintain two-way communication practices for all students, with attention to mobile students and primary family languages *(PM 5)* • Consistently provide translation and interpretation services, including training on the usage of interpretation devices and communication applications like Apptegy and Synergy. • Communicate student progress, building, and district initiatives in culturally, linguistically, and developmentally appropriate ways to students, families, and community members *(PM 8)* • Seek, gain, and act on the input and collaboration of students, families, and community members with respect to critical initiatives through at least three different methods.	➔ **Two-way communication:** ◆ *Synergy Contact Logs* ◆ *Conference Attendance Logs* ◆ *Individualized student/family meetings that foster support and collaboration.* ➔ **Site Council** ◆ *Publicly shared meeting minutes monthly* ➔ **PBIS School Climate Family Survey** ◆ *75% family/guardian participation collected during spring conferences* ◆ *Data analyzed and shared results* ➔ **Parent Conferences**
3.2 Create places and learning conditions where every student and family member feels welcomed, valued, supported and integral to decision-making *(PM 15)*	

• Ensure buildings provide positive communication and engagement with families at least four times per month using multiple modalities. • Elevate student agency and voice via quarterly student advisory groups with shared results. *(PM 6)* • Seek and communicate feedback from families and community partners to inform district spending and priorities at least two times per year. • Hire educators who represent our students' cultural and linguistic diversity • Hold family nights, conferences, and events that empower families to provide meaningful input in their student's education.	◆ *90% family/guardian participation in elementaries* ◆ *70% family/guardian participation in secondary* ➔ **Student Health Survey** ◆ *90%of students in 6th, 8th, and 11th grade complete the survey* ◆ *Schools and student leaders review results and participate in action planning.* ➔ **Family & Community Surveys** ◆ *Data analyzed and shared results* ➔ **Community presentations** ◆ *Opportunities for shared feedback* ➔ **Large-scale in-person events** ◆ *One to two question data collected* ◆ *Data analyzed and shared results* ➔ **Interpretation/Translation Requirements:** ◆ *Conferences* ◆ *Student Recognition Celebrations* ◆ *Graduations* ◆ *Family Information Nights* ◆ *Concerts* ◆ *Newsletters* ◆ *Whole School Communication*
3.3 Develop community relationships for staff, student, and community learning that are consistent, authentic, and ongoing *(PM 1)*	
• Strengthen partnerships with community organizations and partners in order to collaboratively support student and family growth, learning, and well-being *(PM 11)* • Engage students, families, and community members in planning informational sessions on topics of interest and review resource allocation in those areas on an annual basis. *(PM 12)* • Engage in on-going Tribal Consultation with the Confederated Tribes of Siletz Indians to improve outcomes for native youth.	

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Secondary School Improvement Plan

Report Card

2026-2027

Purpose:

Lincoln County School District's *School Improvement Plan Report Card* is a reflection tool designed to assess and maintain the effectiveness of school improvement efforts. It serves as a measure of the health of our district's District Improvement Plan (DIP) and each school's School Improvement Plan (SIP), guiding schools to evaluate current practices, identify actionable next steps, and ensure alignment with district priorities. Conducted, reviewed and adjusted collaboratively by school staff three times a year, the report card informs strategic planning, supports all staff voice, and drives 100-day planning, leadership teaming, and professional development.

Tools/Resources:

- PLC Fidelity Tool
- PBIS 3.0 TFI Manual
- SAS Manual
- PBIS School Climate Survey Manual
- School Attendance Self-Assessment

Implementation Scoring

Evaluation	Scoring	Definition
In Place (Fully)	2	Fully in Place (100%) The implementation is completely established, actively operational, and uniformly followed across the entire organization. Teams move from implementation to monitoring.
Partial	1	The requirement is currently in progress, development, or only functional in certain areas. It meets some criteria but lacks full deployment and consistency.
Not In Place	0	No action has been taken, or the necessary components are entirely missing. The requirement is completely absent.

Note: You may NOT use decimals or percentages when scoring. They must be whole numbers, 0-2

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ACADEMIC ENGAGEMENT

OUTCOME DATA

Academics	Fall			Winter			Spring		
	Schoolwide	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*
iReady Math 6-8 (school-wide)									
8th Grade Math									
iReady Reading 6-8									
9th Grade on Track									
12th Grade on Track									
Dual Credit /Early College Enrollment	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=
AP / IB	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=
CTE Participants	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=
CTE Concentrators	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=	#= %=

Professional Growth	Fall				Winter				Spring			
	Unsaf	*Basic*	*Prof*	*Dist*	*Unsaf*	*Basic*	*Prof*	*Dist*	*Unsaf*	*Basic*	*Prof*	*Dist*
3a. Communicating About Purpose and Content												
3b: Using Questioning and Discussion Techniques												

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3c: Engaging Students in Learning												
3d: Using Assessment for Learning												

IMPLEMENTATION DATA

1.1 Install and monitor systems to ensure all students are thriving	Rating		Actions and Timelines
9th Grade Success Team: Teams meet monthly, collect and analyze student data (BAG+), design effective interventions, and plan prevention activities. Meetings follow an adopted protocol. All Core teachers are members of this team and all 9th grade staff work with the team and students toward on-track status.	Fall		
	Winter		
	Spring		
Professional Learning Communities: PLCs meet at least twice monthly, have established team procedures, have committed to an identified standard/skill/instructional practice, spend 90% of meeting time focused on data, and have evidence of interventions/extensions for students. (Buildingwide PLC Fidelity Tool 3X year)	Fall		
	Winter		
	Spring		
Four-Year Graduation Rate (12th Grade On-Track): A systematic approach is in place for tracking on-time graduation for all seniors. Data is tracked and reviewed monthly by building-level designees. Parents, students, and appropriate staff members are active participants in individualized student plans for on-time graduation. These plans may include summer credit recovery, CAP plans, etc.	Fall		
	Winter		
	Spring		
Five-Year Completion Rate: A systematic approach is in place for tracking on-time five-year completion. Data is tracked and reviewed monthly by building-level designees. Parents, students, and appropriate staff members are active participants in individualized student plans for on-time five-year completion. These plans may include summer credit recovery, CAP plans, etc.	Fall		
	Winter		
	Spring		
8th Grade Math Proficiency: Middle school math teachers utilize the adopted curriculum and follow the district-approved scope and sequence for 7th and 8th grade math courses. iReady math benchmarking data is analyzed by the school's math team and administration to identify areas of growth and intervention strategies (3x year). SPED staff support by teaching Trans Math. The school has intervention supports in place for students demonstrating needs.	Fall		
	Winter		
	Spring		

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Disaggregated Data for Special Populations: All school data teams intentionally disaggregate academic data to monitor the growth and progress of special populations, including, but not limited to special education and multilingual learners. (PLCs, 9th Grade Success, 4-Year On-time Graduation Teams, 8th Grade Math Team, etc.)	Fall		
	Winter		
	Spring		
Annual High School Success Review: Appropriate school level teams will conduct an annual internal review of the high school success rubric to ensure compliance. Teams will identify areas of strength, growth, and actionable steps to maintain compliance.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
1.2 Utilize robust, well-balanced assessment tools	**Rating**		**Actions and Timelines**
Benchmarking Assessments (iReady Math, iReady Reading, OSAS Interim Assessments): Schools follow current assessment calendars and assess all students within the assessment windows.	Fall		
	Winter		
	Spring		
Middle School iReady Data: iReady data is used by middle schools to track student progress toward grade level proficiency. The data influences instruction in reading and math and is used to identify targeted interventions for students.	Fall		
	Winter		
	Spring		
High School OSAS Interim Assessment Data: OSAS Interim data is used by Instructional Cadres to track student progress toward content standard /skill mastery. Building and district-wide data is analyzed by cadres, shared with buildings, and reviewed at the DIT. The data influences instruction in ELA, Math, and Science.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		

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1.3 Plan and deliver research-based instruction with high-leverage teaching strategies	Rating		Actions and Timelines
Daily Lessons Follow the LCSD Critical Lesson Components: 100% of lessons have evidence of planning and have a strong beginning, middle, and ending. Walkthrough data and building level fidelity data collections support the consistent implementation of each critical lesson component.	Fall		
	Winter		
	Spring		
Daily Math Review: 100% of math teachers who teach middle school math - integrated III have implemented math review on a daily basis. Walkthrough data and building level fidelity data collections support the consistent implementation of each math review component.	Fall		
	Winter		
	Spring		
School-wide Instructional Focus Area: The school has identified one or more instructional areas of focus. 100% of instructional staff work toward consistent implementation and to meet the fidelity criteria outlined by the school. Data is collected by the administration, shared with staff, and used to drive professional development.	Fall		
	Winter		
	Spring		
Access to Grade Level Content: Teachers actively implement required accommodations and modifications for special populations and scaffold instruction as needed for all learners, which includes language acquisition strategies. Teachers work directly with SPED and ELD staff to provide the necessary scaffolds.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
1.4 Ensure students have access to a well-rounded education	**Rating**		**Actions and Timelines**
CTE Participation and POS Concentrators: A plan is in place for increasing CTE participation (disaggregated by group), tracking participation #s, and the # of credits earned. Additionally, a plan is in place for increasing the number of CTE concentrators and POS completers. Disaggregated completer data is collected, analyzed, and used to increase participation from disproportionately underrepresented populations.	Fall		
	Winter		
	Spring		
Dual Credit and Early College: High schools offer multiple dual credit courses across	Fall		

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subject areas. Dual credit teachers participate in meetings and PD as required by OCCC. The school has a system for recruiting students for dual credit and early college courses. Participation and outcome data are tracked and reported at SIP Meetings.	Winter		
	Spring		
Extracurricular and Co-curricular Participation: Seasonal athletic and co-curricular participation data are collected and used to analyze trends in student interests.	Fall		
	Winter		
	Spring		
College and Career Readiness Activities and Experiences: Students have access, at every grade level, to appropriate college and career readiness activities and experiences. Schools adhere to the LCSD EPP Scope & Sequence.	Fall		
	Winter		
	Spring		
Division 22+ Standards: Schools have completed the Secondary Building Compliance (Division 22+) document and are implementing all compliance requirements. (P.E. minutes, required substance use prevention lessons, human sexuality health lessons, Tribal History Shared History lessons, etc.).	Fall		
	Winter		
	Spring		
Adopted Curriculum: Teachers use adopted curriculum, if provided, for their subject areas and maintain pacing following LCSD guidance.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		

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WELLNESS & BELONGING

OUTCOME DATA

Attendance	Fall			Winter			Spring		
	Schoolwide	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*
Tier 1 *(Above 90%)*									
Tier 2 *(80-90%)*									
Tier 3 *(Below 80%)*									
12th Grade Regular Attenders									
Behavior & Exclusions	**Fall**			**Winter**			**Spring**		
	Schoolwide	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*	*Schoolwide*	*SPED*	*EL*
% of Students with 0-1 incidents									
% of Students with 2-5 incidents									
% of Students with 6+ incidents									
Suspension Rate									
	Tier 1	*Tier 2*	*Tier 3*	*Tier 1*	*Tier 2*	*Tier 3*	*Tier 1*	*Tier 2*	*Tier 3*
PBIS 3.0 TFI									

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School Attendance Self-Assessment									

Professional Growth	Fall				Winter				Spring			
	Unsat	*Basic*	*Prof*	*Dist*	*Unsat*	*Basic*	*Prof*	*Dist*	*Unsat*	*Basic*	*Prof*	*Dist*
2c: Maintaining Purposeful Environments												
2d: Supporting Positive Student Behavior												

IMPLEMENTATION DATA

2.1 Develop the knowledge, skill, and will of educators	Rating		Actions and Timelines
Building Professional Development on Instruction: Is aligned to instructional needs as determined by walkthrough data, building-wide goals, or district-wide goals.	Fall		
	Winter		
	Spring		
Walkthroughs with Specific Actionable Feedback (5-7 annually): Administrators are on track to complete 5-7 walkthroughs. On track: fall 1-2, winter 3-4, spring 5-7. Walkthroughs include actionable feedback, which is followed up upon by the administrator ASAP (usually within 1-2 weeks).	Fall		
	Winter		
	Spring		
Ongoing Professional Development on the Danielson Framework: 100% of teachers can name the four Danielson Domains and communicate the elements of proficient professional practice and their integration into schoolwide strategies and goals.	Fall		
	Winter		
	Spring		
Instructional Coaches: Instructional coaches are utilized by teachers to enhance instructional skills and improve student outcomes. At least the identified minimum percentage of teachers at each building have participated in meaningful coaching / a coaching cycle. (The minimum % is determined by the building's level of instructional coaching support by the principal and secondary director)	Fall		
	Winter		
	Spring		
	Fall		

DRAFT

	Winter		
	Spring		
2.2 Install and monitor responsive systems to meet the needs of students and families	**Rating**		**Actions and Timelines**
Specialist Involvement: Specialists regularly attend and are active participants in grade-level teams / PLCs / department teams and building meetings. Specialists collect student data (lesson mastery, EASY CBM probes, language samples) and document/share when teaming to support differentiated instruction and intensify support.	Fall		
	Winter		
	Spring		
PBIS Tiered Fidelity Inventory (TFI): The school systematically utilizes the PBIS TFI 3.0 to assess implementation and guide action planning.	Fall		
	Winter		
	Spring		
School Attendance Self-Assessment: The school utilizes the School Attendance Self-Assessment as a diagnostic tool to audit our tiered attendance systems (3x).	Fall		
	Winter		
	Spring		
PBIS Teams: Meet to access and review behavior data (e.g., incidents/referrals, removals, suspensions, expulsions) at least monthly, using key information (behavior, time, location, student, function, and consequences) to identify trends, monitor strengths and needs, and guide equitable Tier 1 schoolwide and classroom practices.	Fall		
	Winter		
	Spring		
Student Voice Action: Schools implement action plans based on student voice, specifically with data collected by the Student Health Survey in grades 6, 8, and 11.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		

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	Spring		
2.3 Welcome, accept, and affirm equitable practices that break down barriers and promote access	**Rating**		**Actions and Timelines**
Request for Support (RFS): School staff maximizes the RFS system and collaborate with the Area Team, including service coordinators, HSAs, HELP advocates, and school nurses, to deliver timely, holistic interventions that address the academic, health, and social-emotional needs of our students.	Fall		
	Winter		
	Spring		
Equity Lens: The school systematically applies an equity lens and utilizes the district's Equity Tool to evaluate our practices, policies, initiatives, and resource allocations.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
2.4 Create strong systems to engage with, support, and celebrate staff	**Rating**		**Actions and Timelines**
Teacher Leaders: Buildings have identified teacher leaders who plan and provide job-embedded professional development to support the differing needs of staff. This includes a behavior lead and may include members of the Leadership Team, AVID Site Team, Instructional Leadership Team, or other.	Fall		
	Winter		
	Spring		
DIT Teacher: There is at least one identified teacher that is part of the District Improvement Team. The teacher attends three D.I.T. meetings throughout the year and supports administration in disseminating the information back to their staff.	Fall		
	Winter		
	Spring		
Staff Recognition: The building has established routines for recognizing and celebrating teachers and other building staff at least once each month.	Fall		
	Winter		
	Spring		

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Leadership Team: The team meets monthly and focuses a majority of their time on improving academic outcomes. The team supports the building by identifying, developing, and delivering building specific professional development. They are also responsible for the dissemination of information, supporting SIP meetings, and other roles as determined by the building principal.	**Fall**		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		

COMMUNITY CONNECTION

OUTCOME DATA

Parent & Community Surveys	Previous Year		Fall		Spring	
	# Participants	*Composite Score*	*# Participants*	*Composite Score*	*# Participants*	*Composite Score*
PBIS School Climate Survey: Family			*NA*			
Student Health Survey				*NA*	*NA*	
Two Way Communication	**Fall**		**Winter**		**Spring**	
% of Families with Two-Way Communication (not conferences)						
% Attendance at Conferences			*NA*			

IMPLEMENTATION DATA

3.1 Establish and maintain two-way communication practices for all students, with attention to mobile students and primary family languages (PM 5)	Rating		Actions and Timelines
Teacher / Family Communication: Teachers send frequent positive messages and information about students home in multiple formats (Aptegy, Synergy, in person, phone). Teachers call or meet with parents to discuss negative incidents or needs	**Fall**		
	Winter	50	

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for improvement, ensuring two-way communication.	Spring		
Interpretation / Translation: All essential school communications, including newsletters, official notices, and event flyers, are translated, and professional interpretation support is provided at all school events for our culturally and linguistically diverse families.	Fall		
	Winter		
	Spring		
Staff as Resources: Maximize district resources, including HELP advocates and Hispanic Family Liaisons, to secure consistent, accessible lines of communication with mobile, McKinney-Vento, and multilingual families.	Fall		
	Winter		
	Spring		
Conferences: Parent-Teacher Conferences are designed to foster strong home-school partnerships, utilizing flexible formats and targeted data-sharing to empower families as active participants in student achievement.	Fall		
	Winter		
	Spring		
Two-way Communication Tracking: Schools have a data tracking system to ensure that 100% of their families have participated in two way communication.	Fall		
	Winter		
	Spring		
Culturally Responsive Communication: Teachers, office staff and other staff expected to communicate with families have been trained in and understand how to gain access to translation services via, Language Line or bi-lingula staff on site and have had training in the culturally responsive ways through which we use translation and interpretation.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		
3.2 Create places and learning conditions where every student and family member feels welcomed, valued, supported and integral to decision-making *(PM 15)*	**Rating**		**Actions and Timelines**

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Site Council: Site Council authentically elevates parent, student, and community voices in school decision-making through a dedicated body of standing members, regular scheduled meetings, and a collaborative agenda process.	Fall		
	Winter		
	Spring		
Student Voice: The school elicits student voice through the use of PBIS school climate student surveys, Student Health Survey, empathy interviews, student advisory groups, special populations, etc.	Fall		
	Winter		
	Spring		
Linguistically Diverse Workforce: Administrators work with HR and follow hiring practices that support hiring a culturally and linguistically diverse workforce.	Fall		
	Winter		
	Spring		
Student Health Survey: 90% of 6th, 8th and 11th grade students will complete the Student Health Survey. Student grade level leaders will review results and participate in action planning to improve outcomes.	Fall		
	Winter		
	Spring		
Family Voice: School elicits family voice through the use of surveys including the PBIS climate survey (families), empathy interviews, family advisory groups, annual financial update meetings, etc. There is a process to analyze and act on data received to support safe and welcoming learning conditions.	Fall		
	Winter		
	Spring		
Family Events: Family events are designed to engage with families about school systems and student success. Childcare, interpretation, and food are provided as applicable.	Fall		
	Winter		
	Spring		
	Fall		
	Winter		
	Spring		

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3.3 Develop community relationships for staff, student, and community learning that are consistent, authentic, and ongoing *(PM 1)*	Rating		Actions and Timelines
Community Partnerships: School collaborates with local organizations and businesses to enhance student well-being by aligning community resources with key school initiatives, such as our attendance campaigns.	Fall		
	Winter		
	Spring		
Community Events and Feedback: Schools leverage school and community events to maximize opportunities to provide information and gather feedback. This includes the school annual financial update meeting.	Fall		
	Winter		
	Spring		
Specialized Team Communication: Specialized school teams (Area Teams, PBIS/MTSS-B, and attendance) will routinely report data, interventions, outreach, and support to staff at least twice a year to increase overall understanding and utilization of school and district support systems.	Fall		
	Winter		
	Spring		

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9. Evidence of Achievement Activity

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

Success Criteria	Evidence

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.

Success Criteria	Evidence

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

Success Criteria	Evidence

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

Success Criteria	Evidence

10. Lunch
11. OSBA Board Self Evaluation Activity

Balanced Governance Self-Evaluation

School District and Evaluation Year

Lincoln County Schools 2026

Prepared by:

Your OSBA Board Development Team
Oregon School Boards Association
1201 Court Street NE, Suite 400
Salem, OR 97301
(503) 588-2800
(503) 485-4837 Direct Line
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Balanced Governance Board Self-Evaluation

Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in column charts color coded to show responses in each of the categories for every question in the survey.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the standards for the 12 board performance standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following

1) What do you see?

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

2) What does the data suggest?

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

3) Identify growth area(s) from the observations and interpretations.

The board will discuss which standard(s) to focus on for improvement and any indicators that the board wishes to see increased.

4) Build a professional development plan for the board.

The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.

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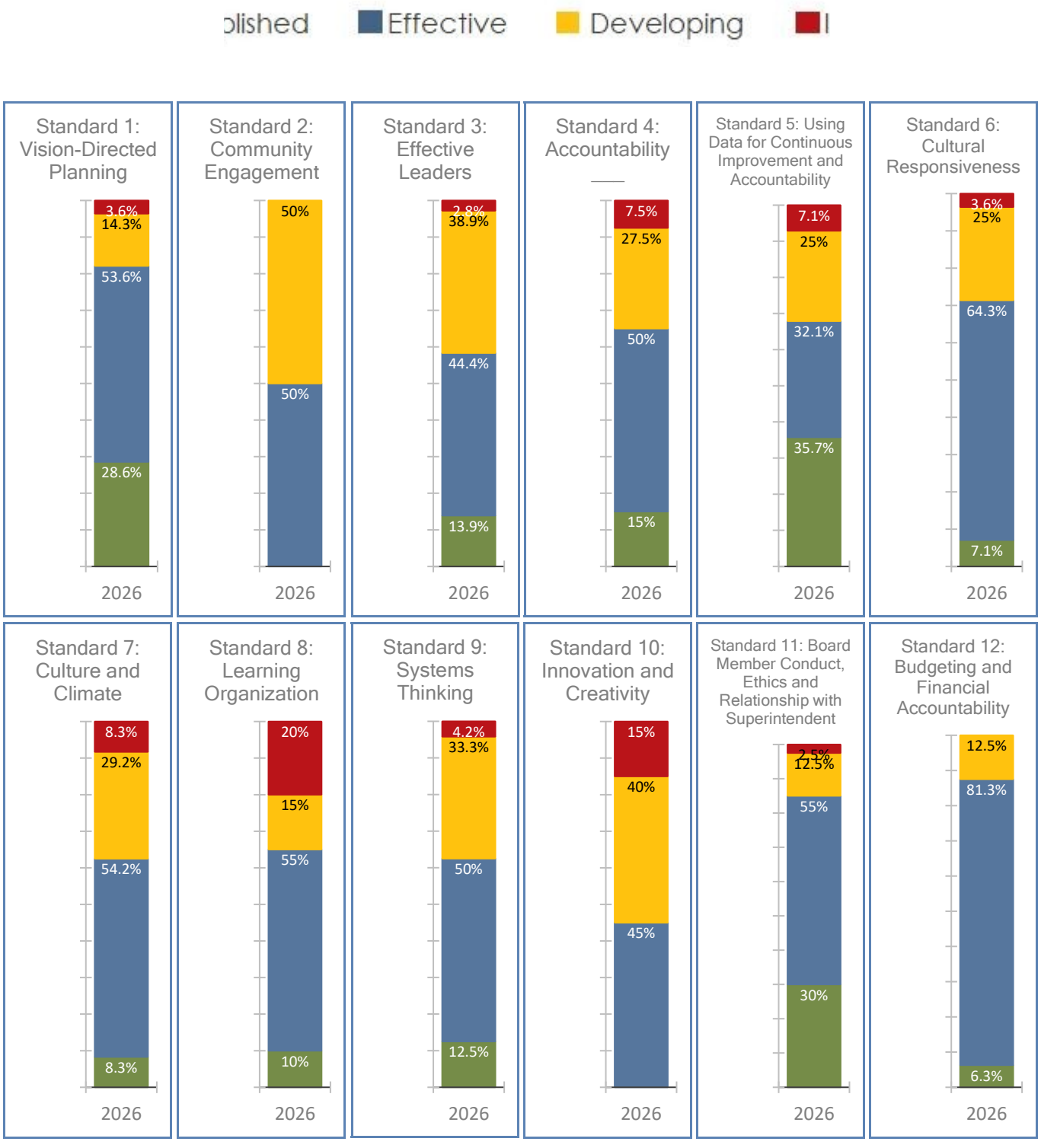
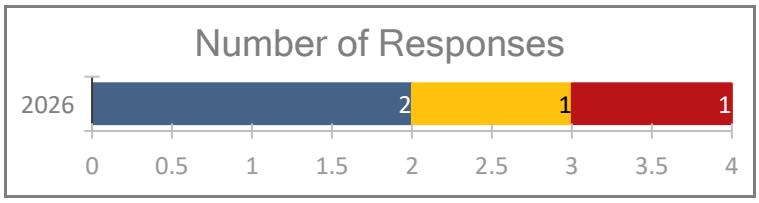
Balanced Governance: Standards Overview



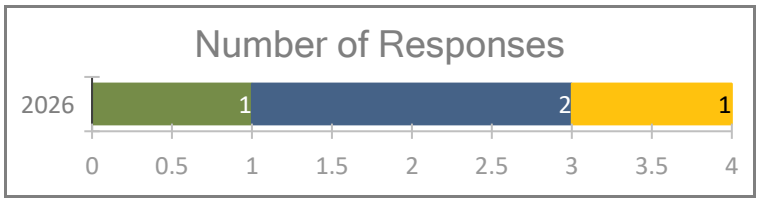
Standard 1 *Vision-Directed Planning*

The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.

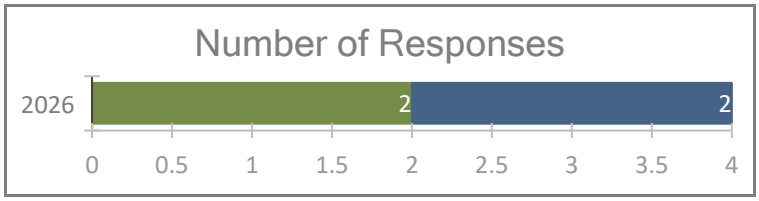
Q 4 The board collaborates with the community to articulate core values and beliefs for the district



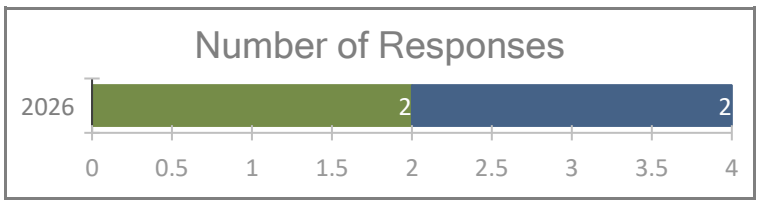
Q 5 Board members can clearly articulate the vision and strategic goals of the district



Q 6 The board collaborates with the superintendent to develop long-range strategic goals for improving student learning



Q 7 The board regularly monitors the progress of strategic goals focused on improving student learning



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Standard 1 *Vision-Directed Planning*

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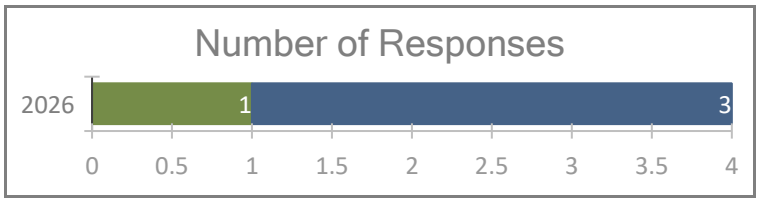
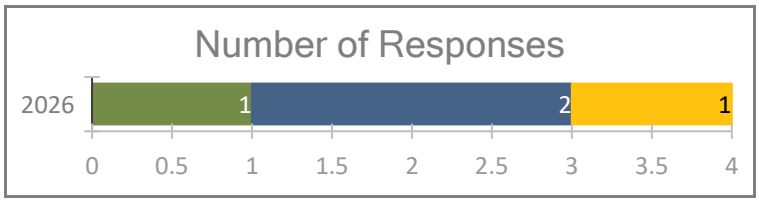
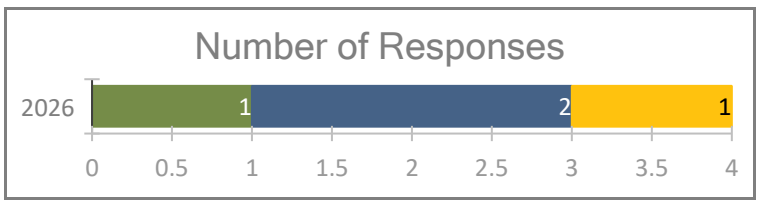
Q8 The board adopted a budget that aligned resources to the district's vision and strategic goals



Q9 The board establishes and models a culture of high expectations for all students



Q10 The board promotes a vision and expectation for excellence beyond the present performance



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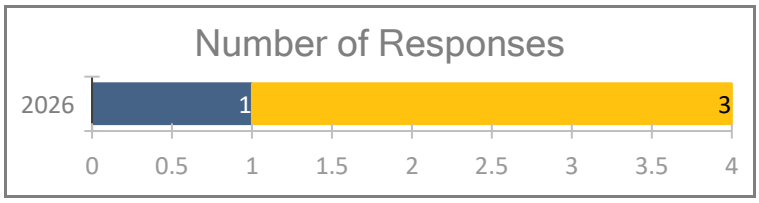
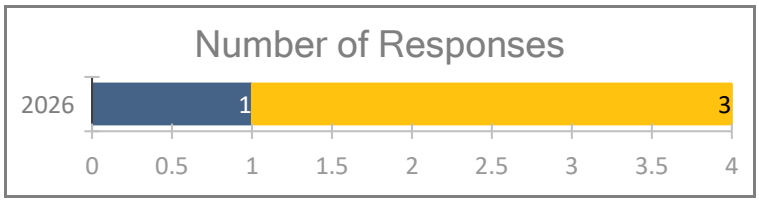
Standard 2 *Community Engagement*

The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

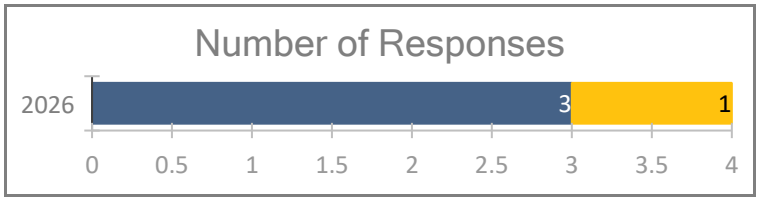
Q11 The board promotes practices that solicit input and involvement from all segments of the community



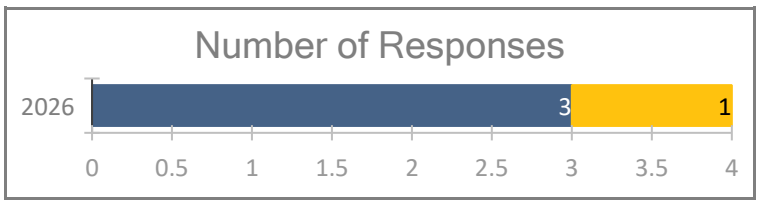
Q12 The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community



Q13 The board recognizes and celebrates the contributions of school and community members to school improvement efforts



Q14 The board is responsive and respectful to community inquiry and feedback



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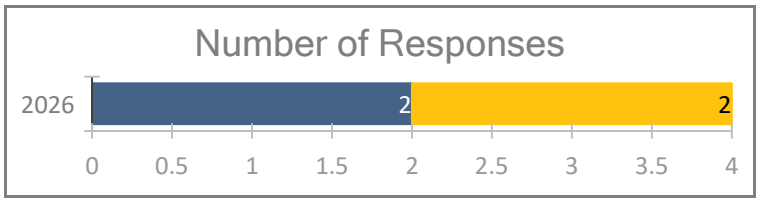
Q15 The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials, and state legislators



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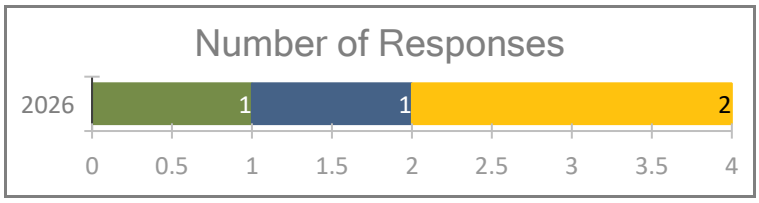
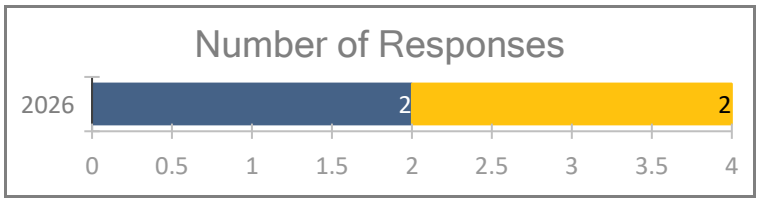
Standard 3 *Effective Leadership*

The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

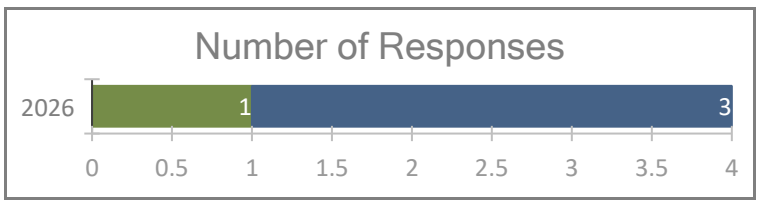
Q16 Board members are visible in the community



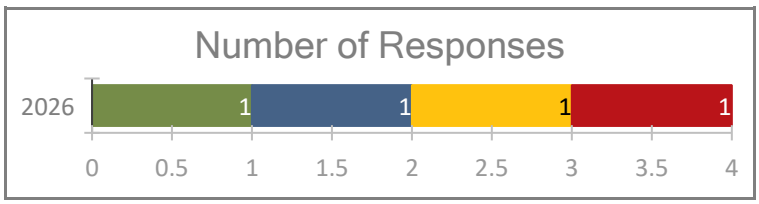
Q17 Board members develop professional community relationships to improve student learning and opportunities for students



Q18 Board activities, analysis, and decision-making are aligned with the vision and strategic goals



Q19 The board solicits input from multiple sources to assist in making informed decisions



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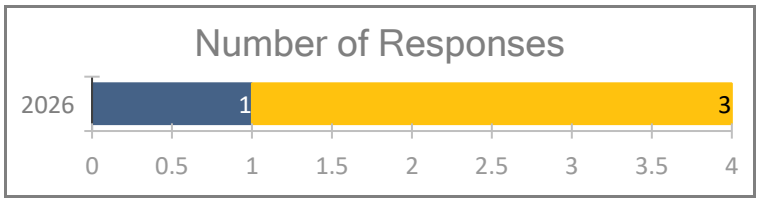
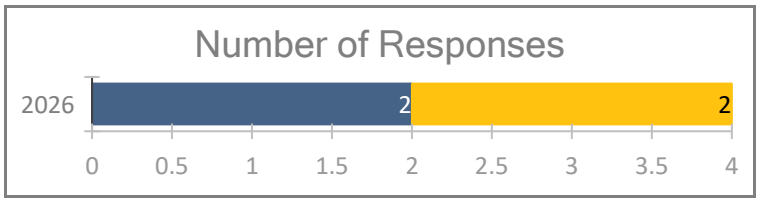
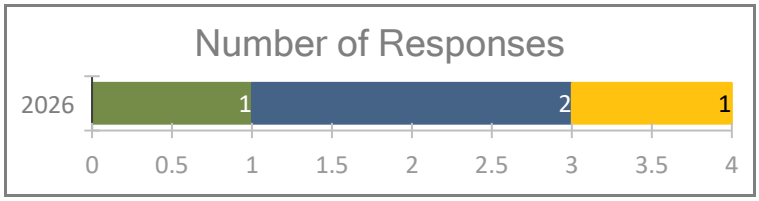
Q20 The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators



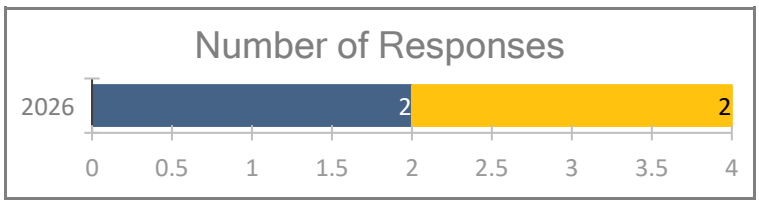
Q21 Board members model an empowering leadership style



Q22 The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district



Q23 Board members promote change through dialogue and collaboration



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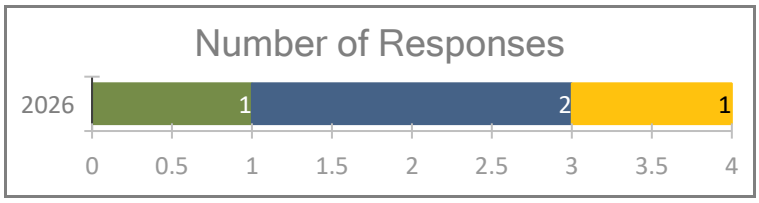
Q24 Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives



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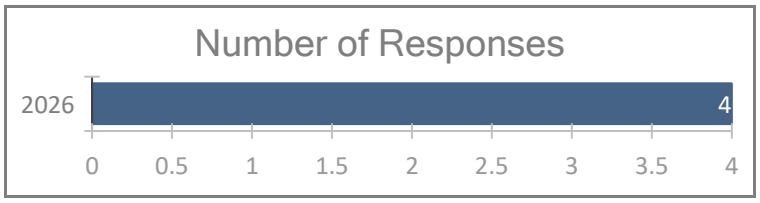
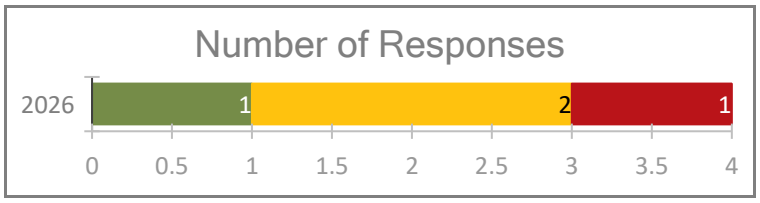
Standard 4 *Accountability*

The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

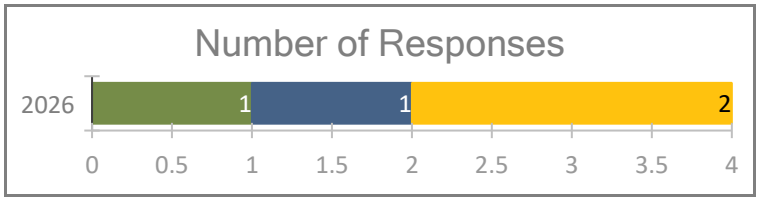
Q25 The board ensures funding to implement accountability measures



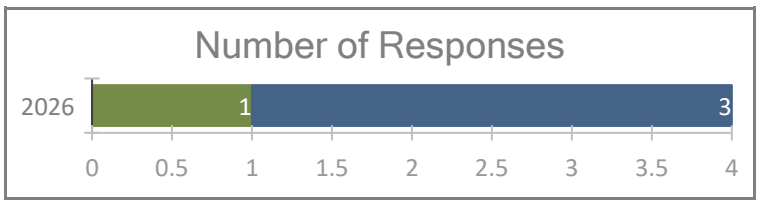
Q26 The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation



Q27 The board models a culture of high expectations throughout the district



Q28 The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals



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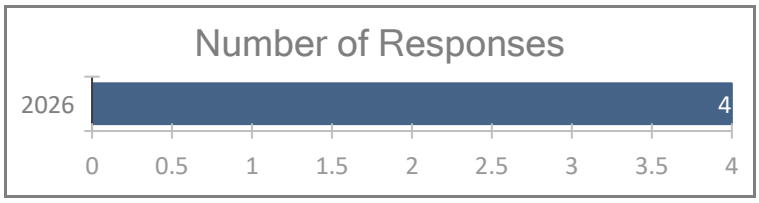
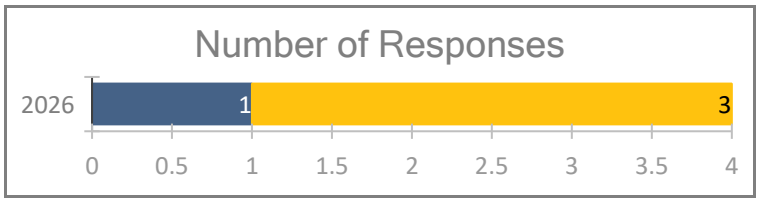
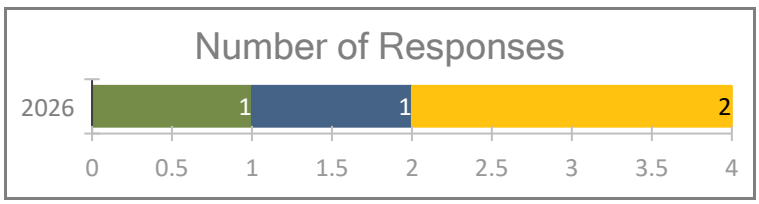
Q29 The board ensures the budget aligns resources based on student learning priorities



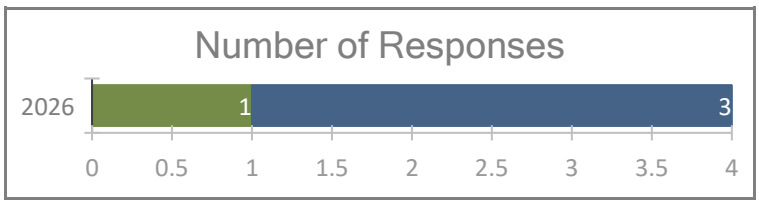
Q30 The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals



Q31 Disaggregated student results and growth are measures against expectations set by district strategic goals



Q32 The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals



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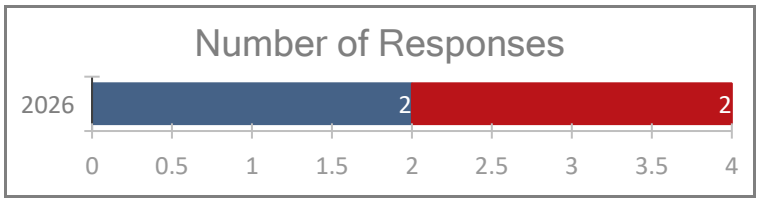
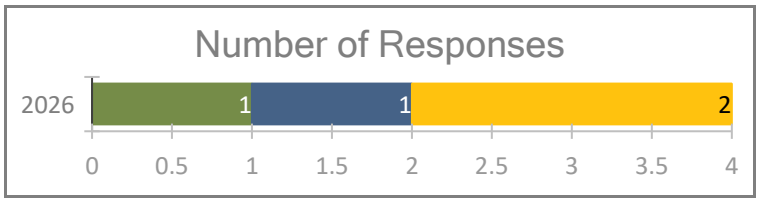
Standard 4 *Accountability*

The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

Q33 The board regularly establishes performance goals for itself



Q34 The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system



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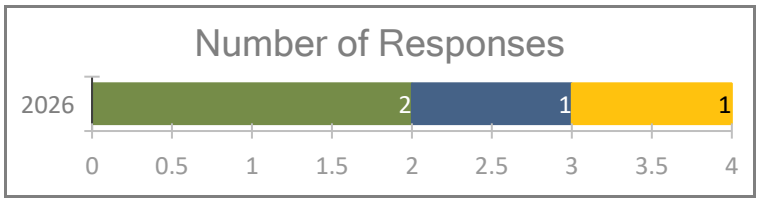
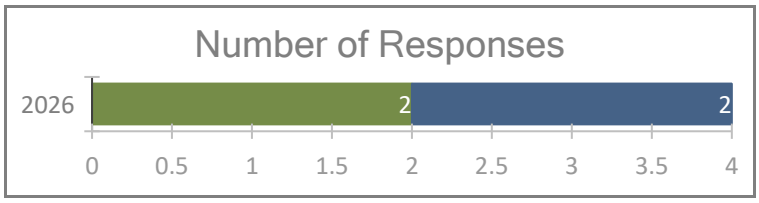
Standard 5 *Using Data for Continuous Improvement and Accountability*

The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

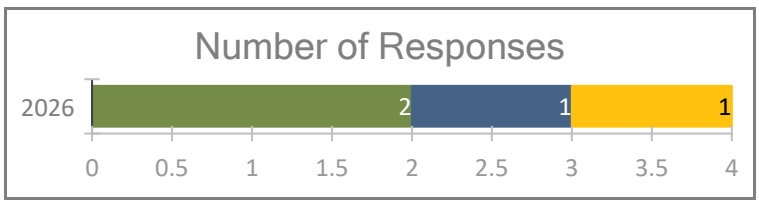
Q35 The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making



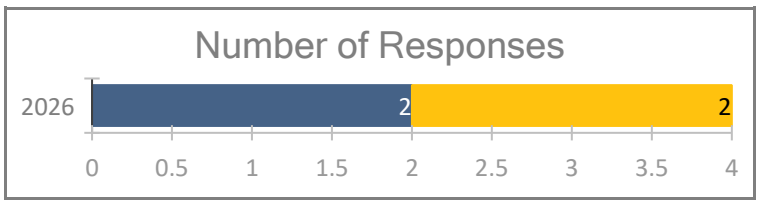
Q36 Programs approved by the board have effective data collection requirements and measurable results



Q37 The board uses data to identify discrepancies between current and desired outcomes



Q38 The board identifies and addresses priorities and needs based on data analysis



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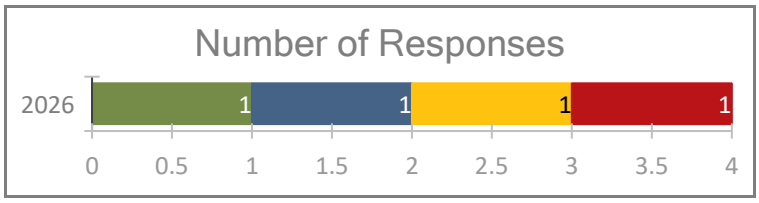
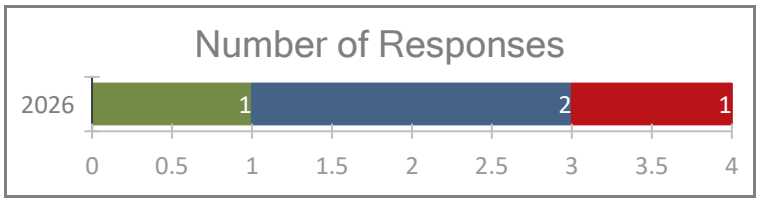
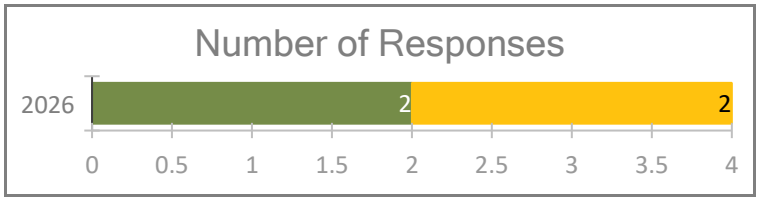
Q39 The board communicates to the public how policy decisions are linked to student learning data



Q40 The board creates a culture that encourages the use of data to identify learning needs throughout the system



Q41 The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals



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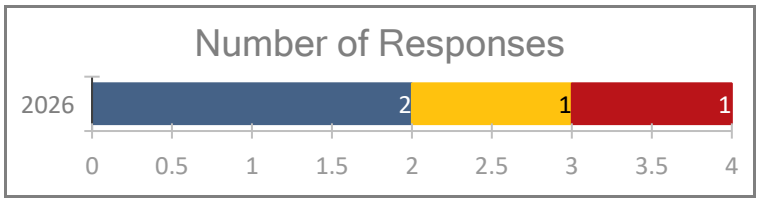
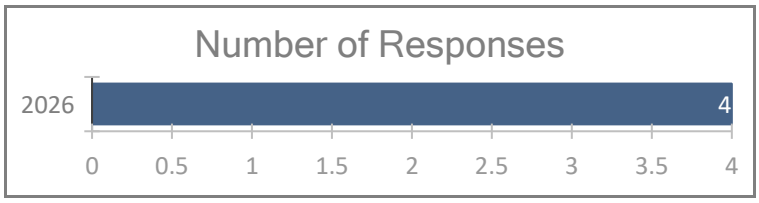
Standard 6 *Cultural Responsiveness*

The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

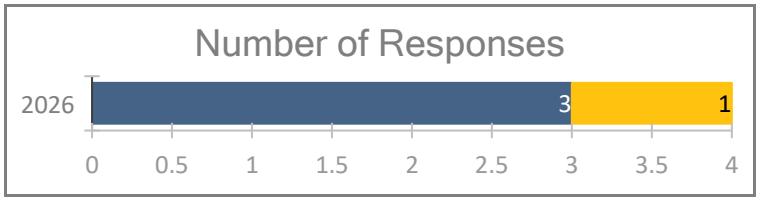
Q42 Board outreach and community engagement activities accommodate cultural differences in values and communication



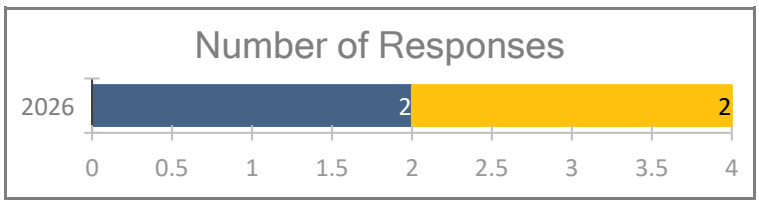
Q43 The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups



Q44 The board has a process to review policies for cultural responsiveness and bias



Q45 Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard



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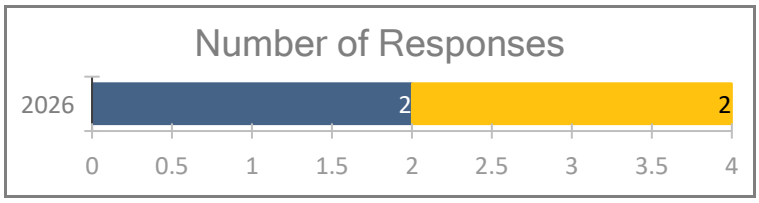
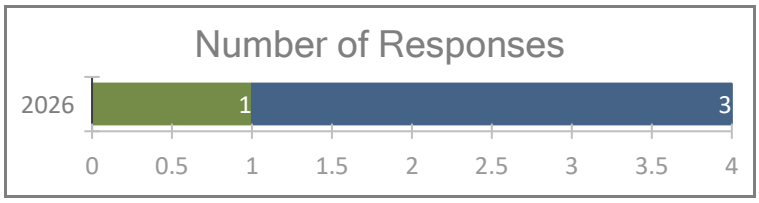
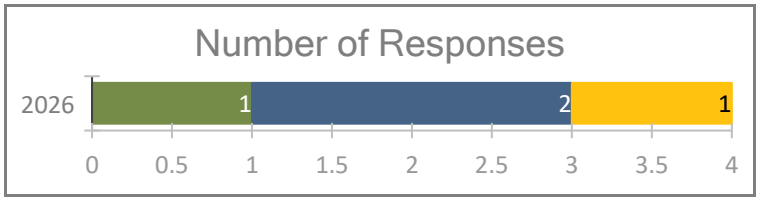
Q46 The board ensures district employees are representative of the values and culture of the community



Q47 A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals



Q48 The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student



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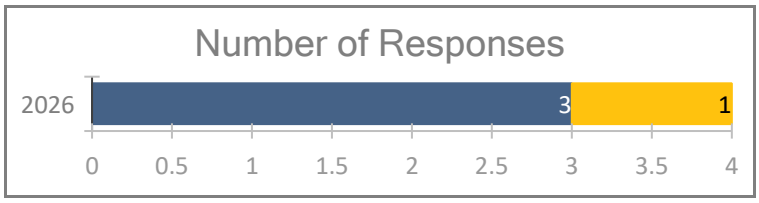
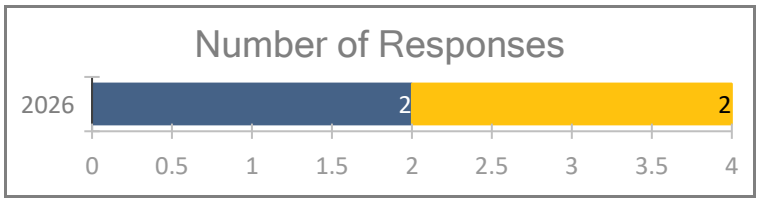
Standard 7 *Culture and Climate*

The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

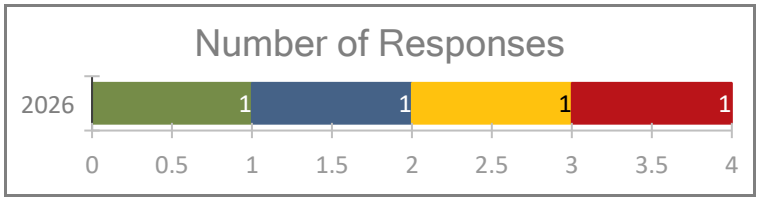
Q49 The board models relationships built on trust and respect



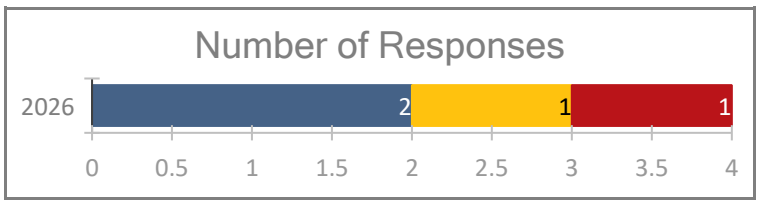
Q50 The board takes time to reflect and improve internal and external relationships



Q51 The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate



Q52 The board creates a system in which high levels of student learning are expected.



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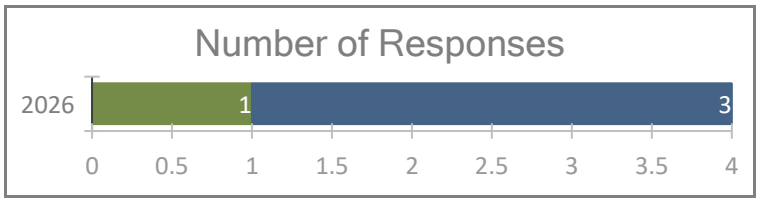
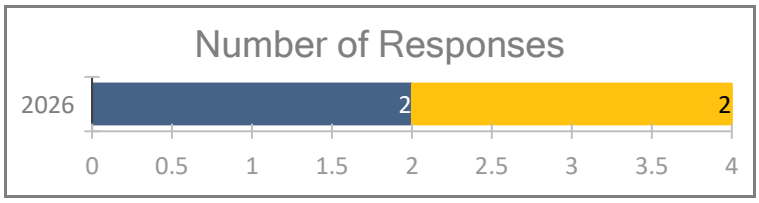
Q53 The board establishes policies and ensures practices to foster a safe, positive learning climate for students



Q54 The board models and holds the district responsible for improving a culture of service



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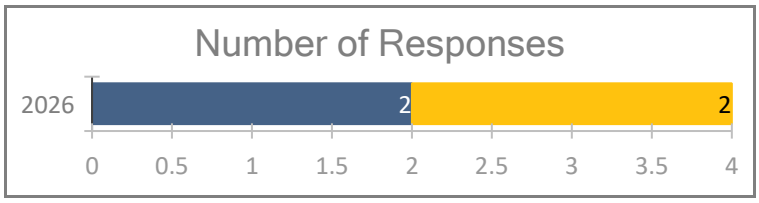
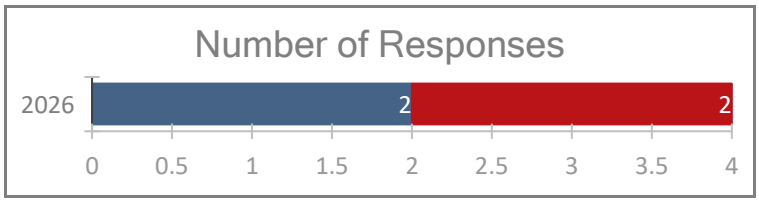
Standard 8 *Learning Organization*

The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

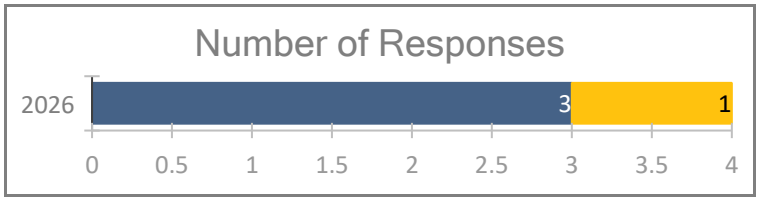
Q55 Board policies nurture leadership capabilities across the organization



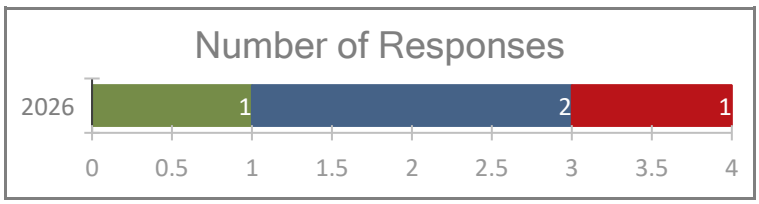
Q56 The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners



Q57 Board members promote positive change through dialogue and collaboration



Q58 The board encourages professional development that increases learning and empowerment



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Standard 8 *Learning Organization*

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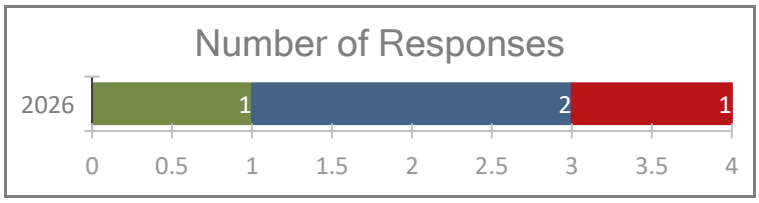
Q59 The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization



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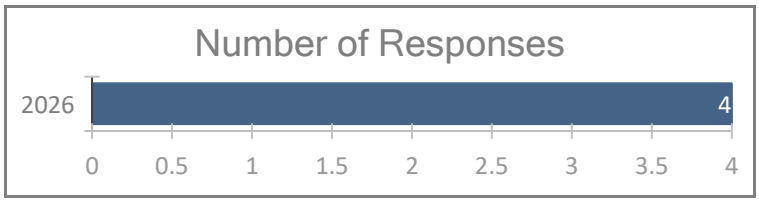
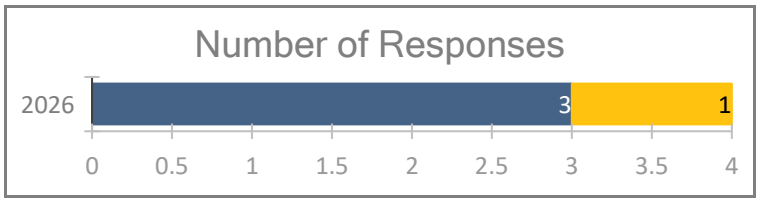
Standard 9 *Systems Thinking*

The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

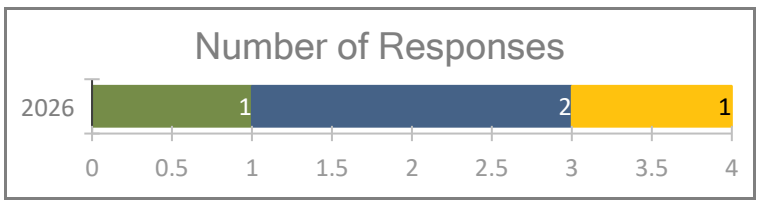
Q60 The board works to avoid policy decisions that shift problems from one part of the system to another



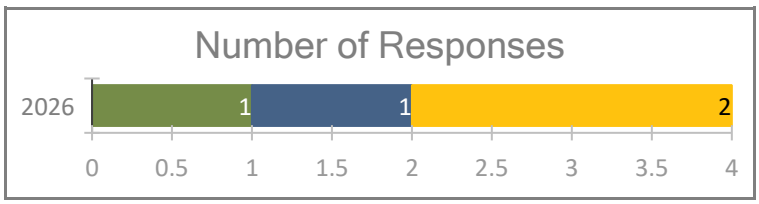
Q61 The board encourages an organizational structure that enables creative processes



Q62 The board engages in process thinking, seeing beyond the immediate situation and easy solutions



Q63 The board analyzes issues for their impact on other parts of the system



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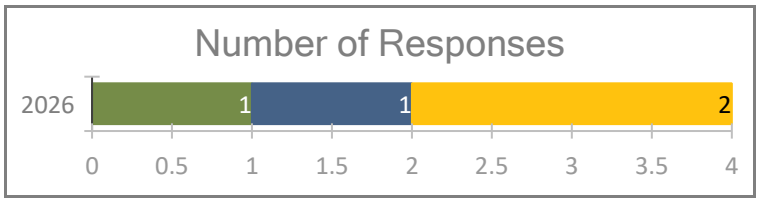
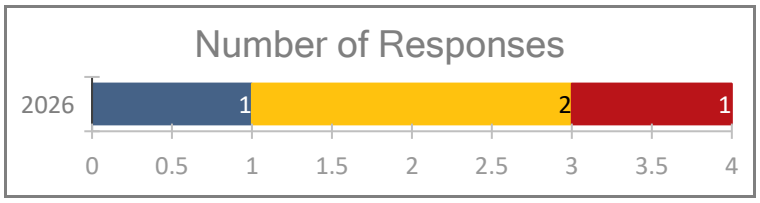
Q64 The board team is solution-oriented



Q65 The board works collaboratively with other agencies to encourage dialogue that fosters continual growth



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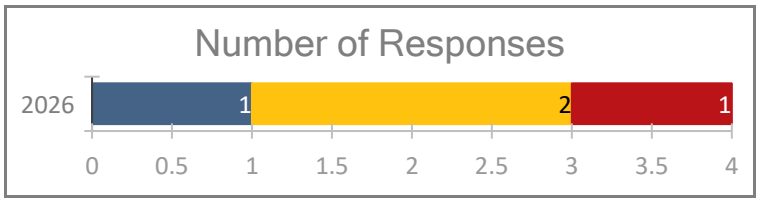
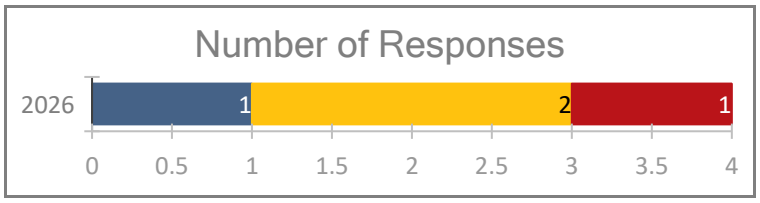
Standard 10 *Innovation and Creativity*

The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

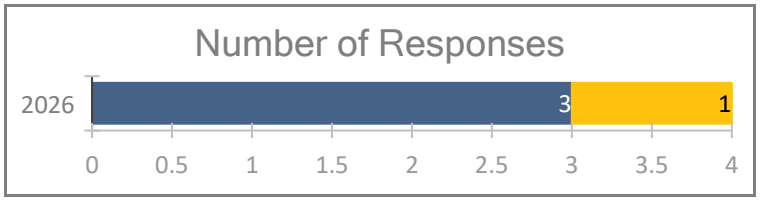
Q66 Board members create time and opportunities for their own creative thinking



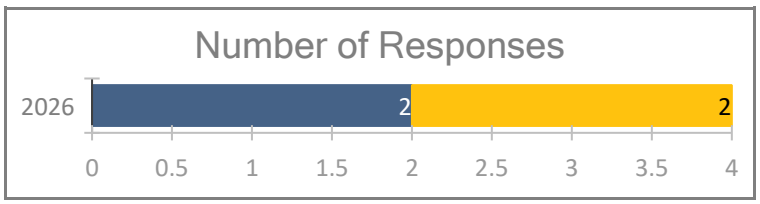
Q67 Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation



Q68 The board sets meeting agendas that allow it to proactively identify and explore strategic issues



Q69 The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events



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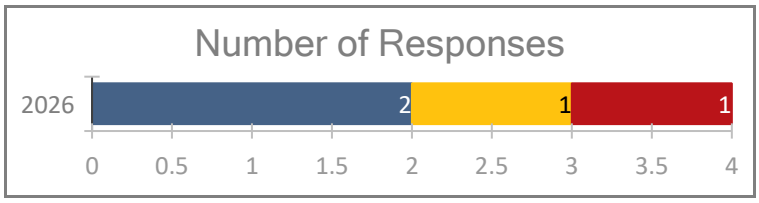
Q70 The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation



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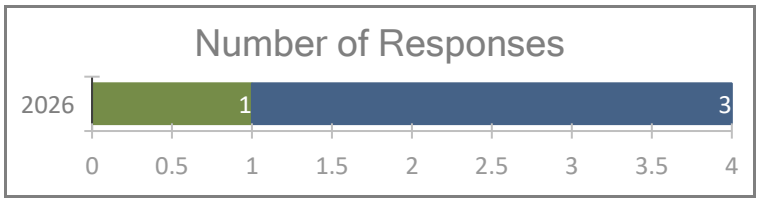
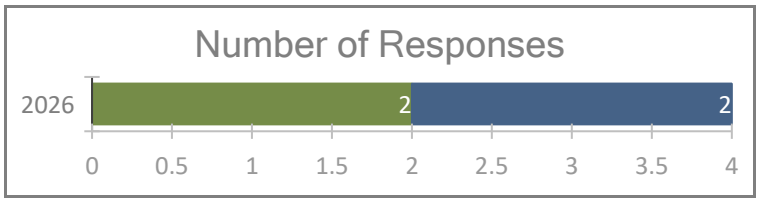
Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

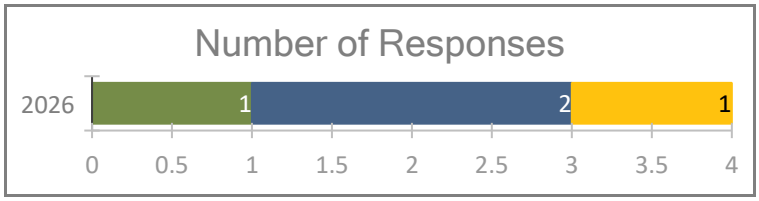
Q71 Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties



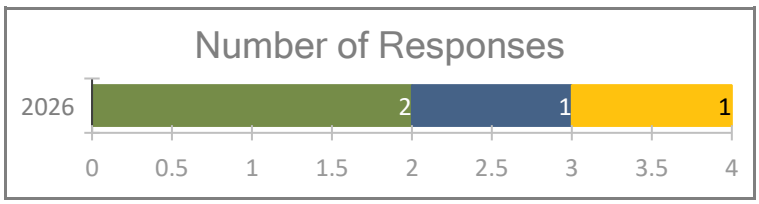
Q72 The board and superintendent trust and respect one another



Q73 Board members represent the interests of the entire district



Q74 Board members preserve the confidentiality of items discussed in executive session



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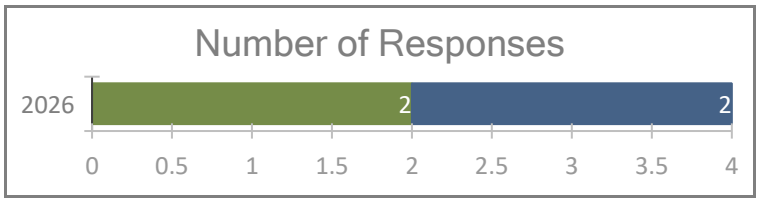
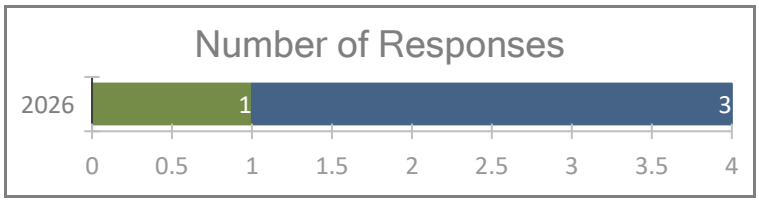
Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

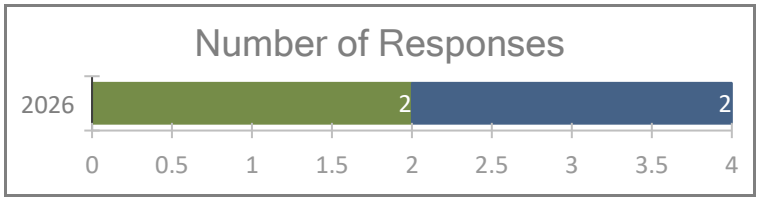
Q75 Board members do not use their office for personal gain or advancement



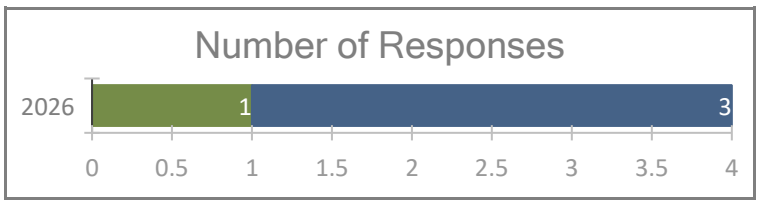
Q76 Board members do not attempt to individually speak on behalf of the entire board or commit the board



Q77 Board members direct complaints and requests to the superintendent rather than attempting to solve them directly



Q78 The board and superintendent agree on the information needed by the board, and when and how the board receives that information



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Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

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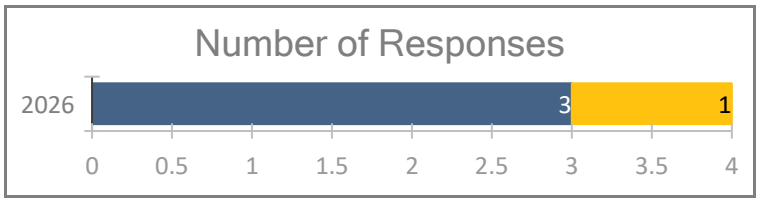
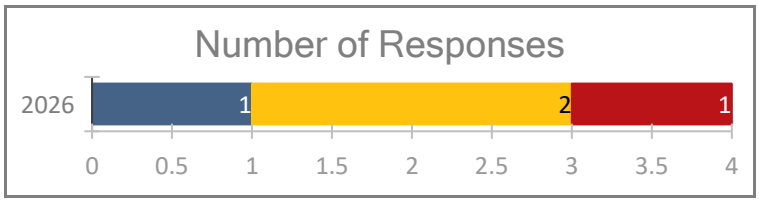
Q79 The board and superintendent participate in learning opportunities as a team



Q80 Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items



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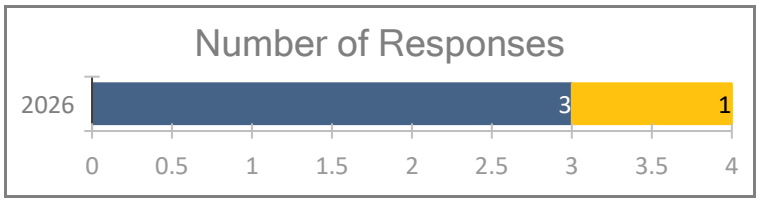
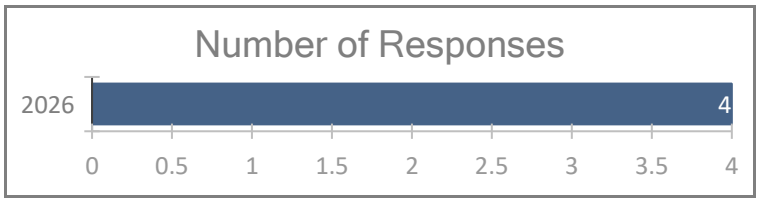
Standard 12 *Budgeting and Financial Accountability*

The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

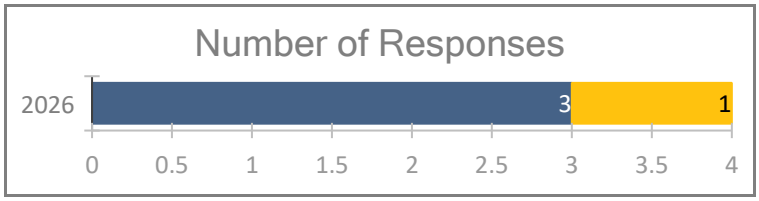
Q81 Board members are knowledgeable of the district budgeting process



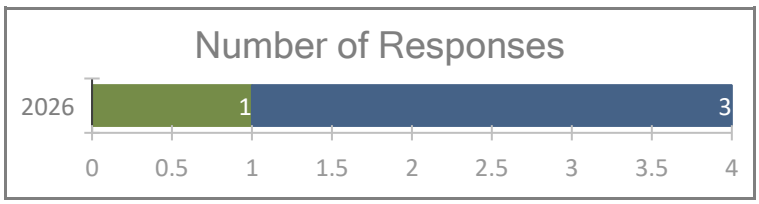
Q82 Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs



Q83 Board members have a basic understanding of district revenues and expenses



Q84 The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget



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Goal 1: Establish a Board Performance and Self-Reflection Cycle

- ***The Goal:*** By XX date, the board will establish a cycle for examining and improving its own governance practices, using reflection and evidence to strengthen board effectiveness.
- ***Measurable Action:*** Each year, the board will identify 2–3 aspects of its governance practice to examine—such as deliberation, decision-making, meeting effectiveness, or strategic focus—and establish specific actions for improvement. The board will revisit those actions to assess what it has learned and what should change.

Goal 2: Develop a Strategic Governance Learning Agenda

- ***The Goal:*** By XX date, the board will establish an annual learning agenda focused on the knowledge it needs to govern effectively in response to emerging challenges and opportunities.
- ***Measurable Action:*** Each year, the board will identify 2–3 priority areas for deeper understanding and incorporate appropriate opportunities—such as work sessions, facilitated learning, community input, or other forms of reflection—into its board work. Each learning priority will be connected to a strategic challenge or board responsibility.

Goal 3: Create Conditions for Responsible Innovation

- ***The Goal:*** By XX date, the board will set the conditions and boundaries that allow district leaders and staff to pursue innovation and experimentation while maintaining appropriate governance oversight and accountability.
- ***Measurable Action:*** When considering innovative approaches to significant district challenges, the board will examine **the problem being addressed, the potential benefits and risks, what can be learned through experimentation, and how results will be evaluated**—creating space for thoughtful risk-taking without compromising accountability.

Goal 4: Strengthen Community Engagement as a Governance Practice

- ***The Goal:*** By XX date, the board will develop a more intentional approach to community engagement that broadens the perspectives informing board understanding and decision-making on significant district issues.
- ***Measurable Action:*** The board will identify when community engagement is most important to its work and establish opportunities to hear from perspectives that may otherwise be missing. The board will also clarify how information gathered through engagement will inform its decision-making.

Lincoln County School Board Self-evaluation

AUGUST 2026

KRISTEN MILES, ED.D.

OSBA

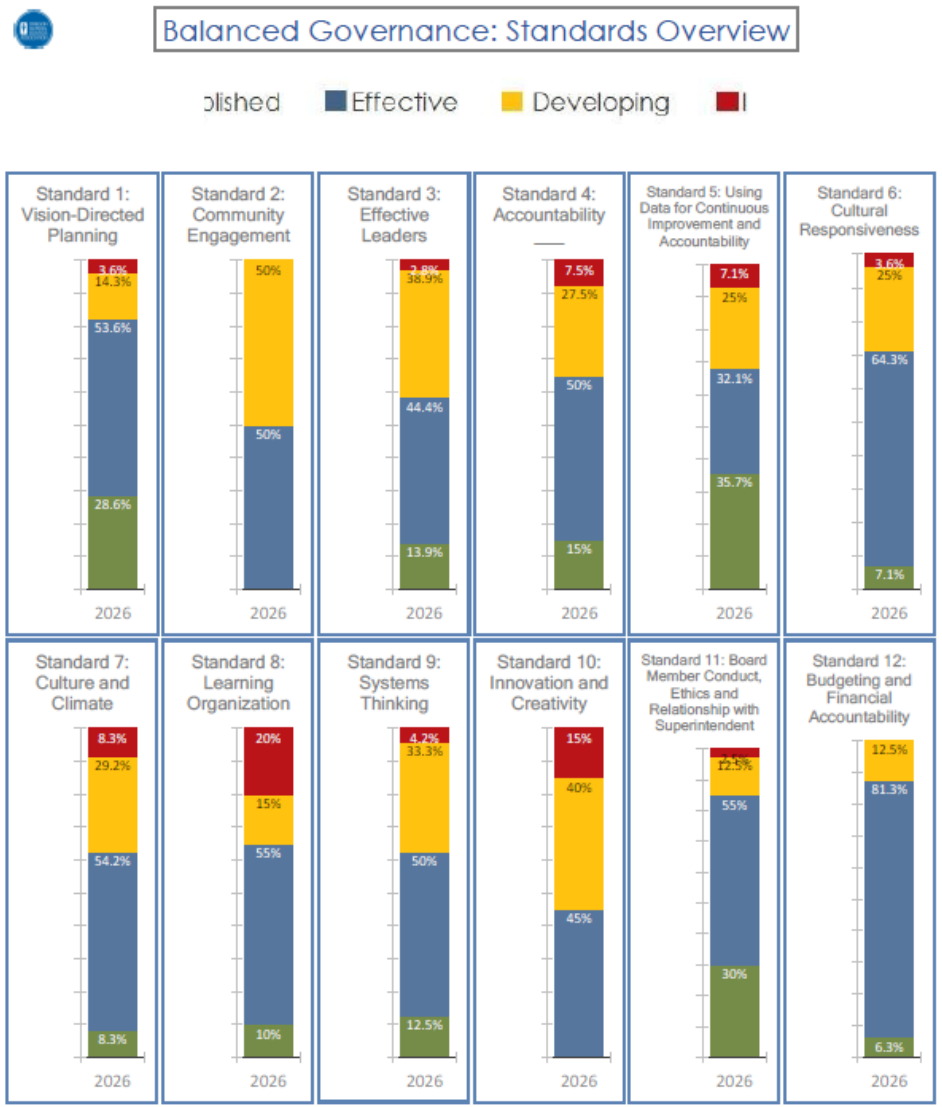
Leaders know that it takes partners, not just followers, to succeed.

- James Kouzes and Barry Posner

Questions for the group

- What do you observe about the data? (Just observations, not interpretations for this question)
- What meaning do you make of the data?
- What questions do you have after looking at the data?
- What do you want to do with this information?

Balanced Governance: Standards Overview



Overall themes: Strengths

- Standard 11: Board member conduct, ethics, and relationship with the superintendent
- Standard 1: Vision-directed planning
- Standard 5: Using data for continuous improvement and accountability

What do these mean?

Board member conduct, ethics, and relationship with the superintendent

- The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

Vision-directed planning

- The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities

Using data for continuous improvement and accountability

- The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

Specific strengths:

- The board collaborates with the superintendent to develop strategic goals and monitors their progress (Q6, Q7)
- Programs approved by the board have effective data collection requirements and measurable results (Q36)
- The board and superintendent respect one another (Q72)
- Board members represent the interest of the entire district and do not use their offices for personal gain (Q73, Q75)

Overall themes: Areas of improvement

- Standard 10: Innovation and creativity
- Standard 2: Community engagement
- Standard 8: Learning organization

What do these mean?

Innovation and creativity

- The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

Community engagement

- The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

Learning organization

- The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

Specific areas of improvement

- The board regularly establishes performance goals for itself (Q33)
- The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners (Q56)
- The board works collaboratively with other agencies to encourage dialogue that fosters growth and removes barriers to barriers to creativity and innovation (Q65, Q67)
- The board creates time for its own creative thinking while recognizing the risk inherent in innovation regarding experimentation (Q66, Q70)
- Board members come to the meeting prepared to discuss, ask questions, and take action (Q80)

Congruence

- Area of highest congruence: Standard 12: Budgeting and financial accountability
- Area of highest incongruence: Standard 5: Using data for continuous improvement and accountability

Specific areas of incongruence

- The board solicits input from multiple sources to assist in making informed decisions (Q19)
- The board communicates to the public how policy decisions are linked to student data (Q39)
- The board assesses, holds the district accountable, and provides support for the improvement of district culture and climate (Q51)

What do you want to do with this information?

Strategic Plan – Goals

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

Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years

What is the board's role?

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

Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years

What is the overall story?

The board appears to have a strong foundation in strategic planning, accountability, and its relationship with the superintendent. The opportunity now is to build on that foundation by becoming more intentional about its own learning and development, community engagement, innovation, and preparation for decision-making.

Possible goal areas

- **Goal 1: Establish a Board Performance and Self-Reflection Cycle**
- ***The Goal:*** By XX date, the board will establish a cycle for examining and improving its own governance practices, using reflection and evidence to strengthen board effectiveness.
- ***Measurable Action:*** Each year, the board will identify 2–3 aspects of its governance practice to examine—such as deliberation, decision-making, meeting effectiveness, or strategic focus—and establish specific actions for improvement. The board will revisit those actions to assess what it has learned and what should change.
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Possible goal areas

Goal 3: Create Conditions for Responsible Innovation

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Pair work

- Write or amend a goal
- Include:
  - Applicable dates
  - Measures
  - What information you will need to monitor

Reflection and questions

12. Superintendent Evaluation Timeline Discussion

Lincoln County Superintendent Evaluation Timeline for 2026-27

Action	*Date*	*Person(s)*
Superintendent sets evaluation goals for the 25-26 school year with Board committee (2 members).	9/2	Superintendent Board Chair Board Member
Superintendent shares evaluation goals with whole Board in the Business Meeting.	9/8	Superintendent
The Superintendent reports interim progress on goals to the Board in Executive Session.	10/13 12/8	Superintendent
The Superintendent presents their self-evaluation and/or artifacts of evidence of performance to the Board in Executive Session. Board members discuss without the Superintendent during Executive Session.	2/9	Superintendent Board
Board members take individual evaluation forms and complete their individual evaluation of the Superintendent and return to Board Secretary by 2/24.	2/9	Board Members
Board committee prepares the summative evaluation document and shares a preview draft with the Superintendent.	3/3	Superintendent Board Chair Board Member
Board and Superintendent meet to discuss and clarify the summative evaluation document. Superintendent exits Executive Session. Changes to the evaluation may be made at this time. Board votes in Business Meeting to approve the summative evaluation. A copy of the final written summative evaluation is placed in the superintendent's personnel folder.	3/9	Board Superintendent
Notify Superintendent of contract extension/non-extension.	3/15	Board

Evaluation Tool: Tolan Superintendent Goals Rating Tool 26-27.docx

2026-27 Superintendent Evaluation Report – Dr. Majalise Tolan, Lincoln County School District

Key: 4 = Accomplished 3 = Effective 2 = Developing 1 = Needs Improvement

The 2025-26 evaluation of Superintendent Tolan includes two data sources – 1) the Superintendent's self-evaluation, and 2) the board's direct observations and experiences with the Superintendent.

The Table below shows board members' ratings on the Superintendent goals and the eight national performance standards for superintendents and the average score for each. The highest rated standard was XXXXX with a consensus score of XXX. The lowest rated standard was XXXXX with a consensus score of XXX. All other standards, and both goals, had consensus ratings of XXX.

Standard, Goal or Performance Indicator	4	3	2	1	Ave.
Standard 1 – Visionary District Leadership ● Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. ● Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision. ● Implements the district's continuous improvement plan and communicate its progress.					
Standard 2 – Ethics and Professional Norms ● Acts with fairness and honesty in all decision-making and stewardship of resources. ● Evaluates the moral and legal consequences of decisions, placing student well-being at the center. ● Promotes professional norms like perseverance, collaboration, and trust among district staff. ● Regulatory Compliance: Adheres strictly to the Ethical Educator rules (OAR 584-020-0035).					
Standard 3 – Inclusive District Culture ● Develops and maintains a supportive, equitable, culturally responsive, and inclusive district culture. ● Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student. ● Ensures equitable, inclusive and culturally responsive instructional and behavior support practices among teachers, administrators and staff.					

Standard 4 – Culturally Responsive Instructional Leadership ● Evaluates, designs, fosters, and implements coherent systems of curriculum instruction supports, assessment and instructional leadership. ● Implements coordinated systems of support, coaching and professional development for staff. ● Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. ● Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.					
Standard 5 – Communication and Community Relations ● Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. ● Engages and effectively communicates with diverse families, community partners, and other constituencies to strengthen student learning. ● Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. ● Goes beyond the district and local community to advocate for students at the county, regional and/or state level.					
Standard 6 – Effective Organizational Management ● Implements equitable strategies, processes and systems to recruit, hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success. ● Establishes productive relationships with associations while managing labor relations and contracts effectively. ● Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. ● Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership activity.					
Standard 7 – Effective Financial Management ● Develops a proposed budget in accordance with board priorities and district direction. ● Manages the equitable implementation of district resources aligned with the budget adopted by the board. ● Communicates the budget priorities and ensures regular updates on implementation of the budget.					

Standard 8 – Policy, Governance and Advocacy ● Develops relationships, leads collaborative decision making and governance, and represents and advocates for district needs in local, county and state policy conversations. ● Cultivates a respectful and responsive relationship with the district board of education, focused on achieving the shared mission and vision of the district. ● Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.					
Goal #1 Standard 8.3: The superintendent will complete a thorough review of all policies and ARs for OSBA accuracy and language accessibility in sections G, I, J, and K/L by June 30, 2026.					
Goal #2 Standard 4.3: The superintendent will monitor the implementation of the District Improvement Plan and regularly provide updates on progress toward the DIP goals at LCSD Board meetings.					
Goal #3 Professional Goal: The superintendent will complete the two-year AASA National Superintendent Certification Program by June 2027.					

13. Policy Workshop
14. Adjourn

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.