



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Karen Gray
Superintendent

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LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Business Meeting of the
Board
Tuesday, February 14, 2023 - Executive Session- 5:30 Re: (ORS 192.660(2)(a)) &
(ORS 192.660(2)(e)) Regular Business Meeting- 6:30
Toledo Jr/Sr High
1800 NE Sturdevant Rd
Toledo, OR 97391

Agenda

1. Call to Order & Reading of Land Acknowledgment
2. Roll Call- Establishment of a quorum
3. Introductions
4. Communications
 - a. Written
 - b. Recognition
 - c. LCEA Report
5. Budget Committee Applicant Interviews
6. Consultant Reports/Staff Reports/Student Reports
 - a. Area Report - Toledo Jr/Sr Admin Team

Toledo Jr/Sr Athletics 2022-2023

Go Boomers!



Fall Sports- High School

- Volleyball

- Made it to a play-in game with our league
- All League:

- 2nd Team: Sierra Ferguson; Honorable Mention: Marlee Rozewski, Kylie Warfield

- Cheer

- Coach loved when the first extension of the season hit



Toledo
Jr/Sr High
School

Fall Sports- High School

● Football

- *With the program losing multiple players that transferred to another school & their former Head Coach and only having 2 Seniors the season was setup to be a struggle*
- *Earned 2nd in league & made it to a state playoff game @ Colton*
- *Had Pep Band for the first time in years*
- *All League:*
 - *1st Team: Ash Blomstrom, Kolby Coxen, Rayden Taylor; 2nd Team: Cody Vance, Christian Retherford; Honorable Mention: Logan Gerding, Mason Koker*
- *All State:*
 - *1st Team: Ash Blomstrom; 3rd Team: Ash Blomstrom, Rayden Taylor*



Fall Sports- Middle School

- First time having the following @ Toledo:

- **MS Volleyball**

- *The goal for the season was to build a foundation for our MS volleyball that will continue to build success for our HS program, including offense and defense. Our biggest success was watching our teams grow in these areas and being successful at them.*

- **MS Football**

- *The return of football to Toledo Junior High was very successful in creating a team culture that we can continue to build on for the future! These are a great group of young people willing to work hard and learn the sport.*

- **MS Disc Golf**

- *Each student improved their score on the course by the end of the season! Keira Nyberg placed first following a shootout with another student at the final tournament.*



**Toledo
Jr/Sr High
School**

Winter Sports- High School

- **Wrestling**

- *The boys and girls team consistently place in the top three of all tournaments they attend. We have received several outstanding wrestler awards given to Christian Retherford, Kolby Coxen, Ash Blomstrom and Logan Gerding. On the season, Toledo wrestlers individually have placed 1st in tournaments on more than 25 occasions.*

- **Swimming**

- *It is back!*
- *Our swim team came together quickly, and the swimmers have done fabulous!*
- *We have had a swimmer place in the top 10 routinely at swim meets.*



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**Toledo
Jr/Sr High
School**

Winter Sports- High School

- **Basketball**

- *New head boys coach, Ryan Vargas, -“Our season highlight has been seeing the growth of our team (on and off the court) this season. Throughout all the adversity, these boys never quit and continued to work hard each and every day. We are especially thankful for the leadership our 2 seniors have demonstrated. They played a huge role in establishing the type of culture we are committed to creating here. Their legacy will forever live on in this program.”*
- *Girls Team won a FANTASTIC award (on the next slide!)*

- **Cheer**

- *On the court!*



**Toledo
Jr/Sr High
School**

Winter Sports- Middle School

- **Basketball**

- *Girls: We had a season of growth, with six of ten players being new to basketball, we had a steep learning curve. Were able to win several games, including going 1-1 with Waldport in two very close games.*
- *Boys: Player development and team culture are vital for any basketball program, and these boys have embraced those concepts! Successes on and off the court are beginning to occur for them.*



**Toledo
Jr/Sr High
School**

SPECIAL RECOGNITION: HS Girls Basketball

Our Girls Basketball team was voted as the **OSAA 2A February Team of the Month** for their community involvement, academic achievement, and wonderful spirit!

The award was based off the great start to the season, the Team GPA of 3.49, and their Community Involvement as they sponsored two families for Christmas and donated to Toys for Tots.



Spring Sports- *Registration is LIVE*

- **High School**
 - Baseball
 - Softball
 - *New Coach- Shailee Warfield- Health & Records Clerk at NMS*
 - Track & Field
 - Golf
 - OHSET (registered in winter, will compete in spring)
 - Choir
 - *New!*
 - Band
 - *New!*
 - Disc Golf
 - *New!*
- **Middle School**
 - Disc Golf is at it again in April- combined with 9-12 team

TOLEDO JR/SR 9-12 GRADERS

*Spring Sports
Registration*



DUE BY 3/3 @ 11:59PM

<https://tohs.lincoln.k12.or.us/athletics/>

Looking Ahead & Thanks

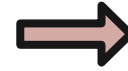
- **Future**

- Youth sports connection
- Shot clock
- League changes- football
- BSN Rep- create system for jerseys/uniforms
- Facility & storage spaces for athletics

- **Thanks & Praise!**

- Sandi McAlpine
- Karen Buhr
- Rod Cross
- Grad Nite
- Staff who volunteer at games



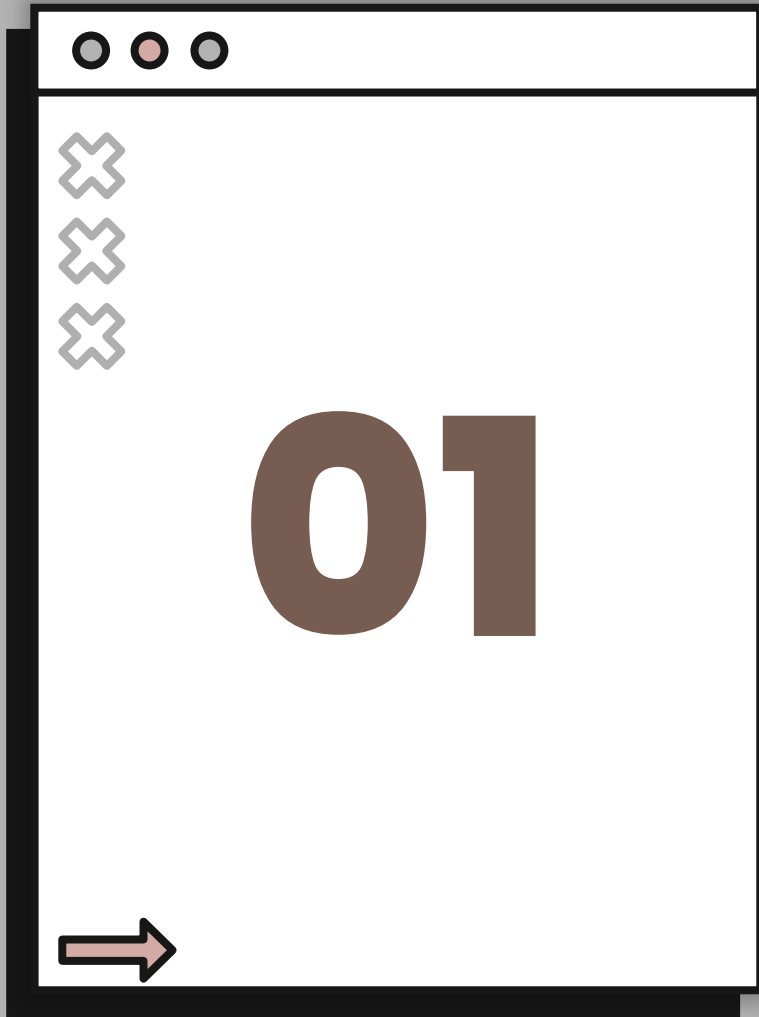


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EQ: Why leadership is important

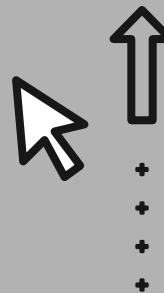
Brought to you by Reegan and Rhianne

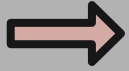




Leadership is very important to our school because...

As leadership students, we are held to a higher standard than others. We as a class are responsible for keeping campus clean, planning new events, and helping others feel involved in our school.





“Leadership in a couple words, I would say that they are just a bunch of go getters!!”



Leadership Values





Leadership Values:



→ To establish traditions and carry them on with pride.



→ To project a positive image of the school.

→ To solve problems.

→ To improve inter-school relationships and improve students interests.

→ To listen to students voices and create an inclusive environment!





To establish tradition and carry them on



Here are some examples of how we have tried to take action .

- Pep assembly
- Boomer bash
- Homecoming week
- Holiday Doors





To project a positive image of the school.



Here are some examples of how we have tried to take action.

- We hosted OASC
- Baby Boomer readings
- Planning Princess and Prince Balls for elementary students
- Positive quote posters around the school





To solve problems



Here are some examples of how we have tried to take action.

- Suggestion box
- Dress up days (more people at games)
- Assemblies (right clothes or corrections)
- Monday Meetings (Leadership reflections for each event)
- Rewarding good behaviors (ex: with substitutes, good attendance etc...)





To improve inter-school relationships and improve students interest



Here are some examples of how we have tried to take action.

- Dances
- Welcome Wednesday
- Dress up days
- As the Toledo Boomers, we show our sports opponents good sportsmanship and don't put them or their team down, whether we win or lose





To listen to students voices and create an inclusive environment

Here are some examples of how we have tried to take action.

- Our no one sits alone campaign
- 2080 club (Anti- Bullying)
- Suggestion box





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**Thank you for
listening! Have a
fantastic remainder
of your Valentine's
day!**



TOLEDO

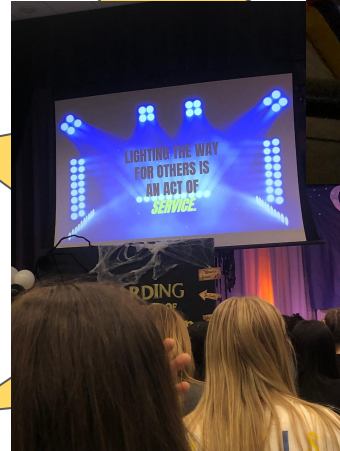
Toledo Leadership
2022/2023



What is Toledo Leadership?

Toledo leadership helps create a better culture in the school and improve our community.

- Inclusiveness
- Responsible
- Outgoing
- Helpful
- Kind



What Culture does Leadership help



We create better school culture, by planning fun events that students will want to be a part of. Some examples of some of things we do are: Can Food Drives, Giving of Thanks, Giving Tree, Boomer Bash Event (parade, games on memorial).

Why should we have a Leadership Class?

It should be a class because it allows people who may not have time after school to be involved in helping with school community. Also when it is a class during school hours we can plan events. Students can be involved from other classes to help create events that are inclusive to all students.



OASC at Toledo

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Band/Choir

- Winter concert in December went great for both and choir. First performance with 6th-grade ensembles joining! Also, the first-time high schoolers wore the school concert attire (dresses and tuxes) and they looked AWESOME!
- Preparing for spring festivals. This is our first year as an OSAA-eligible band and choir
- Offering AP Music Theory course this year! Great way to provide college-readiness skills, college credit, and music in a class
- For board members who remember a meeting from two years ago, we are no longer using the broken instruments owned by the school. Thanks to their support each student has an instrument that works and brings pride to the student and school





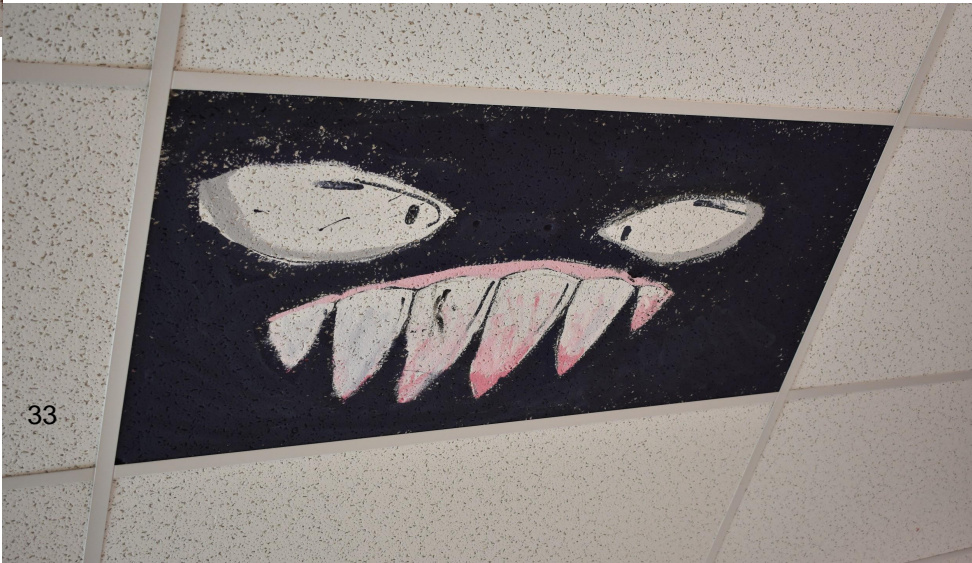
Middle School Art Elective

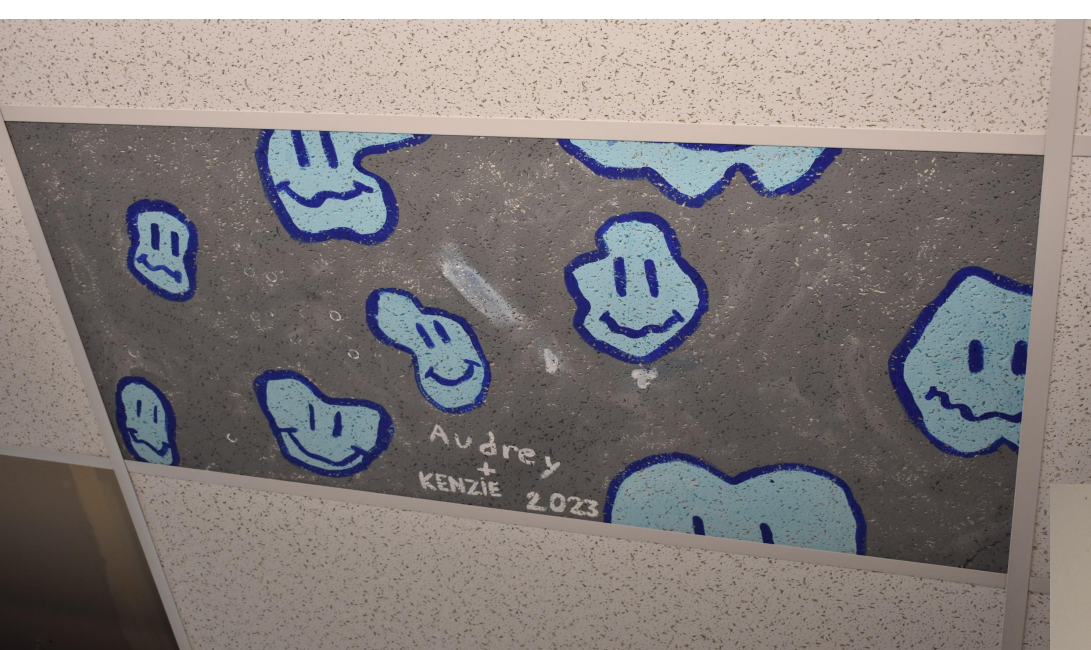
Scott Metz

Painted Classroom Ceiling Tiles...









Pinatas!



Giant Leaves!

- Painted bird Houses
- Day of the Dead Skulls



More Giant Leaves!



Cardboard Painted Masks!



More masks...



BOOMER ROCK PLAYERS

21-22 SEASON

FAIRY TALES AS TOLD BY OUR FATHER WHO MESSED THEM UP

FALL 2021



WORDS...WORDS...WORDS...

SPRING 2022



THE PHILADELPHIA

SPRING 2022



SURE THING

SPRING 2022



A MIDSUMMER NIGHT'S DREAM

FALL 2022



- b. Student Report
- c. Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)

Fiscal Year 2022-23

Year To Date Transactions as of January 31, 2023

	Period 1 Actual July '22	Period 2 Actual Aug '22	Period 3 Actual Sept '22	Period 4 Actual Oct '22	Period 5 Actual Nov '22	Period 6 Actual Dec '22	Period 7 Actual Jan '23	Period 8 Projected Feb '23	Period 9 Projected March '23	Period 10 Projected April '23	Period 11 Projected May '23	Period 12 Projected June '23	Period 13 Projected July '23	Projected 2022-23 Totals	Adopted 2022-23 BUDGET	Year-To-Date 2022-23 Actuals	YTD Difference Budget vs.	% of Budget
REVENUES																		
LOCAL SOURCES:																		
Current year's levy					32,913,299	5,969,093	372,854	285,753	966,885	170,343	181,559	1,048,815	406,385	42,314,985 *	40,634,480	39,255,247	1,680,505	97%
Prior years' taxes	42,064	134,420	89,038	58,690	57,797	139,153	48,655	23,330	103,003	57,176	42,073	72,688	35,806	903,894 *	805,000	569,817	98,894	71%
Interest on Investments	22,208	29,352	29,342	27,289	51,169	116,573	109,098	24,663	24,978	14,460	19,567	24,067	10,903	503,668	225,000	385,030	278,668	171%
Fees Charged to Grants			34,786	43,900	23,134	56,636	33,815	27,178	46,035	54,057	31,568	132,152	63,952	547,213	492,298	192,271	54,915	39%
Rentals									2,500			2,500		5,000	10,000	-	(5,000)	0%
Contributions														0	0	-	-	#DIV/0!
Other Local Income	489	7,040	146	51,052	7,782	94,723	34,700	31,088	48,601	50,473	66,536	57,921	155,633	606,183	665,162	195,931	(58,979)	29%
INTERMEDIATE SOURCES:																		
ESD - Severe Disab Support								73,000			73,000			146,000	146,000	-	-	0%
County School Fund				75,167				74,833			150,000			300,000 *	300,000	75,167	(0)	25%
Other, Hvy Eq Rent Tax, etc			2,502	65		1,612								4,179		4,179	4,179	#DIV/0!
STATE SOURCES:																		
SSF- Current Year	3,781,859	1,889,795	1,889,795	1,889,795	1,889,795	1,907,092	1,907,092	1,972,387	1,955,687	1,963,179	2,020,369			23,066,845	23,378,834	15,155,223	(311,989)	65%
SSF- Prior Year														0		-	-	#DIV/0!
Common School Fund								283,940				283,940		567,880 *	567,880	-	-	0%
State Timber				122,000				140,723			226,496			489,220 *	500,000	122,000	(10,780)	24%
Unrestricted Grants, HCD														967,796		-	-	#DIV/0!
FEDERAL SOURCES:																		
Federal Forest Fees														0		-	-	#DIV/0!
Foster Care Transp Reimb												74,000		74,000	74,000	-	-	#REF!
OTHER RESOURCES:																		
Interfund Transfer														0		-	-	#DIV/0!
Sale of Assets/Ins Proceeds					611		5,114							5,725		5,725	5,725	#DIV/0!
Beginning Fund Balance	17,958,828													17,958,828	15,314,192	17,958,828	2,644,636	117%
Total Monthly Revenues	21,805,448	2,060,607	2,045,609	2,267,959	34,943,586	8,284,882	2,511,328	2,936,895	3,147,689	2,309,687	2,811,169	1,696,082	672,679	87,493,620	84,080,642	73,919,418	4,380,774	88%
CUMULATIVE RESOURCES	21,805,448	23,866,055	25,911,663	28,179,622	63,123,208	71,408,090	73,919,418	76,856,313	80,004,002	82,313,688	85,124,858	86,820,940	87,493,620					

EXPENDITURES																		
Salaries (100)	569,730	740,007	2,353,358	2,392,744	2,555,044	2,426,051	2,377,599	2,540,984	2,467,620	2,472,443	2,555,988	6,084,707	0	29,536,276	29,741,290	13,414,533	(205,014)	45%
Employee benefits (200)	284,254	358,727	1,343,122	1,362,800	1,391,082	1,382,207	1,349,466	1,594,786	1,604,491	1,608,808	1,639,370	4,046,400	10,685	17,976,197	19,114,087	7,471,657	(1,137,890)	39%
Purchased services (300)	1,095,899	898,914	995,461	1,168,804	1,137,479	1,677,584	1,307,072	1,407,015	1,459,368	1,471,877	1,741,472	1,502,553	377,484	16,240,983	16,981,882	8,281,214	(740,899)	49%
Supplies (400)	69,980	318,735	171,283	131,920	73,212	246,107	181,727	141,849	157,568	223,113	286,240	406,749	229,247	2,637,730	3,071,592	1,192,964	(433,862)	39%
Capital outlay (500)	6,228			11,695				1,188	1,694	2,456	2,415	997		26,673	40,000	17,923	(13,327)	45%
Insurance/Other (600)	711,469	23,480	14,591	22,319	9,070	8,612	4,372	8,333	5,595	9,748	18,321	12,829	14,181	862,921	939,599	793,914	(76,678)	84%
Interfund Transfers (700)		1,650,000		400,000		3,550,000								5,600,000	5,550,000	5,600,000	50,000	101%
Contingency (800)														0	3,750,000	-	-	0%
Unappropriated Funds (800)														0	4,892,192	-	-	0%
Total Monthly Expenditures	2,737,560	3,989,863	4,877,814	5,490,282	5,165,888	9,290,561	5,220,237	5,694,155	5,696,336	5,788,446	6,243,806	12,054,234	631,597	72,880,780	84,080,642	36,772,206	(2,557,670)	44%
CUMULATIVE EXPENDITURES	2,737,560	6,727,423	11,605,238	17,095,520	22,261,407	31,551,969	36,772,206	42,466,361	48,162,697	53,951,143	60,194,948	72,249,183	72,880,780					
Month-end Fund Balance	19,067,888	17,138,632	14,306,426	11,084,102	40,861,801	39,856,121	37,147,212	34,389,952	31,841,305	28,362,546	24,929,910	14,571,758	14,612,840	14,612,840				37,147,212

Revenue Assumptions:

Projection amounts based on Adopted Budget and avg % received during same time period over past 6 years

Synergy software report clarification needed. YTD seems high, likely closer to Month-to-Date ADM.

Audited BFB \$1,692,373 higher than estimated in October

Updated with YTD corrections Net Change July to Oct = (\$59,349) Due to Interest moved to Special Funds

Estimated for receipt in December but not yet received - moved to January, then February

* Local Revenue - Projected **44,575,979**

Local Revenue included in 5/19/22 SSF Estimate 42,936,508

Estimated 2022/23 SSF Adjustment (May 2024) **(1,639,471)** Will depend on Actual Local Revenue at Yr End

Anticipated Ending Fund Balance **12,973,369**

Expenditure Assumptions:

Projection amounts based on Adopted Budget and avg % expended during same time period over past 6 years

Updated with YTD corrections, Net Change July to Oct = (\$231,043). Primarily due to SpEd legal fees moved to prior year.

	Monthly ADM - Prior Years						Monthly	Monthly ADM	YTD ADM
	2016/17	2017-18	2018-19	2019-20	2020-21	2021-22	ADMr Comparison	2022-23	2022-23
September	5,430.9	5,489.2	5,523.3	5,567.9	4,892.4	5,163.5	September	5,095.5	5,095.5
October	5,451.6	5,487.6	5,549.3	5,586.5	4,945.8	5,189.8	October	5,120.0	5,111.6
November	5,456.6	5,477.9	5,541.6	5,596.7	4,968.0	5,191.8	November	5,111.7	5,109.0
December	5,485.7	5,480.6	5,538.8	5,585.9	5,089.1	5,192.9	December	5,090.0	5,098.5
January	5,470.3	5,480.8	5,512.2	5,577.6	5,054.0	5,184.1	January	5,099.7	5,095.4
February	5,476.7	5,470.6	5,491.0	5,569.1	5,052.3	5,180.8	February		
March	5,463.4	5,438.7	5,476.0	COVID-19	5,048.6	5,170.4	March		
April	5,438.9	5,411.8	5,447.3	ADM Frozen	5,048.6	5,167.2	April		
May	5,410.1	5,378.6	5,401.7	2nd Qtr (Dec)	5,049.0	5,157.0	May		
June	5,357.7	5,332.9	5,482.5		5,090.2		June		
June YTD	5,440.0	5,443.2	5,482.5		5090.2		June YTD		

Lincoln County School District
Monthly Comparison - Projected to Actual
January 2023

REVENUES	Projected**	Actual	Actual Compared to Projected	Comments
LOCAL SOURCES:				
Current year's levy	524,228	372,854	(151,374)	* Timing of payments varies
Prior years' taxes	19,360	48,655	29,294	* Timing of payments varies
Interest on Investments	29,793	109,098	79,306	Interest Rates are Climbing
Fees Charged to Grants	49,333	33,815	(15,519)	Timing of expenses
Rentals			-	
Contributions			-	
Other Local Income	49,783	34,700	(15,084)	
INTERMEDIATE SOURCES:				
ESD - Severe Disability Support	73,000		(73,000)	Not Recvd in Jan
County School Fund	74,833		(74,833)	* Not Recvd in Jan
Other, Hvy Eq Rent Tax, etc			-	
STATE SOURCES:				
SSF- Current Year	1,952,083	1,907,092	(44,991)	*
SSF- Prior Year			-	*
Common School Fund	283,940		(283,940)	* Not Recvd in Jan
State Timber			-	
Unrestricted Grants			-	*
FEDERAL SOURCES:				
Federal Forest Fees			-	*
Foster Care Transport Reimb			-	
OTHER RESOURCES:				
Interfund Transfer			-	
Sale of Assets/Ins Proceeds		5,114	5,114	Ins Claim Scoreboard (Wind)
Beginning Fund Balance			-	
Total Monthly Revenue	3,056,354	2,511,328	(545,026)	Expected in Feb \$431,773
EXPENDITURES				
Salaries (100)	2,455,633	2,377,599	(78,033)	
Employee benefits (200)	1,568,399	1,349,466	(218,933)	
Purchased services (300)	1,426,787	1,307,072	(119,715)	
Supplies (400)	153,120	181,727	28,607	
Capital outlay (500)	50		(50)	
Insurance/Other (600)	11,643	4,372	(7,271)	
Interfund Transfers (700)			-	
Contingency (800)				
Unappropriated Funds (800)				
Total Monthly Expenditures	5,615,631	5,220,237	(395,394)	

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

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** Projections based on budget and average % received/expended during same time period over past 6 years

**Lincoln County School District
General Fund Purchased Services Monthly Comparison
January 31, 2023**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	654	D 10,282	10,200	24,023	76,658	91,781	51,058						264,655
Cleaning Services	164,284	164,404	164,284	167,168	5,369	E 350,869	164,284						1,180,663
Repairs & Maintenance	24,369	99,245	55,108	10,392	30,623	27,338	23,539						270,615
Rentals		26	20,964	1,202		142	F 9,867						32,201
Utilities	7,189	31,324	89,077	97,621	126,902	183,308	169,772						705,192
Transportation	2,534	122,421	155,125	384,589	421,158	503,721	402,933						1,992,480
Travel	159	D 3,592	6,047	9,110	12,273	12,255	4,462						47,900
Telephone		8,533	8,688	9,033	8,745	8,851	8,565						52,416
Postage	1,173	D 913	1,770	3,901	606	3,411	1,864						13,638
Advertising			4,464	1,899	1,200	3,550							11,113
Printing & Binding	4,076	4,076	16,545	8,320	4,251	10,708	5,573						53,549
Data Lines		163	163	163	163	163	163						981
Charter School Payments	846,891	423,853	423,853	423,853	423,853	423,853	423,853						3,390,009
Tuition		C 24,909	24,909	24,105	24,909	24,105	31,809						154,746
Audit Services						17,210							17,210
Legal Services	B -	4,272	7,471	756		1,258	G 8,110						21,867
Architect/Engineer Services						9,360							9,360
Neg/Labor Consultg Svcs													-
Management Services													-
Data Processing/Tech Svcs				1,650		4,500							6,150
Election Services													-
Other General Prof Svcs	44,570	900	6,793	1,019	768	I 1,200	1,220						56,470

Total Purchased Services	1,095,899	898,914	995,462	1,168,804	1,137,479	1,677,584	1,307,072	-	-	-	-	-	8,281,214
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For Reference Only:

Less Transportation	(2,534)	(122,421)	(155,125)	(384,589)	(421,158)	(503,721)	(402,933)	-	-	-	-	-	
Less Charter School Payments	(846,891)	(423,853)	(423,853)	(423,853)	(423,853)	(423,853)	(423,853)	-	-	-	-	-	
Services	246,474	352,640	416,484	360,362	292,468	750,010	480,287	-	-	-	-	-	A

Notes:

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

B: Special Education Legal Fees RE: Out of State Placement. The \$273,387 previously reported was accrued to prior year expenses per the Auditors.

C: Special Education Out of State Placement Student Tuition

D: Updated as of November 30th, after audit. Aug net change \$5,240

E: November and December invoiced paid in December

F: Football Helmet Leases \$9,665

G: Property Services

LINCOLN COUNTY SCHOOL DISTRICT

2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of January 31, 2023 UNAUDITED

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	1,101,756		289,125	812,631
Intermediate				
State	4,263,893		193,843	4,070,049
Federal	13,670,355		1,724,706	11,945,649
Fund Tfrs/Asset Sales				1,639,679
Beg. Fund Balance *	1,639,679		1,528,514	19,147,169
Total Revenues	20,675,683		3,736,188	16,939,495
Expenditures:				
Instruction	6,583,464	2,997,912	2,300,889	1,284,663
Support Services	6,753,824	1,465,765	1,744,574	3,543,486
Enterprise	564,804	89,579	120,103	355,122
Facilities Acq & Const	6,773,590	3,269,992	1,647,442	1,856,156
End Fund Bal/Tfrs		277,177		(277,177)
Total Expenditures	20,675,683	8,100,424	5,813,008	6,762,250
Fund Balance			(2,076,821) ***	
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales	100,000		100,000	0
Beg. Fund Balance*	3,316		3,316	0
Total Revenues	103,316	0	103,316	0
Expenditures:				
Instruction	23,000			23,000
Support Services	10,000		267	9,733
End Fund Balance	70,316			70,316
Total Expenditures	103,316	0	267	103,049
Fund Balance			103,049	
Musical Instruments (287)				
Revenues:				
Transfers	300,000		300,000	0
Beg. Fund Balance*	150,000		152,555	(2,555)
Total Revenues	450,000		452,555	(2,555)
Expenditures:				
Instruction	89,000	67,315	147,837	(126,151)
Support Services	61,000	3,740	6,739	50,521
End Fund Balance	300,000			300,000
Total Expenditures	450,000	71,055	154,575	224,370
Fund Balance			297,980	

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Pre-School Promise (288)				
Revenues:				
State	459,576		41,611	417,965
Beg. Fund Balance*				
Total Revenues	459,576		41,611	417,965
Expenditures:				
Instruction	415,795	250,946	176,470	(11,620)
Support Services	43,781	4,102	20,739	18,940
Enterprise		73	1,333	(1,405)
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	459,576	255,120	198,541	5,915
Fund Balance			(156,930) ***	
Student Investment Account (289/989)				
Revenues:				
State	4,876,446			4,876,446
Beg. Fund Balance*				
Total Revenues	4,876,446		0	4,876,446
Expenditures:				
Instruction	1,879,250	811,825	724,438	342,987
Support Services	2,827,342	1,243,408	1,002,456	581,478
Enterprise	1,759		164,434	(162,675)
Facilities Acq & Const	168,096		168,096	0
End Fund Balance				
Total Expenditures	4,876,446	2,055,232	2,059,424	761,790
Fund Balance			(2,059,424) ***	
Curriculum (290)				
Revenues:				
Transfers	1,000,000		1,000,000	0
Beg. Fund Balance*	900,000		900,000	0
Total Revenues	1,900,000		1,900,000	0
Expenditures:				
Instruction				0
Support Services				
End Fund Balance	1,900,000			1,900,000
Total Expenditures	1,900,000		0	1,900,000
Fund Balance			1,900,000	

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Small Schools Grant (291) WHS & Toledo 7-12				
Revenues:				
Local	500		2,088	(1,588)
State	70,000			70,000
Beg. Fund Balance *	193,000		191,110	1,890
Total Revenues	263,500		193,198	70,302
Expenditures:				
Instruction	125,394	23,350	46,977	55,067
Support Services	48,106		14,678	33,428
Enterprise				
Facilities Acq & Const				
End Fund Balance	90,000			90,000
Total Expenditures	263,500	23,350	61,655	178,495
Fund Balance			131,543	
High School Success (292)				
Revenues:				
State	1,373,700		176,744	1,196,956
Beg. Fund Balance *				
Total Revenues	1,373,700		176,744	1,196,956
Expenditures:				
Instruction	606,332	299,201	264,671	42,460
Support Services	767,368	282,513	266,408	218,446
Enterprise				0
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,373,700	581,715	531,080	260,906
Fund Balance			(354,336) ***	
Building Maintenance (293)				
Revenues:				
Local	5,000		521,272	(516,272)
State				
Federal				
Fund Tfrs/Asset Sales	2,410,000		1,650,000	760,000
Beg. Fund Balance *	350,000		498,447	(148,447)
Total Revenues	2,765,000		2,669,719	95,281
Expenditures:				
Support Services	1,499,000	256,107	578,216	664,677
Enterprise				
Facilities Acq & Const	676,000	88,121	931,850	(343,971)
End Fund Bal/Tfrs	590,000			590,000
Total Expenditures	2,765,000	344,228	1,510,066	910,706
Fund Balance			1,159,653	

* Beginning Fund Balances are Audited

** Fund Balances do NOT include encumbered expenditures

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

LINCOLN COUNTY SCHOOL DISTRICT

2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of January 31, 2023 UNAUDITED

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Food Services (294)				
Revenues:				
Local	156,550		45,585	110,965
State	35,000		147,926	(112,926)
Federal	3,099,460		745,834	2,353,626
Beg. Fund Balance *	800,000		1,529,694	(729,694)
Total Revenues	4,091,010		2,469,039	1,621,971
Expenditures:				
Instruction	113,004	35,835	33,491	43,678
Support Services	32,715	13,561	20,376	(1,222)
Enterprise	3,645,291	2,347,488	1,228,090	69,713
Facilities Acq & Const	50,000		61,366	(11,366)
End Fund Balance	250,000			250,000
Total Expenditures	4,091,010	2,396,884	1,343,324	350,802
Fund Balance			1,125,715	***
Student Activities (295)				
Revenues:				
Local	1,300,000		628,883	671,117
Beg. Fund Balance *	880,500		1,115,428	(234,928)
Total Revenues	2,180,500		1,744,311	436,189
Expenditures:				
Instruction	1,232,000	70,394	441,630	719,976
Support Services	85,000	1,598	9,100	74,302
Enterprise	20000	1,555	4,933	13,511
End Fund Balance	843,500			843,500
Total Expenditures	2,180,500	73,548	455,663	1,651,290
Fund Balance			1,288,648	
Outdoor School for All (296)				
Revenues:				
State	112,649			112,649
Total Revenues	112,649		0	112,649
Expenditures:				
Instruction	110,149			110,149
Support Services	2,500			
Total Expenditures	112,649	0	0	112,649
Fund Balance			0	***
Technology (298)				
Revenues:				
Local	653,020		114,921	538,099
Local - Tech Fees	46,800		24,955	21,845
Transfers	1,500,000		1,500,000	0
Beg. Fund Balance*	645,000		706,888	(61,888)
Total Revenues	2,844,820		2,346,764	498,056
Expenditures:				
Instruction	37,500			37,500
Support Services	1,140,417	330,855	262,695	546,867
Contingency	300,000			300,000
End Fund Balance	1,366,903	1,366,903		0
Total Expenditures	2,844,820	1,697,758	262,695	884,367
Fund Balance			2,084,070	

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Vehicle Replacement (299)				
Revenues:				
Local	20,500		2,152	18,348
Sale of Assets				0
Beg. Fund Balance *	173,500		160,373	13,127
Total Revenues	194,000		162,525	31,475
Expenditures:				
Support Services	194,000			194,000
End Fund Balance				
Total Expenditures	194,000			194,000
Fund Balance			162,525	
PERS Bonds Debt Service (320)				
Revenues:				
Local	6,746,068		3,002,800	3,743,268
Beg. Fund Balance *	9,610,492		9,736,472	(125,980)
Total Revenues	16,356,560		12,739,272	3,617,288
Expenditures:				
Debt Service	5,834,753			5,834,753
End Fund Balance	10,521,807			10,521,807
Total Expenditures	16,356,560		0	16,356,560
Fund Balance			12,739,272	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	5,559,380		5,406,195	153,185
Intermediate Sources			569	(569)
State				0
Beg. Fund Balance *	1,477,485		1,672,709	(195,224)
Total Revenues	7,036,865		7,079,473	(42,608)
Expenditures:				
Debt Service	6,210,000		595,000	5,615,000
End Fund Balance	826,865			826,865
Total Expenditures	7,036,865		595,000	6,441,865
Fund Balance			6,484,473	
Capital Construction Fund (405)				
Revenues:				
Local	500,000		756,906	(256,906)
Beg. Fund Balance *	1,400,000		1,563,699	(163,699)
Total Revenues	1,900,000		2,320,605	(420,605)
Expenditures:				
Support Services				
Facilities Acq & Const	1,345,000	762,670	379,212	203,118
End Fund Balance	555,000			555,000
Total Expenditures	1,900,000	762,670	379,212	758,118
Fund Balance			1,941,394	

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Future Property Purchases Reserve (420)				
Revenues:				
Local	2,500		5,670	(3,170)
Fund Tfrs/Asset Sales	1,050,005		1,050,000	5
Beg. Fund Balance *				0
Total Revenues	1,052,505		1,055,670	(3,165)
Expenditures:				
Facilities Acq & Const	1,052,505		10,000	1,042,505
End Fund Balance				
Total Expenditures	1,052,505		10,000	1,042,505
Fund Balance			1,045,670	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	839,000		409,815	429,185
Beg. Fund Balance *	919,750		1,055,082	(135,332)
Total Revenues	1,758,750		1,464,897	293,853
Expenditures:				
Support Services	953,555		470,818	482,737
End Fund Balance	805,195			805,195
Total Expenditures	1,758,750		470,818	1,287,932
Fund Balance			994,078	
District Medical Group HRA (620)				
Revenues:				
Local	756,500		345,297	411,203
Beg. Fund Balance	1,465,000		1,583,204	(118,204)
Total Revenues	2,221,500		1,928,501	292,999
Expenditures:				
Support Services	440,300	4,181	195,316	240,803
End Fund Balance	1,781,200			1,781,200
Total Expenditures	2,221,500	4,181	195,316	2,022,003
Fund Balance			1,733,185	

* Beginning Fund Balances are Audited

** Fund Balances do NOT include encumbered expenditures

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

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over \$10,000 - All Funds
2022-2023 Fiscal Year
January 2023

Date	Payee	Description	Amount
1/6/2023	CASCADE CASEWORK CORP.	CABINETS & COUNTER TOPS - TOHS	16,010.00
1/6/2023	CURTIS RESTAURANT EQUIPMENT	HEATED HOLDING CABINETS - SCE & YVE	11,590.00
1/6/2023	GLAS ARCHITECTS	GYM & SEISMIC PROJECT DESIGNS - YVE	10,705.80
1/6/2023	PLATT ELECTRIC SUPPLY	SUPPLIES - VARIOUS LOCATIONS	16,267.05
1/6/2023	ROAD & DRIVEWAY CO	GRANDSTANDS FOUNDATION - NHS	56,189.48
1/6/2023	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACT SERVICES - NOVEMBER	185,564.45
1/6/2023	SYNERGY SECURITY SOLUTIONS	ANNUAL FIRE INSPECTIONS ALL LOCATIONS	15,170.00
1/6/2023	WEBSTAIRANT	HEATED HOLDING CABINETS - NMS	14,647.15
1/6/2023	WOODWIND & BRASSWIND	VARIOUS INSTRUMENTS - TOES	20,823.00
1/6/2023	ZCS ENGINEERING INC	YVE SEISMIC PROJECT ENGINEERING/PROJECT MGMT	42,544.50
1/10/2023	DELL MARKETING, LP	LAPTOPS/DOCKING STATIONS-FOOD SVC, HSAS, AREA SVC COORDS	56,629.74
1/13/2023	AMAZON	SUPPLIES - VARIOUS LOCATIONS	14,921.69
1/13/2023	AMAZON	SUPPLIES - VARIOUS LOCATIONS	71,947.19
1/13/2023	DSL BUILDERS, LLC	CONSTRUCTION OF GYM - YVE	158,806.67
1/13/2023	ESS WEST, LLC	MONTHLY CONTRACT SERVICES - SUBSTITUTES	22,899.24
1/13/2023	LATHAM CENTERS, INC.	SPECIAL ED OUT OF STATE PLACEMENT TUITION	24,908.81
1/20/2023	COMMUNITY SERVICES CONSORTIUM	2022-23 SSF PAYMENTS	19,157.00
1/20/2023	EDDYVILLE CHARTER SCHOOL	2022-23 SSF PAYMENTS	229,072.11
1/20/2023	MVBOA	BASKETBALL OFFICIALS & TOURNAMENT FEES - NHS, TOHS, WHS	15,338.50
1/20/2023	SILETZ VALLEY CHARTER SCHOOL	2022-23 SSF PAYMENTS	171,552.11
1/20/2023	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACT SERVICES	164,284.26
1/20/2023	WENGER CORP	CHAIR CART, CHOIR RISERS & PODIUM - TOHS	13,075.97
1/27/2023	COASTAL REFRIGERATION AND AIR	NMS WALK-IN FREEZER & FOOD SVC EQUIP REPAIRS - SCE, YVE, NHS	34,507.47
1/27/2023	DAY WIRELESS SYSTEMS	EMERGENCY RESPONDER RADIO COVERAGE SYSTEM - TAHS	141,388.53
1/27/2023	ESS WEST, LLC	MONTHLY CONTRACT SERVICES - SUBSTITUTES	22,733.06
1/27/2023	FIRST STUDENT, INC.	STUDENT TRANSPORTATION - DECEMBER	389,028.49
1/27/2023	RK CONSTRUCTION	GRANDSTANDS FOUNDATION - NHS	63,985.60

**LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
January 2023**

Oregon State Treasury - Local Government Investment Pool	
Beginning Balance	\$ 53,948,388
Additions	2,012,066
Reductions	6,000,020
Ending Balance	\$ 49,960,434

Oregon Coast Bank - Money Market Account	
Beginning Balance	\$ 10,672,309
Additions	6,034,075
Reductions	3,500,000
Ending Balance	\$ 13,206,385

Oregon Coast Bank - 12 Month Time CD (HELP Program)	
.50% APY	
Beginning Balance	\$ 46,235
Additions	24
Reductions	-
Ending Balance	\$ 46,258

Oregon Coast Bank - 13 Month Time CD (Fund 331 QSCB Sinking Fund)	
1.66% APY	
Beginning Balance	\$ 377,237
Additions	
Reductions	-
Ending Balance	\$ 377,237

Monthly Totals	
Beginning Balance	\$ 65,044,169
Additions	8,046,165
Reductions	9,500,020
Ending Balance	\$ 63,590,314

<u>Interest Rates</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>
LGIP	2.68%	3.04%	3.37%
Oregon Coast Bank	2.75%	3.14%	3.41%

d. First Student Report (Written)

Talking Points-Please contact me at Darleen.vanriper@firstgroup.com with any comments or questions

1. Welcome Seattle OOT Drivers!

We were fortunate to receive the assistance of four Out-of-Town drivers to help cover routes. Tracy Joyce & Mack Anderson are helping in the North area; Bonita Kilgore & Yolanda Washington are covering routes in Toledo and Newport. They are scheduled to leave us on 02/18/2023; however, we are negotiating an extension, so we can better service the families of our community.

Having the OOT drivers in Lincoln County allows our staff to take care of tasks such as dispatching, routing, payroll and video retrieval. All four of them have wonderful demeanors and their experiences as traveling drivers allow them to adapt to the many scenarios they encounter on their routes.

2. Love the Bus...and your Driver!

February is Love the Bus Month, and we celebrate our team with various activities and events. We will be holding a Photo Contest in which employees are encouraged to share pictures of how they love their bus. Photo contents must follow company policies and may not include images or identifying information of students. Prizes will include gift cards and small items.

We are also planning on holding appreciation breakfasts/luncheons throughout the remainder of February.



3. Birthday Month Celebrations

Each area will reestablish and continue the tradition of celebrating employee birthdays. It is just another form of showing our appreciation for each employee being part of the student transportation family. This month, we will add the traditional St Patrick's corned beef and cabbage to the menu.



4. Driver/Candidate Comparison Report (as of 02/07/2023)

	1/3/2023		2/7/2023	
Lincoln County Bus Routes	73	Driver Shortage	73	Driver Shortage
Drivers on hand (as of 11/1/2022, LOA excluded)	57	16	53	20
Out of Town Drivers	0	16	4	16
Routes not currently serviced (combos)	15	1	12	4
Other Considerations:				
Cover Drivers positions not staffed	5	21	3	23
Route Monitor positions not staffed	0		2	
Drivers on LOA/FMLA/WC (Regular & Casual)	3		4	
Casual Drivers with limited availability	10		11	
LCSD & FS Staff (1 & 9) Available to Drive	9		10	

Please note that this information is subject to frequent changes.

January was a month in which we lost more drivers than we gained. Two employees decided that they needed to retire to take care of their health conditions, while another decided that it was time for him to move on as his route was dissolved. His route was an Eddyville route, and ECS admin decided that they currently do not need that particular route. January also brought in a couple of new drivers, but they immediately needed to go on MLOA. We hope they get well soon, so we can assign them to their "forever" routes as soon as possible.

Routes continue to be combined, and staff/management continues to cover open routes as follows: Kim Bolden, ALM; Sheila Morris, LSM; Donald Ayarza, SM; Brenda Porter, Dispatcher; Karen Howard, Dispatcher; Dave Pearson, TIC; Eric Treve, Technician, and Darleen Van Riper, LM. Lisa Loring covers SN routes as needed, and Mona continues to be our stand-in East-dispatcher.

While Annette Brooks-Flatt is still the ace up our sleeves, we are able to avoid using her skills to cover route. We appreciate Rich for allowing us to use Annette as a driver when it is absolute necessary, and we are thankful that she is willing to help when she can.

5. The Training Pipeline

Our training pipeline continues on its rollercoaster ride: we receive applications, run the candidates through the prerequisites (background check, fingerprinting, drug test), and coach them through the process of obtaining their learner's permit.

During the last few months, we have received multiple driver (van & CDL) applications in the south. The application flow in the north is intermittent, and we rarely interview candidates who live in the east-west areas. Since most of our open routes are in the west area, we are running a couple of routes out of the south. One of them is covered by one of our techs who lives in the south and works out of Toledo.

e. Nutrition Services Report

THE MONTHLY FEED - FEBRUARY 2023

jamie.nicholson@lincoln.k12.or.us
sara.gibson@lincoln.k12.or.us
patty.graves@lincoln.k12.or.us

NUTRITION SERVICES

Lincoln County School District



FUTURE CHEF IS BACK!



STUDENTS GRADES K THROUGH 5 ARE ELIGIBLE TO PARTICIPATE IN THE 7TH ANNUAL SODEXO FUTURE CHEF COMPETITION.

This year's theme is:

Favorite Fruit or Vegetable Side Dish .

Two recipes will be chosen from each school, and those students whose recipes are chosen will be invited as finalists to participate in the cooking competition scheduled for **Saturday, March 18th from 9:00am to 2:00pm at Newport Middle School**. All finalists will receive a Chef's Coat, Apron & Chef's Hat. They will also prepare their recipes in front of a panel of judges.

The judges will vote and award in the following categories:

- Health-conscious foods
- Simple, kid-friendly preparation
- Fun kid foods
- Judge's Choice
- Best table presentation

This is a fun day for our staff, finalists, judges, and families.

We hope to see you there!



MEET THE CREW

MANAGER ERIC LEADS HIS TEAM WITH CRAIG AND MARYELLEN AT TOLEDO JR/SR HIGH. TOLEDO JR/SR HIGH SERVES BREAKFAST AND LUNCH TO ALL STUDENTS PLUS THE BABY BOOMERS ATTENDING ON CAMPUS! ALL 6-8 STUDENTS ALSO RECEIVE A FRESH FRUIT AND VEGETABLE SNACK.

OUR TEAM ALSO PREPARES MEALS FOR THE TOLEDO HEAD START PROGRAM.



THE COMPASS CUPBOARD



THE FOOD PANTRY HAS BEEN BUSY FEEDING STUDENTS AND FAMILIES AFTER HOURS AND ON WEEKENDS. THANK YOU TO OUR SITE COORDINATORS, HELP COORDINATORS AND HEALTH SERVICE ADVOCATES FROM EACH AREA. WE HAVE DISTRIBUTED OVER 8,000 POUNDS OF FOOD SO FAR THIS YEAR. WE WANT TO THANK ALL OUR COMMUNITY PARTNERS WHO HELP MAKE THIS A POSSIBILITY AND SUPPORT ENDING FOOD INSECURITIES IN LINCOLN COUNTY. A VERY SPECIAL THANKS TO THE NEWPORT GROCERY OUTLET AND WALDPORST LIONS CLUB



WHAT'S GROWING ON? -LCSD SCHOOL GARDENS-

LCSD WAS AWARDED A NEW \$81,253. ODE FARM TO SCHOOL COMPETITIVE GRANT! THE GRANT WILL FUND THE COMPLETION FOR THE FOUR WEST AREA SCHOOL GARDENS.

THESE GARDENS WILL SERVE AS A TEMPLATE FOR OTHER SCHOOLS AS THE GARDEN PROGRAM EXPANDS. GARDEN COORDINATOR SARA GIBSON IS HARD AT WORK ADDING MORE HYDROPONIC TOWERS THAT WILL SUPPORT GROWING OUR OWN SCHOOL FOOD YEAR ROUND.

WALDPORT HIGH'S FORESTRY PROGRAM IS BUILDING A HIGH QUALITY STORAGE SHED, GREENHOUSE. AND MILLING LUMBER FOR ADDITIONAL RAISED GARDEN BEDS.

IN THE BACKGROUND, THE FACILITIES TEAM IS WORKING HARD TO MAKE OUR SCHOOL GARDEN VISION COME TO LIFE. THANK YOU TO RICH, TIM, JOSH, ANNETTE AND ALL OF THE F&M TEAM!

FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)



THE FRESH FRUIT AND VEGETABLE PROGRAM (FFVP) IS AN IMPORTANT TOOL IN OUR EFFORTS TO COMBAT CHILDHOOD OBESITY. THE PROGRAM HAS BEEN SUCCESSFUL IN INTRODUCING ELEMENTARY SCHOOL CHILDREN (K-8) TO A VARIETY OF PRODUCE THAT THEY OTHERWISE MIGHT NOT HAVE THE OPPORTUNITY TO SAMPLE.

THIS MONTH'S MENU INCLUDES:

- RAINBOW CARROTS
- RASPBERRIES
- LEMONADE APPLES
- PAPAYAS
- SUGAR PEAS
- RADISHES
- RED PEPPERS
- STRAWBERRIES

DID YOU KNOW?

STRAWBERRIES HAVE MORE VITAMIN C THAN AN ORANGE AND ARE FROM THE SAME FAMILY AS ROSES!



- GOING GREEN -



AS PART OF AN ONGOING GOAL, NUTRITION SERVICES IS WORKING TOWARDS A MORE ENVIRONMENTALLY RESPONSIBLE APPROACH TO SCHOOL MEALS. BY MAKING AN INVESTMENT IN PURCHASING REUSABLE BOWLS, PLATES, BASKETS, CUTLERY, AND ADDING MORE LOCALLY SOURCED FOODS, WE ARE DECREASING OUR OVERALL ENVIRONMENTAL FOOTPRINT.

BY SWITCHING TO REUSABLE CUTLERY ALONE, WE ESTIMATE THAT WE WILL KEEP 727,150 SPOONS AND FORKS OUT OF LANDFILLS EACH YEAR.



THE NEW SPICY ORANGE CHICKEN PIZZA, PREPARED BY OUR OWN PIZZA KING SHANE FROM NEWPORT HIGH!

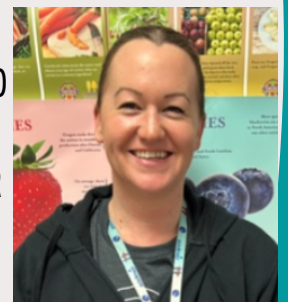


MARK YOUR CALENDARS, MARCH 6-10 IS NATIONAL BREAKFAST WEEK! A HEALTHY BREAKFAST EACH DAY HELPS FUEL A CHILD'S ACADEMIC SUCCESS.



- LOOK WHO'S MOVING UP! -

PLEASE HELP US CELEBRATE DANA CURRY'S RETIREMENT AFTER 40+ YEARS OF SERVICE. CONGRATULATIONS TO REBECCA SMITH FOR HER NEW ROLE AS THE KITCHEN TRAINING COORDINATOR. REBECCA HAS BEEN WITH SODEXO FOR 5 YEARS. REBECCA HAS A GREAT PASSION FOR FEEDING KIDS, ATTENTION TO DETAILS AND KNOWLEDGE OF NUTRITION GUIDELINES. WITH HER POSITIVE CAN-DO ATTITUDE SHE WILL DO GREAT!



f. Aligning for Student Success: Integrated Application



LINCOLN COUNTY
SCHOOL DISTRICT

Lincoln County School District

2023 Integrated Application Presentation

Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the draft plan that has been developed
- To eventually seek board approval

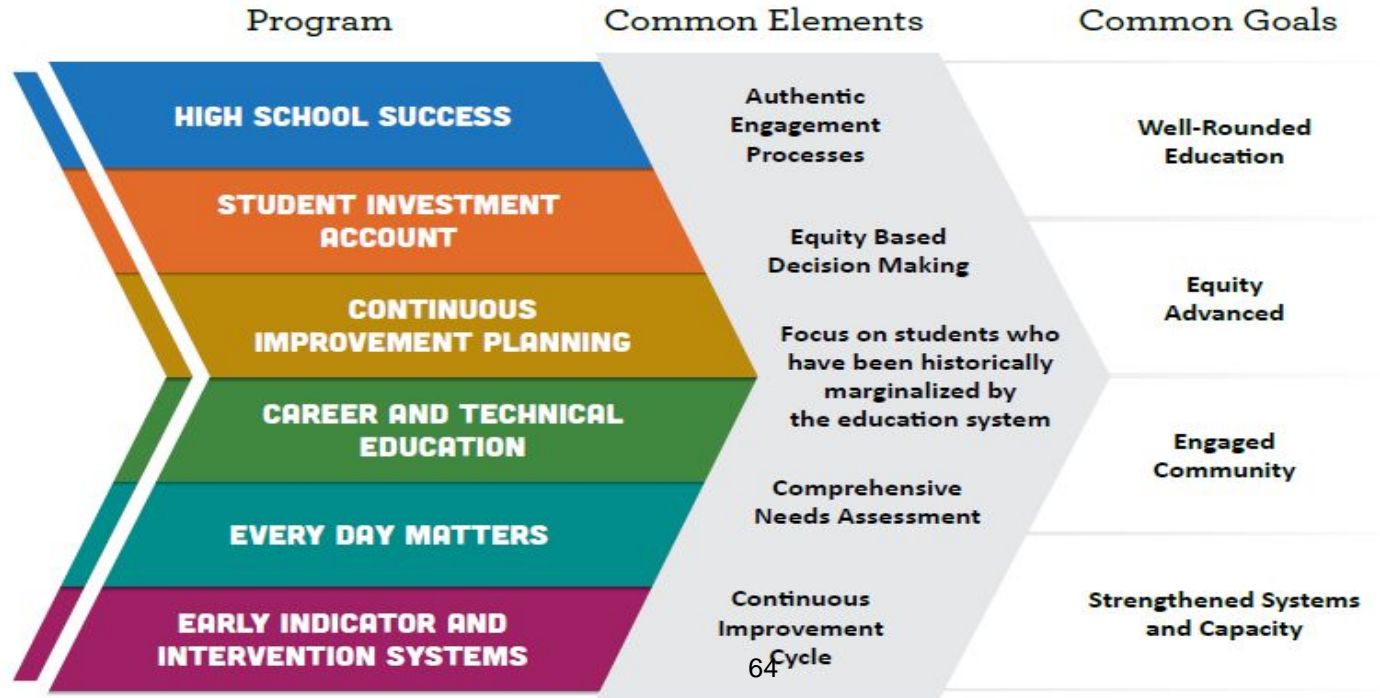


ODE Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Common Goals



Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

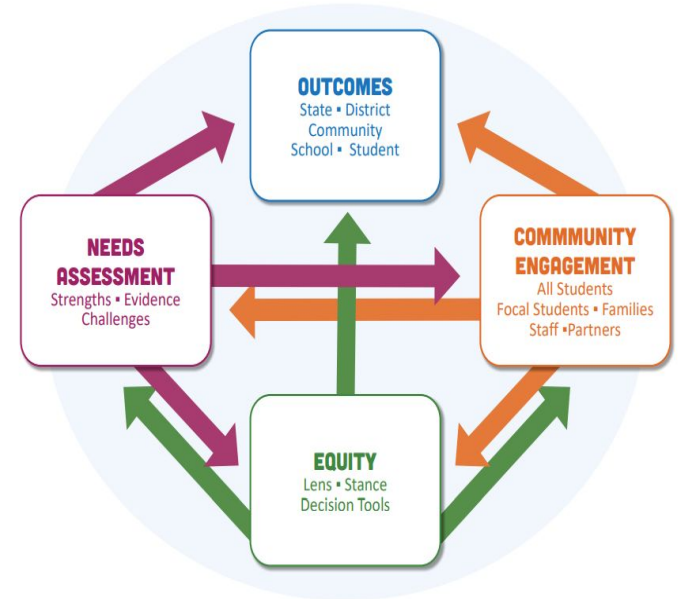
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

Dr. Karen Gray, Superintendent	Majalise Tolan, Director of Secondary Education
Susan Van Liew, Assistant Superintendent	Dr. Katie Barrett, Director of Elementary Education
Dr. Carol Stock, Special Programs Administrator	Kelly Beaudry, Special Programs Administrator
Sandy Mummey, Healthy and Equitable Schools Administrator	Bryan Freschi, Educational Technology Administrator
Dr. Tiana DeVries, HR Director	Kim Cusick, Business Director

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation (if applicable)
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Equity Lens, Tool(s) & Decision Making

Board Policies

AAA - LCSD EQUITY LENS/TOOL FOR ENSURING EQUITY

AAA-AR - LCSD EQUITY LENS/TOOL FOR ENSURING EQUITY

ACB – EVERY STUDENT BELONGS

Community Engagement Highlights

- **Hispanic Family Input:** See that our children bring assets, Support for our students to learn English and not lose Spanish, Support to families to understand school procedures, Support our children in understanding social media and inappropriate use, behavior/mental health supports, Increased communication with families in Spanish
- **Community Input:** Curriculum that supports student growth, Social emotional supports for students and families, Increased communication, Child Care, Increase parent involvement/volunteer options, CTE program options, Build basic work skills, College and Career readiness, Build better community partnerships, increased supports for special education instruction, More class offerings for students, Support of music and art, Behavior/Mental Health supports
- **Siletz Tribe Input:** Cultural awareness and responsiveness, Increase events for cultural offerings, Increase knowledge of supports for Native students, Reduce barriers that are impacting attendance and academic growth, Continued training for staff regarding Tribal History curriculum, Behavior/Mental Health supports

Our Plan

These priorities emerged:

- ✓ Strengthening core instruction - Curriculum adoptions
- ✓ Equity and access for marginalized groups
- ✓ Social Emotional Learning supports
- ✓ Career and Technical Education
- ✓ English Language Acquisition
- ✓ Community Partnerships
- ✓ K-10 Comprehensive assessment system for Reading and Math
- ✓ High School Success and Graduation coaches

Our Plan

Our intended outcomes are:

GOAL 1

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

GOAL 2

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.

GOAL 3

LCSD will regularly engage community stakeholders through culturally specific, two-way communication using our district Equity lens/tool adopted October 2022.

Our Plan

These **key** strategies will help us achieve our intended outcomes:

- Install an aligned K-12 comprehensive assessment system for core subjects
- Adopt, implement and monitor a guaranteed, viable, and equitable core curricula
- Adopt, implement and monitor the use of PLCs as a structure to analyze data
- Adopt, implement and monitor evidence based strategies ECRI (K-2) and AVID (K-12) in classrooms
- Equitably increase co- and extracurricular opportunities for students
- Develop data-decision rules to identify students who may need Tier II or Tier III supports
- Develop a district PD plan which is guided by school and district implementation data
- Develop an aligned menu of Tier II and III interventions across the district which are a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture, development level)
- Create a department for Equitable and Healthy Schools

Our Plan

Key Investments:

Maintain counselors at all elementary schools

Maintain music at all schools

Reading and Math curriculum support through district level TOSA's

Mental Health supports through Area Service Coordinators

Increase Indian Education coordinators

Maintain K-12 Student Support Facilitators

District level Hispanic Family Liaison

Increase building level bilingual services for parent communication

Special Education Curriculum support through district level TOSA

Support athletics by suspending pay-to-play fees

Link to Integrated Planning and Budget Template on our [Website](#)

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

- Nursing services

- Additional Special education staffing

- Additional translators/interpreters

- Professional development

- Early Learning

- Additional staffing to support academic needs of the schools

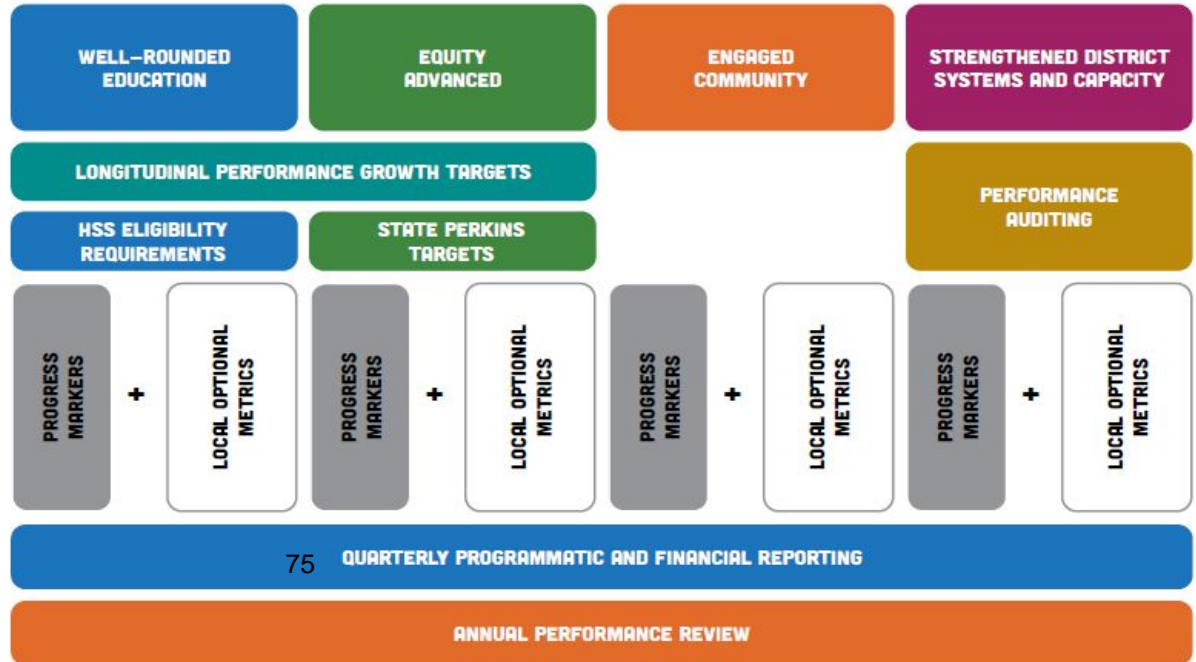
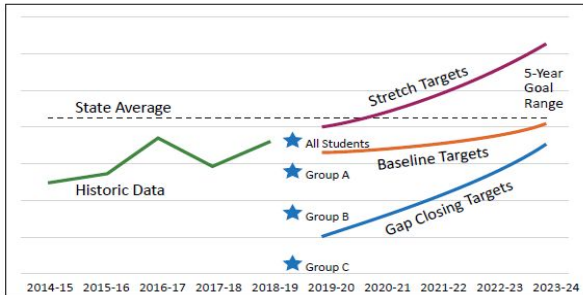
- SEL supports

How the State understands success

SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



Longitudinal Performance Growth Targets (LPGTs)

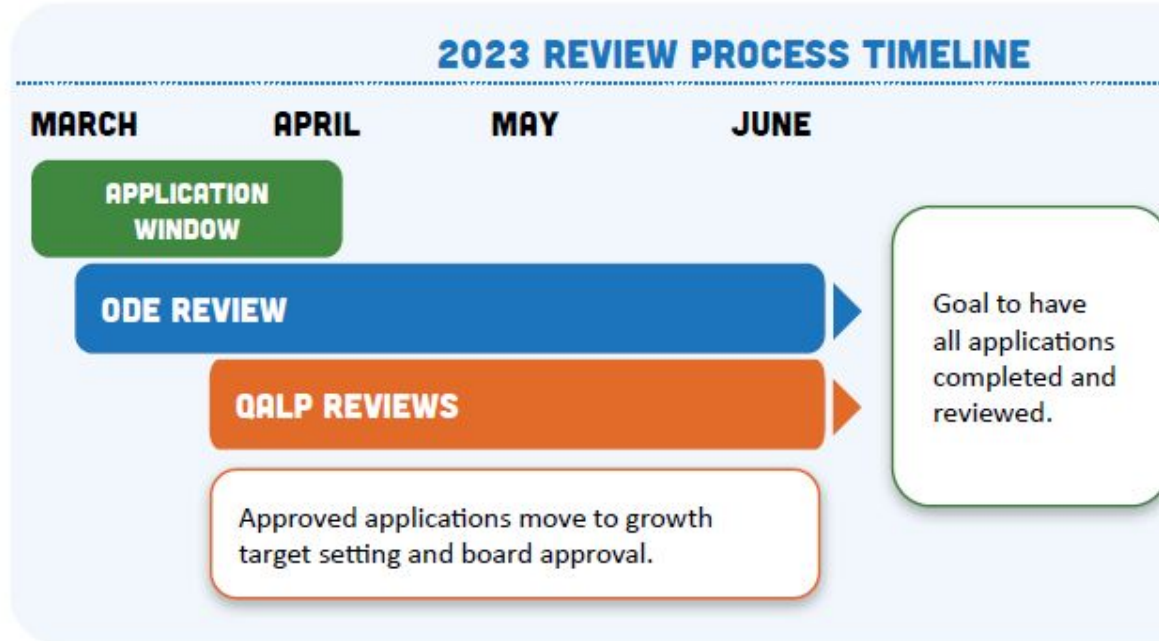
ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
 - **Third-grade reading proficiency rates measured by ELA**
 - **Ninth-grade on-track rates**
 - **Regular attendance rates**
 - **Four-year or on-time graduation rates**
 - **Five-year completion rates**
 - Other local metrics may be used to develop applicable performance growth targets.



Referred to as
"5 Common Metrics"

What Happens Next?



Questions & Comments

Lincoln County School District
DRAFT
Integrated Application

EQUITY ADVANCED

Question (250 words or less)

<p>What strengths do you see in your district or school in terms of equity and access?</p>	<p>Our district has a strong well articulated and aligned Continuous Improvement Plan. The plan's MTSS focus drives us to look at data to make decisions for each learner at their specific rate and level of learning. This includes disaggregating data for those historically marginalized groups and adjusting to meet the needs of every student. Our District Implementation Team is made up of a diverse group of stakeholders to provide input on our goals, strategies and action plan. Use of funds support academic and behavioral structures through a trauma informed lens. In 2022, our board adopted policy AAA, our Equity Lens to review building and district policies and practices to dismantle inequities.</p>
<p>What needs were identified in your district or school in terms of equity and access?</p>	<p>What we have noticed about equity and access is that we still need more outreach to tribal and Hispanic communities. While LCSD has come light years in the last 5 years, there is evidence that we still have a long way to go before all students have full access to all programs. We also noticed this with the many students we have that are homeless and in deep poverty across the county. Transportation access is terrible here. The school district is huge (about the size of Rhode Island) and except for school provided transportation during school hours, there is a big disparity between Newport and everywhere else. Translation services are still a big priority for our students that speak more than 20 languages. Our relationship with the local Native American tribe is limited but we see evidence of it growing as we become more and more intentional in how we communicate and when.</p> <p>Eddyville: ECS has done extensive work in removing barriers to access for all students over the past five years. Transportation access continues to challenge access to extra activities as access in our rural and remote setting is limited, especially for our high number of homelss and deep poverty students.</p>

EQUITY ADVANCED

Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning. [Policy AAA](#) [Policy AAA-AR](#)

LCSD currently uses the ODE Equity Lens in decision making. As we reviewed our beginning data, we focused on our most impacted groups of students and how we could leverage funds to address their specific needs. While crafting our path towards applying for this funding, the equity questions were considered at each stage of the process. As stakeholder engagement was planned, district leadership was intentional about eliminating barriers so that our families, staff, and students had several different types of opportunities in multiple languages to engage in the conversation, whether that be through technology with the survey or in person at our forums and in specific affinity focal groups.

As we considered the best strategies to address the identified needs, we used the equity lens to ensure that there were no unintended negative consequences for our students and that the strategies would help to eliminate the opportunity gap and assure students' cultural needs are met.

Future plan adjustments will be based on disaggregated data to best serve our historically underserved groups of students in an intentional and focused way. Having had a successful experience in a previous school district that worked diligently with the community to create a district specific Equity Lens and Equity Policies, with the help of SIA funding, we are creating a new position known as an Equitable and Healthy Schools Administrator that will be leading and overseeing equity issues and issues of physical and mental health throughout the district. In addition, the district will be creating a new LCSD Equity Team that will be tasked with the development of a district specific Equity Lens. Our new Equity Lens will become the instrument through which we make all educational and budgetary decisions as we seek to close the opportunity and access gap for all kids

EQUITY ADVANCED

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

The following items will not only have an impact on the academic success of focal student groups, but are integral to the universal Tier 1 systems that support all students:

Health and Safety:

K-6 counselors: The counseling program works in cooperation w/classroom teachers by helping students develop the mindsets and behaviors necessary for social emotional and academic success.

Service Coordinators: Supervised by Equitable and Healthy Schools Administrator who provides oversight in order to ensure aligned, coordinated and comprehensive support for all students and families.

Additional Behavior support personnel in order to provide capacity for tiered systems of behavior support (licensed staff, campus monitors, behavior plan facilitators)

PBIS incentives: Supports PBIS systems and positive school culture for all students.

Suicide prevention/intervention curriculum and training is provided to all students at the secondary level.

SEL curriculum and universal screener K-6 (DESSA) benefits all students.

Well-rounded education:

Athletic support for HS and MS: Cover fees for all HS athletic programs and establish MS Athletics programs. This will have a positive impact on student academics by more closely connecting students to their school culture, positive interactions w/peers and additional supportive adults, and increased oversight and accountability for classwork.

Science TOSA supports access to outdoor school and STEM related initiatives and connects the outside community and learning opportunities for all students.

Reading TOSA ensures alignment of implementation of best instructional practices for the core reading curriculum in all K-6 classrooms.

Music teachers provide a well-rounded education to all K-12 students, thereby providing balance between core academics and co-curricular activities and increasing engagement for all students.

Remind: communication w/parents (and students) increases 2-way engagement w/families, improving academic outcomes.

EQUITY ADVANCED

<p>What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?</p>	<p>The District experiences difficulty in recruiting, hiring and retaining needed staff especially for students in special populations: ELL, SpEd, Reading. While hiring highly qualified staff is critical, the District also recognizes the need to hire diverse staff that reflect our student population of nearly 30 multilingual learners in some areas of the county. Hiring staff of color to match our demographics is a key strategy for student achievement and the use of 4030 and GYO grants have address this need through our classified to licensed pipeline.</p> <p>Buy in for a new System of Care comprehensive multidisciplinary team approach to student health and education -much needed PD around this new system of MTSS</p> <p>Sustainable funding</p>
<p>What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?</p>	<p>Our district has a robust Homeless Education and Literacy Project (H.E.L.P.) program led by our McKinney Vento District Liaison and supported by 4 HELP Advocates in each area of our county. In addition, we have 2 bilingual HELP Advocates to support our families who speak Spanish. The Liaison and Advocates monitor the progress of our students navigating homelessness and support reducing barriers to accessing educational and extracurricular opportunities at school. Fees for programs are waived and we maintain confidentiality of a students housing status. Data helps our teams know if students in our district experiencing homelessness have disproportionate outcomes for behavior, academics and attendance.</p>

EA CTE FOCUS

Question (250 words or less)	
<p>What strengths do you see in your CTE Programs of Study in terms of equity and access?</p>	<p>LCSD teachers are in the process of developing technical courses that can be used to support students who may have required electives such as (ELD or Special Education) or who are credit deficient ways to earn core credit while participating in CTE courses or workplace learning opportunities. We currently have two courses developed for science, one for math, and one preliminary course developed for language arts. We also do not have grade-level prerequisites or content are requirements for enrolling in a CTE course, so there are not additional academic barriers to course enrollment. Finally, we are partnering with Oregon Coast Community College to offer additional CTE courses across the county with no cost to the students.</p>
<p>What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<p>The needs identified in LCSD were lack of access across the district to CTE programs. We also had a low number of Native American students accessing our programs, as well as other students of color. This Native American discrepancy stuck out because program completers have a higher graduation rate than other students. In our case, our lowest graduation rate group was also our lowest enrolled in CTE programs. We also identified that students who were in ELD, Special Education, or credit deficient had less of an opportunity to take highly engaging, applicable, and relevant CTE courses.</p>
<p>What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<p>We now use Overgrad across the district to help identify career clusters and are working to integrate their exploration in core courses. We are also hosting a CTE Expo this year where students can have hands on opportunities to try out our CTE programs at a district level. This will expand to building level exploration for all students prior to forecasting for the next school year. This has been done on a small scale, but it has not been advertised with our supports in place for students whose schedules have not allowed course enrollment or selection.</p>

EA CTE FOCUS

<p>How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?</p>	<p>The number one thing that was necessary in LCSD was attending the ODE CTE dashboard workshop where we could clearly see our data and understand that we were leaving groups of students behind. Raising this awareness allowed us to evaluate our current methods of delivery credit earning instruction and also look at how well we were or were not utilizing our personal education plan trackers to decide course exploration and plan for students' high school experiences. Regular evaluation of data in building, program, and counselor meetings will help ensure there is no discrimination for student groups. Now that LCSD has a way to analyze internal data demographically, as well, will help monitor our work and provide a more equitable opportunity for students.</p>
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WELL ROUNDED EDUCATION

Question (250 words or less)	
<p>Describe your approach to providing students a well rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).</p>	<p>Our district feels that students are better prepared when they have access to the arts, both visual and performing. We make sure to create schedules that allow for elementary students to have an introduction to art and music. Our elementary teachers incorporate the arts into lessons. Our middle school and high school schedules are created so that all students have access to these types of courses. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access one elective of their choosing. Eddyville: Our school also feels students are better prepared when they have access to the arts. We make sure to create schedules that allow students to have an introduction to art and music. Elementary students receive music and art lessons each week. Middle and high school schedules provide art and mixed media course electives.</p>
<p>Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?</p>	<p>Each Elementary school has a music teacher to provide musical instruction to our K-6 students. Our 6th grade students are also offered band as a music option. Our classroom teachers provide access to art integrated into their curriculum. High schools have art and music education. All secondary schools have drama clubs and theater productions in class and as external clubs and programs. Eddyville: Our K-5 students have a music teacher providing instruction each week. Our classroom teachers provide access to art integration into their curriculum K-5 and we have a secondary mixed media art instructor for elective art courses.</p>
<p>How do you ensure students have access to strong library programs?</p>	<p>All 12 schools have a media center (including Compass K12 Online School) and a yearly budget to refresh books and other library media. Our District Librarian consults with and guides our classified school based librarians in their delivery of the state library standards. In elementary schools, the students visit the library in a mandatory rotation. In secondary, teachers are encouraged to bring their classes to the media center to for a variety of literacy related experiences.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>Every school has a master schedule. These schedules are shared with district leadership and associations, and reviewed to ensure appropriate minutes allocated for instructional minutes and breaks. Eddyville: We have master schedules for elementary and secondary to ensure appropriate minutes are allocated for instructional minutes and breaks.</p>

WELL ROUNDED EDUCATION

<p>Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross disciplinary content.</p>	<p>By focusing on AVID strategies for instruction, we use inquiry practices whenever possible to increase student ownership and engagement of learning. Our middle schools have elective STEAM courses for project based and integrated learning. Critical thinking is a key piece of lesson development in LCSD so that students can really become part of the learning and outcome process. All of our schools have music education K-12. We also utilize collaborative planning time to make cross content connections.</p>
<p>Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.</p>	<p>Our district committed to a rigorous curriculum adoption process, beginning with utilizing student and educator voice to create a district vision for K-12 education. State adoption recommendations, rubric/ODE Instructional Materials Evaluation Tool, and evidence based resources were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners.</p>
<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>LCSD has new teacher mentors to support our new teachers in the first year of their teaching career. We are also a K-12 AVID schools district, which provides strong instructional strategies to create highly engaged classrooms. Our professional development plan is deeply integrated into our district continuous improvement plan and is articulated in a way that provides staff the training, the plan for implementation, and the classroom support with our district TOSAs. Our administrators and teacher leaders have also spent the last three years working with the Center for Educational Leadership through the University of Washington.</p>
<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p>We have preschools in all four areas of our district, two that have been placed in our elementary schools. The preschools in the North and West area are part of our Secondary CTE programs for early learning. In the South and East areas, our elementary school teachers and preschool teachers are collaboration to align our practices from PK-2nd grade through a grant with the Children's Institute. Our early learning program is aligned throughout the entire district and is a robust program that has been in existence in our district for over 20 years.</p>

WELL ROUNDED EDUCATION

<p>What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>All high schools have a 9th Grade Graduation Coach to help with the 8th to 9th grade transition. OCCC has college/career navigators stationed at each building who helps all students with post secondary plans, not just those going to OCCC. High Schools also have college and career coordinators who prepares learning and exploration opportunities for seniors and for Year 13 students in their first year out of high school. Eddyville: We have a 9th grade on track coach and college/career counselor who prepares learning and exploration opportunities for juniors, seniors and year 13 students.</p>
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?</p>	<p>Our district utilizes Multi Tiered Systems of Supports (MTSS) process in both our academics and behavior systems. We administer universal screeners to all of our students K-12 in reading and math, as well as behavior for K-6 students, three times a year. These data are then used to differentiate support for our students to ensure all students have access to needed instruction in core subjects as well as their social emotional health. Student progress is monitored in a systematic way and decisions are made using decision rules to provide the correct level of support for all students. Eddyville: We utilize MTSS in both academics and behavior systems. We administer universal screeners to all students K-12 in both reading and math, 4 times per year. These data are used to differentiate support and ensure all students have access to needed instruction in core subjects as well as social emotional health.</p>
<p>What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>Every school has a Talented and Gifted coordinator to help support teachers in supporting our identified students. Elementary teachers differentiate instruction and provide appropriate instructional activities for students beyond grade level. Middle and high school students are placed in the appropriate course for their learning. High school students can take dual credit, AP, IB, and early college. We also work with OCCC for advanced CTE course capabilities.</p>

WRE CTE FOCUS

Question (250 words or less)	
<p>How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?</p>	<p>LCSD offers career fairs, online database exploration, work-based learning opportunities in some programs, and partners with local businesses for interview practice and shadows. Counselors and teachers are learning more about career connections to increase exposure to careers for our students. A new CTE Expo day will have industry partners working with our students and reviewing resumes and holding mock interviews to help our teachers, counselors, and students learn more to improve our programs. Eddyville: We participate in the above-mentioned activities. We also take field trips to industry showcases and have experts in the field (s) present on our campus.</p>
<p>How are you providing equitable work-based learning experiences for students?</p>	<p>We currently only have two work-based learning opportunities. We have welding at the Port of Toledo that is now open to students at all four high schools and we have an Oregon Coast Aquarium Interpreter Program that is for bilingual students. This is open to students in Lincoln Clty and Newport and will branch out to include all four high schools next year.</p>

WRE CTE FOCUS

<p>Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.</p>	<p>A well-rounded education includes a variety of subjects that provide students with knowledge and skills to prepare them for a careers or post-secondary options. Opportunities to earn post-secondary credit while in high school benefit students by allowing them to save money and start college early. We have dual credit for many of our CTE programs. These programs help students develop the skills and knowledge needed to be successful in college and beyond. Eddyville provides these options as well.</p>
<p>What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<p>Internships allow students to gain real-world experience and on the job training that extends beyond their classroom learning. Programs have also started offering certifications in their programs. The CTE Expo added will also provide resume and interview feedback for our students. Guest speakers also teach students how to build connections to help them when they search for jobs later.</p>
<p>How will you prepare CTE participants for nontraditional fields?</p>	<p>We are preparing students for nontraditional fields by helping them explore options, teaching cross content skills and cross occupation skills, and giving them the opportunity to explore nontraditional fields.</p>

WRE CTE FOCUS

<p>Describe any new CTE Programs of Study to be developed.</p>	<p>We do not have any programs in the works at this time. We may explore making Computer Science a CTE Program, but at this time we are aligned with OCCC for this work.</p>
<p>How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?</p>	<p>Buildings have CTE commerals, opportunities to try out programs, and family nights where programs are highlighted during the registration process. Counselors are experiencing all CTE programs and working to align them with student interests in career surveys and work with caseload managers of students in focal groups to find right fit opporunities to increase awareness. Each CTE program has a one page brochure that describes the program of study and where it is offered.</p>

ENGAGED COMMUNITY

<p>Question (250 words or less)</p>	
<p>If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?</p>	<p>LCSD has several processes that create avenues for community engagement. These include: community forums on specific topics (e.g. online learning in COVID, Centennial celebration), weekly video messages, a monthly podcast with content area experts about interesting and important topics regarding the school district, newsletters drafted triennially that provide an in-depth look at district events, activities and news and a quarterly Hispanic Family Community Meeting that includes translation and interesting workshops and topics. Additionally, LCSD has a district Equity Team that has developed a new Equity Lens/Tool Kit. This required significant public input and community engagement and will require more in the future. Our Indian Education (Title VI) program requires community engagement and we do that very well, including the local Native American tribes in district conversations about service. In the fall of 2023, the LCSD will hire a full time district wide Parent Family Volunteer Coordinator so that we can connect better with families and get more parent volunteers into our schools. Barriers to community engagement are that we generally have a hard time getting people to attend anything. They like our music programs and plays, athletic events and art shows but not meetings where school policy is shared and input requested. I don't know why. They also don't join the Site Council, Budget Committee or the Board. We need to dig a little deeper and find out why and how to fix that. Other barriers are language barriers for the many people in our district that do not speak English as a first language and also folks that don't have ready transportation. Our district is the size of Rhode Island and if you don't have solid transportation you cannot attend many in person events. Finally, affordable access to child care. If you need someone to help watch your kids so you can be engaging in the conversations that is another widespread barrier.</p>
<p>What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<p>The relationships and partnerships we intend to grow are with our tribal community, our gender expression variant communities and our Hispanic communities. We also would like to expand our partnerships with local businesses, the community college and municipalities. While LCSD enjoys great partnerships already, we can always deepen and expand them to include more people.</p>
<p>What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?</p>	<p>The resources are always financial. Money to provide to partners to collaborate with the school district is very helpful. Funding such as 21st Century Learning Centers is a good example. It provides our partners dollars to partner with us. This incentive would be great for businesses and the community colleges and universities as well.</p>

ENGAGED COMMUNITY

<p>How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<p>We ensure a safe and welcoming educational environment for ALL people, not just community partners. Our buildings are warm, safe and welcoming as is our beautiful staff. We utilize our Equity Tool in working with everyone and we are getting better and better at that. It is new for us. We practice kindness and compassion at all times with everyone as much as we are mindful to be so and work with each other to grow this kindness practice. We are respectful of divergent opinions and points of view. We invite communication.</p>
<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p>We have 3 public charter schools and they participate in engagement in very different ways. We have always invited the administrators and staff of the schools to be a part of our excellent and comprehensive professional development program. This year is our Centennial and the charter schools have been included in our activities, our banners and events. The degree to which they involve themselves is very different from school to school. It's complicated.</p>

WHO WAS ENGAGED & HOW

Who was engaged in any aspect of your planning processes under this guidance?		How were they engaged?	
Students of color	X	Survey(s) or other engagement applications (i.e. Thought Exchange)	X
Students with disabilities	X	In-person forum(s)	X
Students who are emerging bilinguals	X	Focus group(s)	
Students who identify as LGBTQ2SIA+	X	Roundtable discussion	X
Students navigating poverty, homelessness, and foster care	X	Community group meeting	X
Families of students of color	X	Collaborative design or strategy session(s)	
Families of students with disabilities	X	Community-driven planning or initiative(s)	
Families of students who are emerging bilinguals	X	Website	X
Families of students who identify as LGBTQ2SIA+	X	CTE Consortia meeting	X
Families of students navigating poverty, homelessness, and foster care	X	Email messages	X
Licensed staff (administrators, teachers, counselors, etc.)	X	Newsletters	X
Classified staff (paraprofessionals, bus drivers, office support, etc.)	X	Social Media	X
Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)	X	School Board meeting	X
Tribal members (adults and youth)	X	Partnering with Unions	X
School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)	X	Partnering with community based partners	X
Business community	X	Partnering with faith based organizations	
Regional Educator Networks (RENs)	X	Partnering with business	X
Local Community College Deans and Instructors; Local university deans and instructors	X	Work with ESD partners for Migrant	X
Migrant Education and McKinney Vento Coordinators	X		
Local Workforce Development and / or Chambers of Commerce	X		
CTE Regional Coordinators	X		
Regional STEM / Early learning Hubs	X		
Vocational Rehabilitation and pre Employment Service Staff			
Justice Involved Youth	X		
Community leaders	X		
Other			

EVIDENCE OF ENGAGEMENT

<p>Question (250 words or less)</p>	
<p>You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.</p>	<p>Notes from Hispanic Family meetings, 2021 Staff/Community Spring Public Forums , Gathering of leadership with Board, Tribal Consultation, Title VI Parent Meetings, Survey (ELL, SIA)</p>
<p>Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?</p>	<p>We selected them because they best exemplify our work with the community, engagement practices and activities. We do a lot in LCSD and it was actually hard to pick just 5. I think that Tribal Consultation and Parent meetings for Title I are just a few examples of regular and ongoing parent and family engagement activities. These are not just one and done. Our equity team is another example of community engagement and we could have included those monthly meetings as well. We also do surveys in multiple languages and host Hispanic Family Meetings and workshops in 3 languages at a time. LCSD hosts forums area by area (we are just finishing up another round of public forums with our new superintendent tonight 2/2/23).</p>

EVIDENCE OF ENGAGEMENT

<p>Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.</p>	<p>I think we just did that in Q3 but I can elaborate. Our Title VI meetings include student, staff and parent voice in Tribal communities. We struggle to make inroads with our local Native American tribes and that is due to years of distrust and painful feelings. But one step at a time, we are meeting and listening. The superintendent has met with every high school Leadership Team about the new Equity Toolkit we have developed. Students were provided a copy of the Equity Policy and AR and Worksheet and rolled through a real life scenario. It was amazing how the students expressed their sense of equity through this exercise. We gained a lot of information through that set of activities. In the recent public forums, staff and community members were given voice to ask questions regarding our SIA funding and programs and to tell the district how well (or not) they were doing and also asked for ideas moving forward.</p>
<p>Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.</p>	<p>In the spring of 2022, all staff were surveyed with 133 responses about 4030 monies, professional development, etc. After that survey, 4 different meetings were held with staff: classified, certified, diverse staff, and novice teachers. Each group was given voice as a valuable group within our school district. Feedback from the survey and the listening sessions was used to write and submit the grant and inform additional opportunities for staff to share needs regarding supplies, materials, curriculum, and support needed to be proficient in their positions.</p>

EVIDENCE OF ENGAGEMENT

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

We have learned that our community values the ability to have a voice at the table. While the community is very diverse, a common thread is the desire to be heard with respect. We learned that the community desires more hands on learning and real world experiences for our students. They are concerned with how their children will fare post graduation. Finally, they are very concerned about the mental well being of our children, staff and families. All of these aspects have been reflected in our plan for the I.G. From the SIA with its 4 components to the HSS work and CTE, all aspects of community engagement and evidence of engagement have been covered specifically in our application and in many different portions of the application as you will read.

ENGAGEMENT CTE FOCUS

Question (250 words or less)	
How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?	LCSD has partnered with OCCC to share CTE programs with community organizations and industry partners. In 22-23 LCSD held a CTE Expo inviting all Lincoln County industry leaders, business owners, Blue Economy leaders, and community members to meet our students, see our programs in action, and learn about needs industry leaders have to enhance our programs and expand work-based learning opportunities. Through this CTE Expo and various community presentations and navigation outreach through OCCC and Oregon Coast STEM HUB, we will align our CTE program curriculum to industry needs to expand work-based learning opportunities.

STRENGTHENED SYSTEMS & CAPACITY

Question (250 words or less)	
<p>How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?</p>	<p>LCSD has a strong mentoring program for beginning teachers and content TOSAs for both reading and math to support all teachers. Those TOSAs specifically work with teachers to improve instruction and provide support in the implementation of the guaranteed and viable K12 curriculum. Weekly Wednesday early release provides release time for educators to work together in content and/or grade level PLCS focused on disaggregated student data. Teacher leaders are developed through in-building opportunities to lead PLCs, serve as the teacher in charge, and lead professional development. The District also sponsors an aspiring administrator in-house cohort called Level Q including an 8 module series as a leadership pipeline. Finally, the District has GYO and 4030 monies from the state to support differentiated professional development for teachers, release time to support beginning teachers, and financial assistance to add endorsements and finish degrees. The District experiences difficulty in recruiting, hiring and retaining needed staff especially for students in special populations: ELL, SpEd, Reading. While hiring highly qualified staff is critical, the District also recognizes the need to hire diverse staff that reflect our student population of nearly 30 multilingual learners in some areas of the county. Hiring staff of color to match our demographics is a key strategy for student achievement and the use of 4030 and GYO grants have address this need through our classified to licensed pipeline.</p>
<p>What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?</p>	<p>Data analysis: Regular data analysis is conducted to identify patterns in teacher assignments, including disparities in the assignment of experienced, highly effective, or in-field teachers to certain student populations. New special education teaching staff are supported by a Special Programs TOSA who provides targeted support for the delivery of evidence-based instruction and the implementation of positive behavioral supports. Multi-lingual and Special Education students often experience higher turnover and possibly more inexperienced teachers. This depends on the building as some buildings are very stable and others have less stability in staffing. Beginning teachers are given \$500 in supplies and materials out of the 4030 grant, they are provided additional coursework and time to develop using the GYO funds, and they are also supported with additional paperwork days and the Special Programs TOSAs. The District has adopted curriculum in reading, math, Special Education, and ELD which also supports a clear and viable curriculum for teachers to teach all students. In addition, the District is currently in year two of a five year grant focused on improving outcomes for our English Language Learners with a focus on English Language Proficiency growth as well as improved outcome data in reading and math for EL students.</p>

STRENGTHENED SYSTEMS & CAPACITY

<p>How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?</p>	<p>All administrators, counselors, and licensed staff receive training in both Positive Behavior Intervention and Support and Restorative Practices. Schools integrate these two practices in order to create safe, predictable environments that also foster a school and classroom community in which problems are addressed and harm is repaired, rather than focusing on punishment.</p>
<p>How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?</p>	<p>Our PD is based on a tiered system. All educators received professional development in PBIS, AVID, and academic language. Teachers in tier 2 participate in small group short cycles at the building level where they engage in 3-4 observations with immediate feedback from administrators. The District TOSAs also support teachers in this tier with curriculum and instruction. Teachers in tier 3 receive all the tier 1 and 2 PD as well as direct support and supervision through Plans of Assistance for Improvement based on observed deficits in instructional practices. The District Implementation team examines District-wide data three times a year including reading, math, and walk through data. Buildings or areas of the county deemed as needing more support are provided that through TOSAs, admins, or other possibly an outside specialist. District leaders participate in monthly PLCs using the comprehensive assessment system data broken out by student population groups. The team looks at specific data and programmatic elements that may need to be adjusted to improve teacher learning and implementation for equitable student outcomes.</p>
<p>How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p>Teachers in tier 2 participate in small group short cycles at the building level where they engage in 3-4 observations with immediate feedback from administrators. The District TOSAs also support teachers in this tier with curriculum and instruction. Teachers in tier 3 receive all the tier 1 and 2 PD as well as direct support and supervision through Plans of Assistance for Improvement based on observed deficits in instructional practices. Weekly Wednesday early release also provides opportunities for teachers to examine personal and group data that reflects their instruction. The TOSAs are present in reading and math classrooms throughout the District providing direct non-evaluative feedback on their instruction. and each teacher received 5-7 walkthroughs from an administrator with written feedback in addition to the established evaluation cycle. The walkthrough form is focused on use of the adopted curriculum and the observable behaviors of the teachers in the classroom related to learning environments and learning experiences for students.</p>

STRENGTHENED SYSTEMS & CAPACITY

<p>What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?</p>	<p>Our district committed to a rigorous curriculum adoption process, beginning with utilizing student and educator voice to create a district vision for K-12 education. State adoption recommendations, rubric/ODE Instructional Materials Evaluation Tool, and evidence based resources were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners. Our MTSS system our Tier I teams are tasked with reviewing academic data for all students three times annually. Grade level and content area teams apply decision rules to identify those students needing targeted intervention. Tier II teams monitor the progress of students in targeted interventions and apply decision rules to determine whether students need individualized support.</p>
<p>How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?</p>	<p>In LCSD we leverage a variety of funds, such as Jumpstart to Kindergarten, Children's Institute, and KPI to support transition and have a strong transition program and partnership with all local preschools. Our principals and kindergarten teachers meet with preschool teachers and families at the preschools to provide information to support students and also have events both virtual and in person at our schools. We have a yearly summer transition program where we invite incoming kindergarteners during August for three weeks to introduce them to a kindergarten setting with our LCSD kindergarten teachers. We are also working with Children's Institute to focus on PK-5 transition with two of our area schools in partnership with the district area preschools. Special education case managers meet with providers in the spring prior to kindergarten to plan for the transition of students in early childhood special education. Prior to transitions between schools, special education case managers meet to exchange information related to student strengths and needs and ensure a smooth entry to the next grade level.</p>

Lincoln County School District
DRAFT
Integrated Application
Planning & Budget

INTEGRATED PLANNING

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OUTCOMES & STRATEGIES		CSI/TSI	EIS	HSS	SIA	ACTIVITIES
Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
S1	<i>Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.</i>		x		x	
S2	<i>Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.</i>	x			x	
S3	<i>Provide equitable access to social, behavioral and mental health supports.</i>	x			x	
Outcome-A	Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.					
S1A	If we install an aligned K-12 comprehensive assessment system for core subjects, then educators will be able to have effective data team discussions around student achievement (disaggregated by groups) and the effectiveness of reading and math content and instruction and student achievement in reading will increase K-12.			X	X	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
S2A	If we adopt, implement and monitor a guaranteed, viable, and equitable core curricula, then educators will be able to refine their instruction and student achievement in core subjects will increase K-12.			X	X	
S3A	If we provide professional development to our administrators on providing quality feedback focused on effective instruction and grading practices, then educators will utilize relevant strategies that support student learning and student achievement will increase.			X		
S4A	If we adopt, implement and monitor evidence based strategies ECRI (K-2) and AVID (K-12) in classrooms, then educators will be able to refine their instruction and student achievement in core curricula will increase K-12.			X		
S5A	Eddyville: If we adopt, implement and monitor a guaranteed, viable, and equitable core curricula, then educators will be able to refine their instruction and student achievement in core subjects will increase K-12.				x	
Outcome-B	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.					
S1B	If we equitably increase co- and extracurricular opportunities for students, then students will become more connected to their home community, culture, and school resulting in increased attendance and academic success and overall mental and behavioral health.			X	X	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
S2B	If LCSD implements a standard meeting agenda and problem solving process with clearly defined operating procedures for Tier I, II, and III meetings, then buildings will increase efficiency of team meetings and student attendance will increase.				X	
S3B	If we develop data-decision rules to identify students who may need Tier II or Tier III supports, then multiple sources of data (e.g., discipline events, screening scores, attendance, teacher request for assistance) will be systematically utilized for planning interventions and student attendance will increase.				X	
S4B	If we develop a district PD plan which is guided by school and district implementation data (e.g., TFI, SAS results) and linked to the LCSD vision and mission statements and Board Goals, then buildings will be able to align their site-based PD plans with the district's PD resources to support staff development and student attendance will increase.				X	
S5B	If we develop an aligned menu of Tier II and III interventions across the district which are a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture, development level) then buildings will be able to efficiently implement multi-tiered systems of support and student attendance will increase.		X	X	X	
S6B	If we create a department for Equitable and Healthy Schools, then consistent oversight and implementation of services that support students mental and behavioral health will be provided to ensure aligned, coordinated, and comprehensive support for all students and families.				X	
S7B	Eddyville: If we create a department for Equitable and Healthy Schools, then consistent oversight and implementation of services that support students mental and behavioral health will be provided to ensure aligned, coordinated, and comprehensive support for all students and families.				X	
S8B	Eddyville: If we equitably increase co- and extracurricular opportunities for students, then students will become more connected to their home community, culture, and school resulting in increased attendance and academic success and overall mental and behavioral health.				X	
Outcome-C	LCSD will regularly engage community stakeholders through culturally specific, two-way communication using our district Equity lens/tool adopted October 2022.					
S1C	If we develop a regularly occurring platform for families and schools to connect, then our community and school district together will use our collective voice to improve upon the implementation and evaluation of our plan.				X	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB

BUDGET 23-24

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIS - Allowable Expenditure	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	--	Proposed Activity	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$61,118.26	\$5,564.60	\$66,682.86
B	5	Maintain Counselors at all Elementary Schools	R:	6	Guidance/School Counselor			H&S	111				\$377,360.00	\$377,360.00
B	5	Maintain Counselors at all Elementary Schools	R:					H&S	2xx				\$239,173.00	\$239,173.00
B	1	Maintain Music at all Schools	R: Relationship	7.97	Music/Band/Choir: Teacher Assistant			WRE	111				\$441,544.55	\$441,544.55
B	1	Maintain Music at all Schools	R:					WRE	2xx				\$301,158.71	\$301,158.71
B	6	Maintain Equitable & Healthy Schools Administrator	R:	1	Equity/Diversity/Inclusion			H&S	113				\$132,543.00	\$132,543.00
B	6	Maintain Equitable & Healthy Schools Administrator	R:					H&S	2xx				\$63,480.29	\$63,480.29
B	6	Maintain Equitable & Healthy Schools/HR Assistant	R:	1	Equity/Diversity/Inclusion			H&S	112				\$42,235.00	\$42,235.00
B	6	Maintain Equitable & Healthy Schools/HR Assistant	R:					H&S	2xx				\$33,457.00	\$33,457.00
A	1	Maintain Elementary Reading TOSA		1	English: Teacher Coach			WRE	111				\$85,540.00	\$85,540.00
A	1	Maintain Elementary Reading TOSA						WRE	2xx				\$47,542.00	\$47,542.00
A	1	Maintain Elementary Math TOSA		1	Math: Teacher Coach			WRE	111				\$72,710.70	\$72,710.70
A	1	Maintain Elementary Math TOSA						WRE	2xx				\$43,191.00	\$43,191.00
B	6	Maintain District Nurses		3	Licensed Nurse/Health			H&S	111				\$230,783.31	\$230,783.31
B	6	Maintain District Nurses						H&S	2xx				\$133,863.39	\$133,863.39
B	5	Maintain TOSA Area Service Coordinators (Tier 3	R:	4	Other			H&S	111				\$251,593.00	\$251,593.00
B	5	Maintain TOSA Area Service Coordinators (Tier 3	R:					H&S	2xx				\$159,455.00	\$159,455.00
B	5	Maintain Indian Ed Coordinator		0.44	Equity/Diversity/Inclusion			WRE	112				\$8,217.00	\$8,217.00
B	5	Maintain Indian Ed Coordinator						WRE	2xx				\$10,763.00	\$10,763.00
C	1	Hire 1 Hispanic Family Liaison		1	Family/Community			WRE	112				\$42,580.10	\$42,580.10
C	1	Hire 1 Hispanic Family Liaison						WRE	2xx				\$33,573.91	\$33,573.91
B	3	Maintain MS/HS Student Support Facilitators		3.94	SEL: Teacher Coach Assistant			H&S	112				\$119,596.32	\$119,596.32
B	3	Maintain MS/HS Student Support Facilitators						H&S	2xx				\$117,095.11	\$117,095.11
B	3	Maintain Elementary Student Support Facilitators		4.7	SEL: Teacher Coach Assistant			H&S	112				\$152,066.37	\$152,066.37
B	3	Maintain Elementary Student Support Facilitators						H&S	2xx				\$128,105.71	\$128,105.71
C	1	Bilingual Customer Service Coordinators		1	Dual Language: Teacher Coach			WRE	112				\$24,905.49	\$24,905.49
C	1	Bilingual Customer Service Coordinators						WRE	2xx				\$27,580.45	\$27,580.45
B	5	Bilingual Tutors (Secondary Push In)		2	Dual Language: Teacher Coach			WRE	112				\$48,738.05	\$48,738.05
B	5	Bilingual Tutors (Secondary Push In)						WRE	2xx				\$54,797.07	\$54,797.07
B	5	Special Programs Admin (Behavior/Attendance)	R:	0.11	Other			H&S	113				\$14,579.67	\$14,579.67
B	5	Special Programs Admin (Behavior/Attendance)	R:					H&S	2xx				\$6,965.42	\$6,965.42
B	5	Structured Learning Center TOSA		1	Special Education: All Positions			H&S	111				\$77,742.36	\$77,742.36
B	5	Structured Learning Center TOSA						H&S	2xx				\$44,897.43	\$44,897.43
C	1	Bilingual Customer Service Coordinator		0.94	Dual Language: Teacher Coach			WRE	112				\$23,919.90	\$23,919.90
C	1	Bilingual Customer Service Coordinators						WRE	2xx				\$27,246.24	\$27,246.24
B	7	Eddyville: Maintain Mental Health Counselor		1	Qualified Mental Health			H&S	111				\$29,870.81	\$29,870.81

BUDGET 23-24

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIS - Allowable Expenditure	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	--	Proposed Activity	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$61,118.26	\$5,564.60	\$66,682.86
B	7	Eddyville: Maintain Mental Health Counselor						H&S	2xx				\$10,129.19	\$10,129.19
B	7	Eddyville: Maintain Behavior Specialist		0.5	Behavioral Specialist			H&S	111				\$23,074.30	\$23,074.30
B	7	Eddyville: Maintain Behavior Specialist						H&S	2xx				\$12,356.08	\$12,356.08
A	5	Eddyville: Maintain Dual Credit/AP		0.5	General Education Teacher			WRE	111				\$3,079.21	\$3,079.21
A	5	Eddyville: Maintain Dual Credit/AP						WRE	2xx				\$1,044.16	\$1,044.16
B	8	Eddyville: Implement ASL Instructor		0.25	Dual Language: Teacher Coach			WRE	111				\$7,678.07	\$7,678.07
B	8	Eddyville: Implement ASL Instructor						WRE	2xx				\$2,603.63	\$2,603.63
B	8	Eddyville: Purchase Supplies and Materials for WRE and						WRE	4xx				\$4,042.32	\$4,042.32
B	7	Eddyville: Maintain Nurse		1	Licensed Nurse/Health			H&S	111				\$50,855.95	\$50,855.95
B	7	Eddyville: Maintain Nurse						H&S	2xx				\$30,612.00	\$30,612.00
B	7	Eddyville: Maintain TA/Health Assistant		0.25	Other			H&S	111				\$5,499.00	\$5,499.00
B	7	Eddyville: Maintain TA/Health Assistant						H&S	2xx				\$6,309.00	\$6,309.00
B	8	Eddyville: Maintain Elementary Music Teacher		0.5	Music/Band/Choir: Teacher			WRE	111				\$23,074.29	\$23,074.29
B	8	Eddyville: Maintain Elementary Music Teacher						WRE	2xx				\$12,356.08	\$12,356.08
B	1	MS Athletics Coaches						WRE	13x				\$47,390.00	\$47,390.00
B	1	MS Athletics Coaches						WRE	2xx				\$16,070.00	\$16,070.00
B	1	MS Athletics Participation Fees						WRE	640				\$71,790.00	\$71,790.00
B	1	HS Athletics Participation Fees						WRE	640				\$135,315.00	\$135,315.00
B	1	ProActive Coaching (SEL Professional Development)						H&S	OTHER				\$7,500.00	\$7,500.00
B	4	Professional Development						H&S	OTHER				\$49,112.18	\$49,112.18
B	1	SIA Staff Subs						WRE	12x				\$3,735.00	\$3,735.00
B	1	SIA Staff Subs						WRE	2xx				\$1,265.00	\$1,265.00
B	2	Mileage - Area Svc Coordinators						H&S	OTHER				\$5,000.00	\$5,000.00
B	3	Supplies for SIA Staff						H&S	4xx				\$15,000.00	\$15,000.00
C	1	Audit Expenses						OCG	640				\$4,300.00	\$4,300.00
C	1	Zoom Licenses						OCG	640				\$25,000.00	\$25,000.00
A	4	Maintain Graduation Coaches at all HS		4.02	Guidance/School Counselor	DP STA			112			\$125,770.47		\$125,770.47
A	4	Maintain Graduation Coaches at all HS				DP STA			2xx			\$128,756.27		\$128,756.27
A	4	Maintain College and Career Coordinator		0.44	Guidance/School Counselor	DP STA			112			\$14,289.00		\$14,289.00
A	4	Maintain College and Career Coordinator				DP STA			2xx			\$14,412.90		\$14,412.90
A	1	Maintain Secondary Math TOSA		1	Math: Teacher Coach	DP STA			111			\$76,858.02		\$76,858.02
A	1	Maintain Secondary Math TOSA				DP STA			2xx			\$44,597.55		\$44,597.55
A	1	Reinstate Secondary Content Literacy TOSA		1	Literacy:	DP STA			111			\$79,504.89		\$79,504.89
A	1	Reinstate Secondary Content Literacy TOSA				DP STA			2xx			\$45,495.11		\$45,495.11
A	2	CTE Certified Teachers	R:	2.83	CTE: Teacher Coach	CTE STA			111			\$192,368.12		\$192,368.12
A	2	CTE Certified Teachers	R:Relationshi			CTE STA			2xx			\$126,173.65		\$126,173.65
A	2	CTE Supervision Coach		0.81	CTE: Teacher Coach	CTE STA			112			\$19,047.46		\$19,047.46
A	2	CTE Supervision Coach				CTE STA			2xx			\$25,593.99		\$25,593.99

BUDGET 23-24

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIS - Allowable Expenditure	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	--	Proposed Activity	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$61,118.26	\$5,564.60	\$66,682.86
A	2	CTE Grants							4xx			\$75,000.00		\$75,000.00
A	4	MS Newport Middle 8th Grade AVID		0.17	General Education Teacher	CTE ESF			111			\$9,028.76		\$9,028.76
A	4	MS Newport Middle 8th Grade AVID				DP MS8			2xx			\$6,212.60		\$6,212.60
B	1	9th Grade Success Equipment, Supplies, and Facilities				DP ESF			4xx			\$20,000.00		\$20,000.00
A	3	9th Grade Success Professional Learning				DP PL			OTHER			\$30,000.00		\$30,000.00
B	5	Maintain Indian Education Coordinator		0.44	Equity/Diversity/Inclusion	DP STA			112			\$9,815.35		\$9,815.35
B	5	Maintain Indian Education Coordinator				DP STA			2xx			\$12,895.88		\$12,895.88
B	5	Summer School Programming				DP STA			12x			\$7,467.70		\$7,467.70
B	5	Summer School Programming				DP STA			2xx			\$2,532.30		\$2,532.30
A	3	Administrator Equity Professional Learning				DP PL			OTHER			\$15,000.00		\$15,000.00
A	3	Equity Committee Professional Learning				DP PL			OTHER			\$5,000.00		\$5,000.00
A	1	Secondary Math Supports				DP PL			OTHER			\$10,000.00		\$10,000.00
A	4	Secondary AVID				DP PL			OTHER			\$65,000.00		\$65,000.00
A	4	Secondary AVID				DP PL			OTHER			\$35,000.00		\$35,000.00
A	2	College and Career Field Trips				CLO OCG			OTHER			\$20,000.00		\$20,000.00
B	1	8th Grade Extra Curricular				DP MS8			4xx			\$20,000.00		\$20,000.00
B	5	Edgenuity Online Programming				DP CUR			4xx			\$65,000.00		\$65,000.00
A	2	College Partnerships: Welding, RTEP, Computer Science				CLO ESF			OTHER			\$150,429.97		\$150,429.97
A	1	Maintain Accountability and Assessment Specialist		1.00	Other	DP STA			112			\$42,992.63		\$42,992.63
A	1	Maintain Accountability and Assessment Specialist				DP STA			2xx			\$33,713.80		\$33,713.80
B	5	MTSS Synergy Module Subscription					SSS		4xx		\$14,149.35			\$14,149.35
A	1	Waldport: Data Management and Progress monitoring		0.13	Family/Community				112	\$3,883.96				\$3,883.96
A	1	Waldport: Data Management and Progress monitoring							2xx	\$1,317.05				\$1,317.05
B	4	Waldport: Substitute costs - 16 subs, 4 days							OTHER	\$4,052.32				\$4,052.32
B	3	Waldport: Academic intervention and enrichment (Prep Pe							13x	\$6,347.55				\$6,347.55
B	3	Waldport: Academic intervention and enrichment (Prep Pe							2xx	\$2,152.45				\$2,152.45
B	3	Waldport: Academic and Enrichment Tutoring							13x	\$6,347.55				\$6,347.55
B	3	Waldport: Academic and Enrichment Tutoring							2xx	\$2,152.45				\$2,152.45
C	1	Waldport: Family engagement nights							4xx	\$2,000.00				\$2,000.00
A	2	Waldport: \$500 Lead Teacher Stipend							111	\$373.39				\$373.39
A	2	Waldport: \$500 Lead Teacher Stipend							2xx	\$126.61				\$126.61
B	4	Waldport: Membership - Association for Middle Level Educ							640	\$2,250.00				\$2,250.00
B	4	Waldport: Conference - Association for Middle Level Educa							OTHER	\$5,000.00				\$5,000.00
B	5	Waldport: Program supplies and incentives							4xx	\$2,000.00				\$2,000.00
B	3	Waldport: Academic and Enrichment field trips							OTHER	\$3,599.68				\$3,599.68
B	5	Waldport: 1.5 hr After School Tutoring, Intervention & Enr							112	\$2,696.70				\$2,696.70
B	5	Waldport: 1.5 hr After School Tutoring, Intervention & Enr							2xx	\$914.45				\$914.45
B	5	Newport: Hire Graduation Coach for ELL learners		1	Dual Language: Teacher Coach				112	\$41,072.36				\$41,072.36

BUDGET 23-24

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	--	Proposed Activity	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$118,552.06	\$14,149.35	\$1,589,074.69	\$4,228,625.42	\$5,950,401.52
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$61,118.26	\$5,564.60	\$66,682.86
B	5	Newport: Hire Graduation Coach for ELL learners							2xx	\$13,927.64				\$13,927.64
B	5	Newport: Increase SPED assistants to 8 hours		0.16	Special Education: All Positions				112	\$6,284.20				\$6,284.20
B	5	Newport: Increase SPED assistants to 8 hours							2xx	\$2,130.97				\$2,130.97
B	5	Newport: ELL tutoring							13x	\$2,613.70				\$2,613.70
B	5	Newport: ELL tutoring							2xx	\$886.30				\$886.30
B	5	Newport: Program supplies/incentives/food							4xx	\$2,422.73				\$2,422.73
B	4	Newport: COSA EL conference (registration, travel)							OTHER	\$3,000.00				\$3,000.00
B	4	Newport: Curriculum development to support ELL							13x	\$746.77				\$746.77
B	4	Newport: Curriculum development to support ELL							2xx	\$253.23				\$253.23
														\$0.00
														\$0.00
														\$0.00
														\$0.00
														\$0.00
														\$0.00
														\$0.00
														\$0.00

BUDGET 24-25

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	--	Total Allocation 2023-24:	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$63,612.88	\$5,791.72	\$69,404.60
B	5	Maintain Counselors at all Elementary Schools	R:	6	Guidance			H&S	111				\$384,907.20	\$384,907.20
B	5	Maintain Counselors at all Elementary Schools	R:					H&S	2xx				\$243,956.46	\$243,956.46
B	1	Maintain Music at all Schools	R:	7.97	Music/Ba			WRE	111				\$450,375.44	\$450,375.44
B	1	Maintain Music at all Schools	R:					WRE	2xx				\$307,181.88	\$307,181.88
B	6	Maintain Equitable & Healthy Schools Admininistrator	R:	1	Equity/Di			H&S	113				\$135,193.86	\$135,193.86
B	6	Maintain Equitable & Healthy Schools Admininistrator	R:					H&S	2xx				\$64,749.90	\$64,749.90
B	6	Maintain Equitable & Healthy Schools/HR Assistant	R:	1	Equity/Di			H&S	112				\$43,079.70	\$43,079.70
B	6	Maintain Equitable & Healthy Schools/HR Assistant	R:					H&S	2xx				\$34,126.14	\$34,126.14
A	1	Maintain Elementary Reading TOSA		1	English:			WRE	111				\$87,250.80	\$87,250.80
A	1	Maintain Elementary Reading TOSA						WRE	2xx				\$48,492.84	\$48,492.84
A	1	Maintain Elementary Math TOSA		1	Math:			WRE	111				\$74,164.91	\$74,164.91
A	1	Maintain Elementary Math TOSA						WRE	2xx				\$44,054.82	\$44,054.82
B	6	Maintain District Nurses		3	Licensed			H&S	111				\$235,398.98	\$235,398.98
B	6	Maintain District Nurses						H&S	2xx				\$136,540.66	\$136,540.66
B	5	Maintain TOSA Area Service Coordinators (Tier 3	R:	4	Other			H&S	111				\$256,624.86	\$256,624.86
B	5	Maintain TOSA Area Service Coordinators (Tier 3	R:					H&S	2xx				\$162,644.10	\$162,644.10
B	5	Maintain Indian Ed Coordinator		0.44	Equity/Di			WRE	112				\$8,381.34	\$8,381.34
B	5	Maintain Indian Ed Coordinator						WRE	2xx				\$10,978.26	\$10,978.26
C	1	Hire 1 Hispanic Family Liaison		1	Family/Co			WRE	112				\$43,431.70	\$43,431.70
C	1	Hire 1 Hispanic Family Liaison						WRE	2xx				\$34,245.39	\$34,245.39
B	3	Maintain MS/HS Student Support Facilitators		3.94	SEL:			H&S	112				\$121,988.25	\$121,988.25
B	3	Maintain MS/HS Student Support Facilitators						H&S	2xx				\$119,437.01	\$119,437.01
B	3	Maintain Elementary Student Support Facilitators		4.7	SEL:			H&S	112				\$155,107.70	\$155,107.70
B	3	Maintain Elementary Student Support Facilitators						H&S	2xx				\$130,667.82	\$130,667.82
C	1	Bilingual Customer Service Coordinators		1	Dual			WRE	112				\$25,403.60	\$25,403.60
C	1	Bilingual Customer Service Coordinators						WRE	2xx				\$28,132.06	\$28,132.06
B	5	Bilingual Tutors (Secondary Push In)		2	Dual			WRE	112				\$49,712.81	\$49,712.81

BUDGET 24-25

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	--	Total Allocation 2023-24:	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$63,612.88	\$5,791.72	\$69,404.60
B	5	Bilingual Tutors (Secondary Push In)						WRE	2xx				\$55,893.01	\$55,893.01
B	5	Special Programs Admin (Behavior/Attendance)	R:	0.11	Other			H&S	113				\$14,871.26	\$14,871.26
B	5	Special Programs Admin (Behavior/Attendance)	R:					H&S	2xx				\$7,104.73	\$7,104.73
B	5	Structured Learning Center TOSA		1	Special			H&S	111				\$79,297.21	\$79,297.21
B	5	Structured Learning Center TOSA						H&S	2xx				\$45,795.38	\$45,795.38
C	1	Bilingual Customer Service Coordinator		0.94	Dual			WRE	112				\$24,398.30	\$24,398.30
C	1	Bilingual Customer Service Coordinators						WRE	2xx				\$27,791.16	\$27,791.16
B	7	Eddyville: Maintain Mental Health Counselor		1	Qualified			H&S	111				\$30,468.24	\$30,468.24
B	7	Eddyville: Maintain Mental Health Counselor						H&S	2xx				\$10,331.77	\$10,331.77
B	7	Eddyville: Maintain Behavior Specialist		0.5	Behaviora			H&S	111				\$23,535.79	\$23,535.79
B	7	Eddyville: Maintain Behavior Specialist						H&S	2xx				\$12,603.20	\$12,603.20
A	5	Eddyville: Maintain Dual Credit/AP		0.5	General			WRE	111				\$3,140.79	\$3,140.79
A	5	Eddyville: Maintain Dual Credit/AP						WRE	2xx				\$1,065.04	\$1,065.04
B	8	Eddyville: Implement ASL Instructor		0.25	Dual			WRE	111				\$7,831.63	\$7,831.63
B	8	Eddyville: Implement ASL Instructor						WRE	2xx				\$2,655.70	\$2,655.70
B	8	Eddyville: Purchase Supplies and Materials for WRE and						WRE	4xx				\$8,756.34	\$8,756.34
B	7	Eddyville: Maintain Nurse		1	Licensed			H&S	111				\$51,873.07	\$51,873.07
B	7	Eddyville: Maintain Nurse						H&S	2xx				\$31,224.24	\$31,224.24
B	7	Eddyville: Maintain TA/Health Assistant		0.25	Other			H&S	111				\$5,608.98	\$5,608.98
B	7	Eddyville: Maintain TA/Health Assistant						H&S	2xx				\$6,435.18	\$6,435.18
B	8	Eddyville: Maintain Elementary Music Teacher		0.5	Music/Ba			WRE	111				\$23,535.78	\$23,535.78
B	8	Eddyville: Maintain Elementary Music Teacher						WRE	2xx				\$12,603.20	\$12,603.20
B	1	MS Athletics Coaches						WRE	13x				\$48,337.80	\$48,337.80
B	1	MS Athletics Coaches						WRE	2xx				\$16,391.40	\$16,391.40
B	1	MS Athletics Participation Fees						WRE	640				\$73,225.80	\$73,225.80
B	1	HS Athletics Participation Fees						WRE	640				\$138,021.30	\$138,021.30
B	1	ProActive Coaching (SEL Professional Development)						H&S	OTHER				\$7,650.00	\$7,650.00

BUDGET 24-25

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	--	Total Allocation 2023-24:	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$63,612.88	\$5,791.72	\$69,404.60
B	4	Professional Development						H&S	OTHER				\$50,094.42	\$50,094.42
B	1	SIA Staff Subs						WRE	12x				\$3,809.70	\$3,809.70
B	1	SIA Staff Subs						WRE	2xx				\$1,290.30	\$1,290.30
B	2	Mileage - Area Svc Coordinators						H&S	OTHER				\$5,100.00	\$5,100.00
B	3	Supplies for SIA Staff						H&S	4xx				\$22,421.23	\$22,421.23
C	1	Audit Expenses						OCG	640				\$4,386.00	\$4,386.00
C	1	Zoom Licenses						OCG	640				\$25,500.00	\$25,500.00
C	1	Hire 1 Hispanic Family Liaison		1	Family/Co			WRE	112				\$42,580.10	\$42,580.10
C	1	Hire 1 Hispanic Family Liaison						WRE	2xx				\$33,573.91	\$33,573.91
A	4	Maintain Graduation Coaches at all HS		4.02	Guidance	DP STA			112			\$128,285.88		\$128,285.88
A	4	Maintain Graduation Coaches at all HS				DP STA			2xx			\$131,331.40		\$131,331.40
A	4	Maintain College and Career Coordinator		0.44	Guidance	DP STA			112			\$14,574.78		\$14,574.78
A	4	Maintain College and Career Coordinator				DP STA			2xx			\$14,701.16		\$14,701.16
A	1	Maintain Secondary Math TOSA		1	Math:	DP STA			111			\$78,395.18		\$78,395.18
A	1	Maintain Secondary Math TOSA				DP STA			2xx			\$45,489.50		\$45,489.50
A	1	Reinstate Secondary Content Literacy TOSA		1	Literacy:	DP STA			111			\$81,094.99		\$81,094.99
A	1	Reinstate Secondary Content Literacy TOSA				DP STA			2xx			\$46,405.01		\$46,405.01
A	2	CTE Certified Teachers	R:	2.83	CTE:	CTE STA			111			\$196,215.48		\$196,215.48
A	2	CTE Certified Teachers	R:Relatio			CTE STA			2xx			\$128,697.12		\$128,697.12
A	2	CTE Supervision Coach		0.81	CTE:	CTE STA			112			\$19,428.41		\$19,428.41
A	2	CTE Supervision Coach				CTE STA			2xx			\$26,105.87		\$26,105.87
A	2	CTE Grants				CTE ESF			4xx			\$76,500.00		\$76,500.00
A	4	MS Newport Middle 8th Grade AVID		0.17	General	DP MS8			111			\$9,209.34		\$9,209.34
A	4	MS Newport Middle 8th Grade AVID				DP MS8			2xx			\$6,336.85		\$6,336.85
B	1	9th Grade Success Equipment, Supplies, and Facilities				DP ESF			4xx			\$20,400.00		\$20,400.00
A	3	9th Grade Success Professional Learning				DP PL			OTHER			\$30,600.00		\$30,600.00
B	5	Maintain Indian Education Coordinator		0.44	Equity/Di	DP STA			112			\$10,011.66		\$10,011.66

BUDGET 24-25

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	--	Total Allocation 2023-24:	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$0.00	\$14,149.35	\$1,653,934.88	\$4,401,222.17	\$6,069,306.40
--	--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ADMIN	ADMIN	Indirect/Administration	--	--	--	--	--	--	ADMIN			\$63,612.88	\$5,791.72	\$69,404.60
B	5	Maintain Indian Education Coordinator				DP STA			2xx			\$13,153.80		\$13,153.80
B	5	Summer School Programming				DP STA			12x			\$7,617.05		\$7,617.05
B	5	Summer School Programming				DP STA			2xx			\$2,582.95		\$2,582.95
A	3	Administrator Equity Professional Learning				DP PL			OTHER			\$15,300.00		\$15,300.00
A	3	Equity Committee Professional Learning				DP PL			OTHER			\$5,100.00		\$5,100.00
A	1	Secondary Math Supports				DP PL			OTHER			\$10,200.00		\$10,200.00
A	4	Secondary AVID				DP PL			OTHER			\$98,106.44		\$98,106.44
A	4	Secondary AVID				DP PL			OTHER			\$35,700.00		\$35,700.00
A	2	College and Career Field Trips				CLO OCG			OTHER			\$20,400.00		\$20,400.00
B	1	8th Grade Extra Curricular				DP MS8			4xx			\$20,400.00		\$20,400.00
B	5	Edgenuity Online Programming				DP CUR			4xx			\$66,300.00		\$66,300.00
A	2	College Partnerships: Welding, RTEP, Computer Science				CLO ESF			OTHER			\$153,438.57		\$153,438.57
A	1	Maintain Accountability and Assessment Specialist		1.00	Other	DP STA			112			\$43,852.48		\$43,852.48
A	1	Maintain Accountability and Assessment Specialist				DP STA			2xx			\$34,388.08		\$34,388.08
B	5	MTSS Synergy Module Subscription					SSS		4xx		\$14,149.35			\$14,149.35
														\$0.00
														\$0.00
														\$0.00
														\$0.00
														\$0.00

ADDITIONAL & TIERED PLANNING

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget (Autosum)
--	--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$3,433,978.12	\$3,433,978.12
SAMPLE	S3	Contract with local mental health providers to provide counseling services				DP OCG		WRE	640			\$10,000.00	\$7,500.00	\$17,500.00
SAMPLE	S1	Hire additional secondary math teachers		2	Math:	DP STA		RCS	111			\$30,000.00	\$30,000.00	\$60,000.00
														\$0.00
B	5	Hire 2 Behavior Support TOSA's		2				H&S	111				\$134,501.11	\$134,501.11
B	5	Hire 2 Behavior Support TOSA's						H&S	2xx				\$82,679.33	\$82,679.33
B	6	Security Camera Upgrades						H&S	5xx				\$100,000.00	\$100,000.00
B	6	Wifi for Buses for Homework Access						WRE	4xx				\$90,000.00	\$90,000.00
B	5	Increased hours for current SPED assistants						WRE	112				\$120,814.13	\$120,814.13
B	5	Increased hours for current SPED assistants						WRE	2xx				\$40,968.07	\$40,968.07
B	5	Hire additional SPED Assistants based on caseload		3.52				WRE	112				\$78,837.13	\$78,837.13
B	5	Hire additional SPED Assistants based on caseload						WRE	2xx				\$103,273.67	\$103,273.67
B	5	Hire additional SPED II Assistant		0.81				WRE	112				\$20,837.37	\$20,837.37
B	5	Hire additional SPED II Assistant						WRE	2xx				\$26,200.95	\$26,200.95
B	5	Hire RTI/MTSS Coach		1				H&S	112				\$66,802.49	\$66,802.49
B	5	Hire RTI/MTSS Coach						H&S	2xx				\$41,787.73	\$41,787.73
A	2	Additional time for Teaching Assistants						H&S	112				\$38,085.28	\$38,085.28
A	2	Additional time for Teaching Assistants						H&S	2xx				\$12,914.72	\$12,914.72
B	6	Wireless upload of bus security videos						H&S	4xx				\$90,000.00	\$90,000.00
B	5	Summer School for most impacted students - Teachers						IIT	111				\$17,690.61	\$17,690.61
B	5	Summer School for most impacted students - Teachers						IIT	2xx				\$5,998.89	\$5,998.89
B	5	Summer School for most impacted students - Bilingual Tutors						IIT	112				\$3,046.82	\$3,046.82
B	5	Summer School for most impacted students - Bilingual Tutors						IIT	2xx				\$1,033.18	\$1,033.18
B	5	Summer School for most impacted students - Supplies						IIT	4xx				\$1,000.00	\$1,000.00
B	5	Summer School for most impacted students - Transportation						IIT	OTHER				\$60,000.00	\$60,000.00
B	4	Google Certifications/PD/Online Teaching/Learning						WRE	8xx				\$50,000.00	\$50,000.00
B	6	PBIS Incentives						H&S	4xx				\$50,000.00	\$50,000.00
C	1	Hire Translators/Interpreters		3				WRE	112				\$71,387.50	\$71,387.50
C	1	Hire Translators/Interpreters						WRE	2xx				\$81,612.50	\$81,612.50
B	5	Future Bound Administrator (Alt Ed)		0.5				WRE	113				\$55,798.89	\$55,798.89
B	5	Future Bound Administrator (Alt Ed)						WRE	2xx				\$38,056.41	\$38,056.41
B	1	Middle School PE Teacher (TAHS)		1				WRE	111				\$67,250.56	\$67,250.56
B	1	Middle School PE Teacher (TAHS)						WRE	2xx				\$41,339.66	\$41,339.66
B	5	YAS (SPED) Teacher (TAHS)		1				WRE	111				\$67,250.56	\$67,250.56
B	5	YAS (SPED) Teacher (TAHS)						WRE	2xx				\$41,339.66	\$41,339.66

ADDITIONAL & TIERED PLANNING

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget	EIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget (Autosum)
B	5	Increase SLP to 1.0 FTE		0.4				WRE	111				\$28,648.79	\$28,648.79
B	5	Increase SLP to 1.0 FTE						WRE	2xx				\$17,128.81	\$17,128.81
A	2	Hire Electives Teacher (NMS)		1				WRE	111				\$67,250.56	\$67,250.56
A	2	Hire Electives Teacher (NMS)						WRE	2xx				\$41,339.66	\$41,339.66
B	5	Hire Bilingual Tutors		5				WRE	112				\$124,627.21	\$124,627.21
B	5	Hire Bilingual Tutors						WRE	2xx				\$137,936.09	\$137,936.09
B	6	Install preschool safety upgrades						H&S	5xx				\$50,000.00	\$50,000.00
B	6	SEL Curriculum						H&S	4xx				\$24,000.00	\$24,000.00
A	2	Hire additional Teacher to reduce class size		1				RCS	111				\$67,250.56	\$67,250.56
A	2	Hire additional Teacher to reduce class size						RCS	2xx				\$41,339.66	\$41,339.66
A	2	Hire CTE Teaching Assistant (TOHS)		0.47				WRE	112				\$16,228.21	\$16,228.21
A	2	Hire CTE Teaching Assistant (TOHS)						WRE	2xx				\$15,070.49	\$15,070.49
A	2	Hire Science Teacher (WHS)		0.25				WRE	111				\$16,724.85	\$16,724.85
A	2	Hire Science Teacher (WHS)						WRE	2xx				\$10,305.15	\$10,305.15
B	1	After School Program Expansion K-6						IIT	112				\$35,350.76	\$35,350.76
B	1	After School Program Expansion K-6						IIT	2xx				\$11,987.44	\$11,987.44
B	1	After School Program Expansion 7-12						IIT	112				\$83,132.55	\$83,132.55
B	1	After School Program Expansion 7-12						IIT	2xx				\$28,190.25	\$28,190.25
A	1	Reading/Math Interventions 7-9						WRE	OTHER				\$100,000.00	\$100,000.00
B	5	SPED Spanish Translation Module for Power Schools						WRE	4xx				\$2,200.00	\$2,200.00
B	6	Suicide Prevention Curriculum						H&S	4xx				\$20,000.00	\$20,000.00
B	3	DESSA - SEL Screening Tool						H&S	4xx				\$8,250.00	\$8,250.00
B	3	DESSA - SEL Screening Tool PD						H&S	OTHER				\$250.00	\$250.00
B	1	Maintain Music at all Schools (CVH 1.0, TAHS .66, TOES .17, ADD .5 NMS,		2.83	Music/Ba			WRE	111				\$161,998.89	\$161,998.89
B	1	Maintain Music at all Schools (CVH 1.0, TAHS .66, TOES .17, ADD .5 NMS,						WRE	2xx				\$107,387.87	\$107,387.87
B	6	Maintain District Nurses		1	Licensed			H&S	111				\$67,117.69	\$67,117.69
B	6	Maintain District Nurses						H&S	2xx				\$41,294.61	\$41,294.61
C	1	Bilingual Customer Service Coordinators		1.88	Dual			WRE	112				\$48,669.95	\$48,669.95
C	1	Bilingual Customer Service Coordinators						WRE	2xx				\$54,773.99	\$54,773.99
C	1	Bilingual Customer Service Coordinators		0.94	Dual			WRE	112				\$24,759.18	\$24,759.18
C	1	Bilingual Customer Service Coordinators						WRE	2xx				\$27,530.84	\$27,530.84
C	1	Hire 1 Hispanic Family Liaison		1	Family/C			WRE	112				\$42,580.10	\$42,580.10
C	1	Hire 1 Hispanic Family Liaison						WRE	2xx				\$33,573.91	\$33,573.91
C	1	REMIND - Family Communication Software						OCG	4xx				\$20,000.00	\$20,000.00
C	1	Volunteer Coordinator		0.5	Family/C			OCG	OTHER				\$40,000.00	\$40,000.00

ADDITIONAL & TIERED PLANNING

Outcome Letter	Strategy #	Proposed Activity	Supports CBO?	FTE	FTE Type	HSS - Activity Category	EIS - Allowable Expenditure Area	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget	EIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget (Autosum)
B	7	Eddyville: Add Behavior Specialist - Secondary		1	Behavior			H&S	111				\$46,148.60	\$46,148.60
B	7	Eddyville: Add Behavior Specialist - Secondary			Behavior			H&S	2xx				\$24,712.16	\$24,712.16
B	8	Eddyville: Increase Elementary Music Teacher to 1.0 FTE		0.5	Music/Ba			WRE	111				\$23,074.29	\$23,074.29
B	8	Eddyville: Maintain Elementary Music Teacher to 1.0 FTE						WRE	2xx				\$12,356.08	\$12,356.08
B	8	Eddyville: Increase ASL Instructor to .5 FTE		0.25	Dual			WRE	111				\$7,678.07	\$7,678.07
B	8	Eddyville: Increase ASL Instructor to .5 FTE						WRE	2xx				\$2,603.63	\$2,603.63
														\$0.00

BUDGET CODES

CTE Function Codes	Codes
Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities	1131
Curriculum – Standards, Content, Alignment and Articulation	2210
CTE Professional / Personnel Development	2240
Scientifically Based Research	262X
Indirect - Support Services - Central Activities	2600

EIS Allowable Expenditure Areas	Codes
Staffing to maintain the system and facilitate corrective action;	STF
Training for staff to maintain and use the system with fidelity;	TRN
System software purchases and subscriptions;	SSS
Data analysis and research;	DAR
Tribal government consultation; and	TGC
Student, family, staff, and community engagement	ENG

HSS Activities Categories	Code
Dropout Prevention Professional Learning	DP PL
Dropout Prevention Ongoing Community Engagement & Partnerships	DP OCG
Dropout Prevention Equipment, Supplies, and Facilities	DP ESF
Dropout Prevention Curriculum	DP CUR
Dropout Prevention Staff Salaries and Stipends	DP STA
Dropout Prevention Middle School- 8th grade only	DP MS8
College Level Opportunities Professional Learning	CLO PL
College Level Opportunities Ongoing Community Engagement & Partnerships	CLO OCG
College Level Opportunities Equipment, Supplies, and Facilities	CLO ESF
College Level Opportunities Curriculum	CLO CUR
College Level Opportunities Staff Salaries and Stipends	CLO STA
College Level Opportunities Middle School- 8th grade only	CLO MS8
Career & Technical Education Professional Learning	CTE PL

SIA Allowable Use Categories	Code
Health and Safety	H&S
Increased Instructional Time	IIT
Ongoing Community Engagement	OCG
Reduced Class Size	RCS
Well Rounded Education	WRE

ALL Object Codes	Codes
Licensed Salaries	111
Classified Salaries	112
Administrative Salaries	113
Substitute Salaries	12x
Additional Salaries	13x
Benefits	2xx
Supplies and Materials	4xx
Capital Outlay	5xx
Dues and Fees	640
Miscellaneous	8xx
Administrative Indirect	ADMIN
Other	OTHER

ALL Supports CBO?	Code
Monies go to CBO	F
No monies but Relationship	R
No CBO tie (leave blank)	

BUDGET CODES

Career & Technical Education Ongoing Community Engagement & Partnerships	CTE OCG
Career & Technical Education Equipment, Supplies, and Facilities	CTE ESF
Career & Technical Education Curriculum	CTE CUR
Career & Technical Education Staff Salaries and Stipends	CTE STA
Career & Technical Education Middle School- 8th grade only	CTE MS8

FTE Types
Math: Teacher Coach Assistant TOSA
English: Teacher Coach Assistant TOSA
Dual Language: Teacher Coach Assistant TOSA
CTE: Teacher Coach Assistant
Music/Band/Choir: Teacher Assistant
SEL: Teacher Coach Assistant TOSA
Equity/Diversity/Inclusion Specialist
Physical Education: Teacher Coach Assistant
Family/Community Engagement/Outreach Specialist (not licensed)
General Education Teacher
Literacy: Teacher/Coach/Assistant/TOSA
Guidance/School Counselor
Qualified Mental Health Professional/Psychologist/Licensed Clinical Social Worker
Special Education: All Positions
Library/Media Specialist
Licensed Nurse/Health Professional
Behavioral Specialist
Other

7. Public Comment from the Audience (This time is reserved for public comment on topics published on the Board's agenda)
8. Board Reports
9. Action Items
 - a. Business Services
 1. Food Services Request for Proposal

**NOTICE OF REQUEST FOR PROPOSALS FOR
FOOD SERVICE MANAGEMENT SERVICES**

**This is a
REQUEST FOR PROPOSAL
by
Lincoln County School District
in the administration of one or more USDA Child Nutrition Programs
hereafter called the Sponsor**

**TO OPERATE AND MANAGE THE FOOD SERVICE
FOR SAID LOCAL EDUCATIONAL AGENCY
FOR THE SCHOOL YEAR BEGINNING JULY 1, 2023
RENEWABLE FOR FOUR ONE-YEAR TERMS**

PROPOSALS WILL BE RECEIVED BY SPONSOR UNTIL **MARCH 15, 2023**

PROPOSALS WILL BE CONSIDERED AND A CONTRACT EXECUTED PURSUANT TO THE PROPOSED TIMELINE IN SECTION II, PART B BELOW.

PROPOSALS AND SUPPORTING DOCUMENTATION AS DESCRIBED IN THIS REQUEST FOR PROPOSAL (RFP) ARE TO BE DELIVERED TO:

Kim Cusick, Business Services Director
1212 NE Fogarty Street, Newport, OR 97365

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Glossary of Terms

Bidder means the entity that responds to an Invitation for Bids for the purpose of providing a product or service.

Buy American means the “Buy American” provision (in section 12(n) of the National School Lunch Act) requires schools to purchase, to the maximum extent practicable, domestic commodities and products. A domestic commodity or product means an agricultural commodity that is processed in the United States, and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. Purchases made in accordance with the Buy American provision must still follow the applicable procurement rules calling for free and open competition. Any entity that purchases food or food products on behalf of the SFA must follow the same “Buy American” provisions that the SFA is required to follow.

Code of Federal Regulations (CFR) means the codification of the general and permanent rules published in the *Federal Register* by the Executive departments and agencies of the Federal government.

Competitive Proposals (previously known as Competitive Negotiation), i.e., a Request for Proposal, means a method of procurement whereby a technical proposal is solicited that explains how the prospective contractor will meet the objectives of the solicitation and a cost element that identifies the costs to accomplish the technical proposal. While price alone is not the sole basis for award, price remains the primary consideration when awarding a contract under the competitive proposal method. **Contract** means a formal, legally enforceable agreement between a buyer (client) and a seller (contractor) that establishes a legally binding obligation for the seller to furnish goods and/or services and for the buyer to compensate the seller. A contract must clearly and accurately describe the goods and/or services to be delivered or performed and the terms and conditions of the agreement. In the case of school meals programs, a contract is executed by the authorized representatives of the SFA and the contractor that calls for the provision of services, materials, supplies or equipment by the contractor in accordance with all conditions and specifications in the bid/proposal documents, for a price to be paid by the SFA prior to execution.

Contract Documents means the bid specifications, requirements, the IFB and the RFP as applicable, and the resulting contract.

Donated Foods means foods donated, or available for donation, by the United States Department of Agriculture.

Equipment means tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more. State law or policy may set stricter capitalization thresholds for equipment than the one set by Federal standards. Any SFA may use its own definition of equipment if its definition would at least include all items of equipment as defined here. State agency prior approval is required for all capital equipment items with an acquisition cost of \$5,000 or more unless the item is identified on the State agency approved list, if applicable.

Execution of Contracts means to complete and formally sign the legal document. For school meals purposes, it is the official signing of the contract by the SFA and the contractor, which indicates that the contract has begun (or has been renewed). Before any contract or amendment to an existing FSMC contract is executed, a State agency must review and approve the contract terms and assure that the SFA has incorporated all State agency required changes into the contract or amendment.

Fixed-price means a price that is fixed at the inception of a contract and is guaranteed for a specific period of time. A fixed-price contract may also contain an economic cost adjustment provision based on a measurable index such as the Consumer Price Index for All Urban Consumer.

FNS means the Food and Nutrition Service of the United States Department of Agriculture. FNS administers the nutrition assistance programs of USDA. The mission of FNS is to work with partners

to provide food and nutrition education to people in need in a way that inspires public confidence and supports American agriculture.

Food Service Management Company (FSMC) means a commercial enterprise or a nonprofit organization that is or may be contracted with by the SFA to manage any aspect of the school food service. [7 CFR 210.2] Under the Summer Food Service Program an FSMC means any commercial enterprise or nonprofit organization with which a sponsor may contract for preparing unitized meals, with or without milk, for use in the Program, or for managing a sponsor's food service operations in accordance with the limitations set forth in §225.15. Food service management companies may be: (a) Public agencies or entities; (b) private, nonprofit organizations; or (c) private, for-profit companies. [7 CFR 225.2] Under the Child and Adult Care Food Program an FSMC means an organization other than a public or private nonprofit school, with which an institution may contract for preparing and, unless otherwise provided for, delivering meals, with or without milk for use in the Program. [7 CFR 226.2].

terms.

Local educational agency (LEA) is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Material Change means any change made to a contract after it has been awarded that alters the terms and conditions of that contract substantially enough that had other respondents known of these changes in advance, they could have bid differently and more competitively.

Meal Equivalency Factor (MEF) is a statistical tool that is used to convert a la carte sales into a standard of measure, in this case a "meal." The MEF is often used to convert a la carte sales into meal equivalents for billing purposes in fixed price contracts.

Noncompetitive Proposal – found in 2 CFR 200.320(f) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- (A) The item is available only from a single source;
- (B) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- (C) The awarding agency authorizes noncompetitive proposals; or
- (D) After solicitation of a number of sources, competition is determined inadequate.

Proposals must include both price and terms using the same procedures that would be followed for competitive proposals.

Non-federal entity: means a state, local government, Indian tribe, institution of higher education (IHE), or nonprofit organization that carries out a Federal award as a recipient or subrecipient.

Nonprofit School Food Service means all food service operations conducted by the SFA principally for the benefit of schoolchildren, all of the revenue from which is used solely for the operation or improvement of such food services. Per 7 CFR 210.16(a)(5)& (6) school food authorities must retain signature authority on the State agency-school food authority agreement, free and reduced price policy statement and claims and must retain control of the quality, extent, and general nature of its food service, and the prices to be charged the children for meals.

Offeror means the entity that provides an offer in response to a solicitation (either an invitation for bids (IFB) or request for proposals (RFP)), for the purpose of providing a product or service and the price/cost of providing such.

Processor means any commercial facility which processes or repackages USDA Foods. However, commercial enterprises that handle, prepare, and/or serve products or meals containing USDA Foods

on-site solely for the individual recipient agency under contract are exempt under this definition. For further information see the definition in 7 CFR 250.3.

Procurement means the process of obtaining goods and/or services in accordance with applicable rules and regulations.

Request for Proposal (RFP) means a type of solicitation document used for the formal procurement method of competitive proposals. The RFP identifies the goods and services needed and all significant evaluation factors. The RFP is publicized and is used to solicit proposals from a number of sources. Negotiations are conducted with more than one of the sources submitting proposals, and either a fixed-price or cost-reimbursable type contract is awarded, as appropriate. Competitive proposals may be used if conditions are not appropriate for the use of competitive sealed bids.

Responsible Offeror means an entity capable of performing successfully under the terms and conditions of the contract.

Responsive Bid/Proposal is one which conforms to all the material terms and conditions of the solicitation.

School Food Authorities (SFAs) means the governing body which is responsible for the administration of one or more schools, and has legal authority to operate the National School Lunch Program or School Breakfast Program therein or be otherwise approved by FNS to operate the program. The school system superintendent is typically the person authorized by the governing body to sign legal documents for the SFA.

Sealed Bids, i.e., an Invitation for Bids (IFB), means a formal method of procurement in which bids are publicly solicited, i.e., through an invitation for bids (IFB), resulting in the award of a firm-fixed price contract to the responsible bidder whose bid is responsive to the IFB, conforms to all the material terms and conditions of the invitation for bids, and is lowest in price. In the case of local and tribal governments, the IFB must be publicly advertised. Bids must be solicited from an adequate number of known suppliers, providing them with sufficient time to respond prior to the date set in the IFB for opening the bids. For local and tribal governments, the bids must be opened publicly.

Simplified acquisition threshold means the dollar amount below which a non-Federal entity may purchase property or services using small purchase methods. Non-Federal entities adopt small purchase procedures in order to expedite the purchase of items costing less than the Simplified Acquisition Threshold. The Simplified Acquisition Threshold is set by the Federal Acquisition Regulation at 48 CFR Subpart 2.1 (Definitions) and in accordance with 41 U.S.C. 1908. As of the publication of this guidance, the Simplified Acquisition Threshold is \$150,000, but this threshold is periodically adjusted for inflation. [2 CFR 200.88]

Sole Source Procurement –refers to one type of noncompetitive proposal found in 2 CFR 200.320(f)(see Noncompetitive proposal, above); in the Child Nutrition Programs this occurs only when the goods or services are available from only one manufacturer through only one distributor or supplier. Sole source describes a condition of the procurement environment. In a true sole source situation, conducting a traditional solicitation (sealed bid, competitive negotiation or small purchase) is a meaningless act, because the element of competition will not exist. When faced with an actual sole source situation, an SFA must first obtain State agency approval, and then go directly to the one source of supply to negotiate terms, conditions and prices.

Solicitation means a document used by the SFA to acquire goods and/or services. Solicitations must incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Solicitations must also identify all of the contract provisions required by Federal procurement regulations, requirements, terms, and conditions which the offerors must fulfill and all other factors to be used in evaluating the bids or proposals.

Sponsor means a person or institution who is responsible for one or more programs under the Oregon Department of Education Child Nutrition Program.

State Agency means Oregon Department of Education.

USDA Foods means foods purchased by the United States Department of Agriculture. USDA Food Programs support domestic nutrition programs and American agricultural producers through purchases of domestic agricultural products for use in schools and institutions.

Vendor means a merchandiser of complete meals, meal components, or raw materials.

ARTICLE I. TERMS AND CONDITIONS FOR REQUEST FOR PROPOSALS FOR FOOD SERVICE MANAGEMENT CONTRACT

A. INTRODUCTION

Pursuant to state and federal law, Lincoln County School District, Local Educational Agency (hereafter called the Sponsor) participating in the National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), Fresh Fruit and Vegetable Program (FFSVP), School Breakfast Program (SBP), Special Milk Program (SMP) or Summer Food Service Program (SFSP) may contract with a food service management company (FSMC) to operate eligible school food services. The administration of all USDA Child Nutrition Programs is the responsibility of the Oregon Department of Education (hereafter called the Department). All terms and conditions of procurement and contracting are subject to 2 CFR 200, 7 CFR 210, 7 CFR 250, 7 CFR 226, 7 CFR 225, and Oregon Administrative Rules 581, Division 51, as applicable.

The successful FSMC will be required to enter into the Oregon Department of Education standard form agreement titled "SPONSOR- FSMC Contract". The contract awarded will be a fixed price contract. The FSMC will be paid at a fixed rate per meal. The SPONSOR must determine and receive the full value of USDA Foods, i.e., credits or reductions. The FSMC is responsible for reporting this monthly to the SPONSOR. Adjustments may be accomplished on the monthly invoice from the FSMC or by an annual adjustment as determined by the SPONSOR. USDA Foods values are to be based on the Federal Web Based Supply Chain Management (WBSCM) system for direct delivery food products and the Summary End Product Data Schedules (SEPDS) set forth in the National Processing Agreement (NPA) or the State Participation Agreement (SPA) for processed end products .

B. TIMELINE

Proposed Schedule:

State Agency RFP Approval	February 6, 2023
Board Approval to Release RFP:	February 14, 2023
RFP Released for Advertisement:	February 15, 2023
Proposal Meeting and Site Visit Tour (Mandatory):	February 24, 2023
RFP Questions Due:	March 2, 2023
Proposals Due:	March 15, 2023
Proposals Scored:	March 23, 2023
Board Approval of Apparent Successful Proposer:	April 11, 2023
Notification of Apparent Successful Proposer (Post Intent to Award):	April 12, 2023
Post-Selection Review and Protest Period Ends:	April 19, 2023
Respond to Post-Selection Review Comments:	April 21, 2023
State Agency Approval of Draft Contract:	April 28, 2023
Board Approval of Selected Proposer and Contract:	June 13, 2023
State Agency Approval:	June 15, 2023
Contract Signed and Executed By:	June 16, 2023
Submit Signed Contract to the Department:	June 19, 2023

The SPONSOR or the Department may, if necessary, revise these dates.

C. GENERAL PROPOSAL INFORMATION

The SPONSOR reserves the right, in its sole discretion:

1. to amend the RFP;
2. to extend the deadline for submitting proposals;
3. to decide whether a proposal does or does not substantially comply with the requirements of this RFP;
4. to waive any minor irregularity, informality, or nonconformance with this RFP;
5. to obtain or provide references to other public agencies, upon request, regarding the proposer's contract performance; and
6. at any time prior to the contract execution (including after announcement of the apparent awardee):
 - (a) to reject any proposal that fails to substantially comply with all prescribed RFP requirements and procedures, and
 - (b) to reject all proposals received and cancel this RFP upon a finding by the SPONSOR that there is good cause therefore and that such cancellation would be in the best interests of the SPONSOR.

ALL PROPOSERS WHO SUBMIT A RESPONSE TO THIS RFP UNDERSTAND AND AGREE THAT THE DEPARTMENT AND THE SPONSOR ARE NOT OBLIGATED THEREBY TO AWARD A CONTRACT TO ANY PROPOSER. NEITHER THE DEPARTMENT NOR THE SPONSOR HAS ANY FINANCIAL OBLIGATION TO ANY PROPOSER. IN ADDITION, EACH PROPOSER UNDERSTANDS AND AGREES THAT NEITHER THE DEPARTMENT NOR THE SPONSOR SHALL BE RESPONSIBLE FOR ANY EXPENSES AND COSTS INCURRED IN SUBMITTING A RESPONSE TO THIS RFP. EACH PROPOSER WHO RESPONDS TO THIS RFP DOES SO SOLELY AT THE PROPOSER'S COST AND EXPENSE.

D. ADDENDA

Questions regarding the information contained in this Request for Proposal must be submitted to Kim Cusick, Lincoln County School District at 1212 NE Fogarty Street, Newport, OR 97365, not later than 5:00 p.m. PST, March 2, 2023. All questions must be submitted in writing or sent to kim.cusick@lincoln.k12.or.us and received by the specified date and time. No oral questions or post marks will be accepted.

If any part of this RFP is amended, addenda will be provided to all proposers who received the initial RFP.

Failure to acknowledge all addenda may result in declaration of your RFP as nonresponsive.

E. SUBMISSION OF PROPOSALS

The following items explain the format requirements for proposal preparation and submission. The SPONSOR reserves the right to eliminate from consideration any FSMC proposal received, which does not follow this format.

- Proposal must be submitted in the name of the legal entity registered with the State of Oregon, Corporations Division, to do business in the State of Oregon or an independent contractor.
- Proposers are to respond to the questions asked; limiting answers to no more than 2 typed 8.5 x 11 pages per item using 11 point or larger font, no less than singled spaced. Marketing materials are neither requested nor desired. Attachments must be limited to pertinent information that addresses the questions and scoring categories. Submission of extraneous marketing materials may result in a proposal being deemed non-responsive. **Any proposal that fails to follow the format specified in this RFP will be considered non-responsive and may be eliminated for consideration by the SPONSOR. The SPONSOR reserves the right to reject any or all bids, if deemed in the best interest of the SPONSOR.**
- Proposal should have a title page which list all contact information.
- At least one (1) proposal must bear an original signature signed in **Blue ink** and dated by the Applicant/s or a representative legally authorized by the Applicant/s.
- Six (6) copies of the proposal must be submitted in sealed packages or envelopes. All packages and envelopes must be marked clearly with the note: “RFP--School Food Service” with the date and time for opening. One (1) copy of the proposal shall be submitted electronically on a flash drive in Word.
- No oral, telephonic, or facsimile proposals will be accepted.
- Proposals including pricing information must be received by **5:00 p.m. PST, March 15, 2023**. Late proposals or modifications will **not** be accepted.

The SPONSOR will award the contract to the most qualified and responsible FSMC whose proposal is responsive to this solicitation. A responsible FSMC is one whose financial and technical resources indicate an ability to perform the services required by this solicitation.

The SPONSOR is prohibited from entering into a contract with a FSMC that provides recommendations, develops, or drafts specifications, requirements, statements of work, requests for proposals, contract terms and conditions or other documents for use in conducting the procurement.

F. ACCEPTANCE OF CONTRACTUAL REQUIREMENTS

SPONSOR considers this RFP to be legally binding. This RFP and the resulting winning proposal submitted by an offeror in response to this RFP will be incorporated into the subsequent awarded contract between the selected FSMC and SPONSOR. It should be understood by the offeror that this means the SPONSOR expects the offeror’s proposal in response to this RFP to satisfy all requirements listed herein. Exceptions should be explicitly noted in offeror’s proposal. Lack of exceptions listed on an offeror’s proposal will be considered as acceptance of all of the specifications including terms and conditions and other requirements as presented in this RFP. All exceptions will be evaluated after the due date during the time of proposal evaluations. No exceptions, addendums, amendments, or other changes to the awarded contract will be allowed thereafter. The only allowable amendments will be the amendment to renew the awarded contract. This amendment will be presented to

the contractor by the SFA at the time of renewal. The addition of offeror's terms and conditions after due date of this RFP will not be allowed.

G. PRICE

Prices, costs, and expenses quoted in submitted proposals shall include all costs for services provided under the contract. The SPONSOR shall establish all selling prices, including price adjustment, for all reimbursable and non-reimbursable meals/milk and a la carte sales (including vending, adult meals, contract meals, and catering) prices. Any unspecified costs shall be borne by the contractor per Oregon Administrative Rule (OAR) 581-051-0570

H. PUBLIC RECORDS

This RFP and one (1) copy of each proposal received in response to it, together with copies of all documents pertaining to the award of a contract, shall be kept by the SPONSOR and made part of a file or record, which shall be open to public inspection. If a proposal contains any information that is considered a trade secret under ORS 192.345(2), each sheet of such information shall be marked with the following caption:

“This data constitutes a trade secret under ORS 192.345(2), and shall not be disclosed except in accordance with the Oregon Public Records Law, ORS Chapter 192.”

Sheets identified as containing trade secret information shall not contain non-trade secret material. A violation of this requirement shall result in the entire sheet being subject to public disclosure. SPONSOR shall have no liability of the disclosure of trade secret material and especially so when the material is not properly marked or separated from non-trade secret material.

I. INVESTIGATION OF REFERENCES

The SPONSOR reserves the right to investigate the references and past performance of any proposer with respect to its successful completion of similar projects, compliance with contractual obligations and specifications, and lawful payments of suppliers, contractors, and workers. The SPONSOR may postpone the award or execution of the contract after the announcement of the apparent successful proposer in order to complete the investigation. The SPONSOR reserves the right to reject any or all proposals at any time prior to the execution of a contract.

- Proposers must include a listing of comparable District where they have current Child Nutrition management services. Listing must include a district contact name, email address, and telephone number.
- Proposers must include in the listing all Districts in the State of Oregon where they currently provide Child Nutrition management services.
- Proposers must include a listing of all lost or discontinued District accounts within the last five (5) years.

J. RECYCLED PRODUCTS

Proposers shall use recycled or reusable products to the maximum extent economically feasible in the performance of the contract work set forth in this document.

K. PROPOSAL MEETING AND SITE VISIT

The scheduled mandatory proposal meeting and site visit is a proposer’s only opportunity to visit the sites. Information provided as a result of proposer questions at the meeting will be distributed as addenda. Attendance at proposal meeting and site tours shall be limited to two (2) outside representatives from each proposer.

Vendors may have cameras to document the sites visited. **Under no circumstances will photos of students or staff be allowed.** Questions during the tour will be noted by SPONSOR staff with answers being distributed via addendum at a later date. Vendors may also submit questions in writing after the tour.

The starting point for this meeting will be the District Office located at 1212 NE Fogarty Street, Newport, OR 97365. The starting time for this meeting is 9:00 a.m.

L. PROPOSAL EVALUATION PLAN

Proposals shall be thoroughly reviewed and subjected to an impartial evaluation by SPONSOR administrators using the following scoring system.

<u>CRITERIA FOR EVALUATION</u>	<u>POINTS</u>
a. Financial Pro Forma	35
b. Proposed Food, Nutrition and Wellness Programs	30
c. Employee Training & Development Plan including work environment & Food Handling Safety	15
d. Community Involvement and Communications Plan	10
e. Depth of Resident Director, management & support resources	30
f. Child Nutrition Experience with other comparable Districts	25
g. Professional Standards for All SNP Employees	<u>5</u>
Total Points Possible	150

M. POST-SELECTION REVIEW

Competing proposers shall be notified in writing of the selection of the apparent successful proposer and shall be given five (5) calendar days to review the RFP file and evaluation report at the SPONSOR office. Any action which diminishes open and free competition seriously undermines the integrity of the procurement process and may subject the SPONSOR to bid protests. SPONSORs are responsible for properly responding to protests and concerns raised by potential contractors. SPONSOR must attach their bid protest procedures to their RFPs. Any questions or concerns about the selection process must be in writing and must be delivered to:

Kim Cusick, Business Director, 1212 NE Fogarty St, Newport, OR 97365

The SPONSOR will promptly respond to proposer questions or concerns. The decisions of the SPONSOR are final.

N. RESERVATIONS

The Board of Directors of Lincoln County School District herein expressly reserves the following rights:

- 1.To negotiate separately with any source whatsoever in any manner necessary to serve the best interest of the District. The District does not intend to award a contract solely on the basis of any response made to this request for proposal or in any way to pay for information solicited or obtained. The information obtained will be used in determining what seems to best serve the interest of the District.

- 2.To consider the competency and responsibility of bidders and of their proposed subcontractors in making the award. The decision will not be based solely on price and program offerings but will include consideration of the rural nature of the District and the proposer’s ability to service a large rural district, as well as the proposer’s willingness to support current and future District programs including the garden program.

- 3.To make the award based on its best judgment as to which contractor will provide a program which best meets the District’s expectations of a program employing the highest standards of quality, nutritional standards, palatability and menu variety.

- 4.To make such changes or corrections in plans, specifications, or quantities as it may deem necessary or desirable prior to the proposal opening. Contractors will be notified of such changes in writing by addenda mailed to the address on file in the District Office.

5. To make the award based on its best judgement as to which contractor will be the best partner to provide a program which meets the District’s expectations of equity and PBIS (Positive Behavioral Interventions & Support) standards and policies as noted Article III (1)A.

O. CONTRACT

The successful proposer shall enter into a fixed price contract for a period of one (1) year duration, beginning on or about July 1, 2023 and ending June 30, 2024. The contract may be renewed, upon the fulfillment of all contract provision and mutual written agreement of the SPONSOR and FSMC in a addendum executed by the Board-authorized signatory of the SPONSOR and the FSMC prior to expiration of this agreement or subsequent renewal periods, for a maximum of four (4) additional one (1) year terms, at the sole discretion of the SPONSOR. In the event that the SPONSOR and the FSMC agree to renew, the Agreement shall continue under the same terms and conditions as set fourth herein. No material changes in the Agreement may be made by either party. Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a material change in conditions, including, without limitations, changes to the following assumptions, this contract (1) may be terminated at the end of the current term or (2) continue under the same terms as written, whichever is mutually agreed upon.

The distinction between a minor change and a material change cannot be qualified for every action undertaken in the Child Nutrition (CN) programs. However, at a minimum, a change is material when, had the new term been in the solicitation and original contract, it could have

affected how the bidder and other competitors responded to the RFP. Services or features contingent on multi-year contracts are not allowable, for example equipment installation may not be stipulated for contract renewal years.

The term materially consistent shall mean that a change does not (1) materially increase FSMC's cost of providing management service or (2) materially decrease the net revenue derived from the food service operations. The SPONSOR reserves the right to expand the Federal Child Nutrition programs in order to provide availability of food resources to children and students that can be served through these programs so long as both parties are in agreement and prior approval is obtained from ODE. The original contract must specify the Consumer Price Index (CPI) Food Away From Home series of the CPI for All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor for the 12-month period March to March. Adjustment factors may include changes in federal reimbursement rates.

The successful proposer shall enter into a contract with the SPONSOR, which embodies the preceding specifications.

The contract must be drafted by the SPONSOR using the ODE template contract as revised to reflect negotiations and subject to final approval by the SPONSOR. The awarded contract must be completed and include all documents contained in the RFP and subsequent negotiations. Changes or amendments are not valid unless approved by ODE prior to contract execution of the awarded contract between the SPONSOR and the selected FSMC.

ARTICLE II. REQUIRED MATERIALS CONSTITUTING A RESPONSIVE PROPOSAL

A. MANDATORY ITEMS

THE FOLLOWING ITEMS 1 - 5 ARE TO BE SUBMITTED WITH ALL PROPOSALS. PROPOSALS NOT CONTAINING ALL APPLICABLE ITEMS WILL BE REJECTED.

1. **Cover Letter** The Proposer must submit a cover letter, which contains a brief explanation of the features of the proposal. The Proposer must include the email address, telephone and facsimile numbers of an authorized representative of the FSMC. The cover letter should acknowledge receipt of any amendments or modifications to the RFP.
2. **Completed Certificate of Independent Price Determination (Attachment A)**
3. **Certificate of Suspension and Debarment—if applicable (Attachment B)**
4. **Certification of Clean Air and Water – if applicable (Attachment C)**
5. **Certification Regarding Lobbying – if applicable (Attachment D)**
6. **Financial Pro Forma- if applicable (Attachment E)**
7. **Proposal Cover Sheet Certification- if applicable (Attachment E)**
8. **Buy American Provision** - The SPONSOR and the FSMC shall purchase, to the maximum extent practicable, domestic agricultural commodities or products. Section 12(n) of the National School Lunch Act defines “domestic commodity or product” as an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially using agricultural commodities produced in the U.S. Report language accompanying the legislation

noted that “substantially means over 51% from American products.” Therefore, over 51% of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. Thus, for foods that are unprocessed, agricultural commodities must be domestic, and for foods that are processed, they must be processed domestically using domestic agricultural food components that are comprised of over 51% domestically grown items, by weight or volume as determined by the SFA. This provision applies to all food purchases paid from the nonprofit school food services account. (7 CFR Part 210.21(d) and USDA memo 38-2017).

Limited Exceptions to the Buy American provision- There are limited exceptions to the Buy American provision which allow for the purchase of foods not meeting the “domestic” standard as described above (i.e., “non-domestic”) in circumstances when use of domestic foods is truly not practicable. These exceptions, as determined by the SFA, are:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non domestic product.

9. **Financial Terms** Complete as to all price terms using a maximum of two (2) decimal points \$X.XX, methods of determining costs, rebates, methods of allocating expenses, methods of determining meal equivalents, and all formulas for computing fixed price per meal rate. The FSMC shall determine a per meal price as if all food was purchased (no commodities available.). To the extent relevant in determining financial terms, the FSMC shall use the exact information provided in Appendix (A).

For fixed price per meal purposes, each reimbursable lunch shall be considered one (1) meal/meal equivalent, each reimbursable breakfast shall be considered one-half (1/2) of a meal/meal equivalent, and one reimbursable snack shall be considered one-third (1/3) of a meal/meal equivalent

Computation of Lunch Equivalency Rate (LER) for ala carte sales.
The computation below for computation of LER is only a model. SFAs are encouraged to use this criterion as a minimum in computing the LER and should establish the rate based on other district criteria in efforts to promote reimbursable meals over a la carte sales.

Year One Lunch Equivalency Rate (LER)	
1. Current Year Federal Free Rate of Reimbursement:	\$ ____4.35____
2. Current Year Menu Certification Rate:	\$ _____.08____
3. Current Year Value of USDA Entitlement USDA Foods:	\$ ____ .43____
Total Lunch Equivalency Rate (Sum of 1+2+3):	\$ ____ 4.86____

The term materially consistent shall mean that a change does not (1) materially increase selected FSMC’s cost of providing management service or (2) materially decrease the net revenue derived from the food service operations.

10. **Menu Cycle** The FSMC must comply with the 21-day menu cycle and specifications (Appendix B) developed for the NSLP, SFSP and CACFP Programs. Any changes made by

the FSMC after the first initial menu cycle may be made only with the approval of the SPONSOR. The SPONSOR shall approve the menus no later than two (2) weeks prior to services. (Reference 7 CFR 210.10, 7 CFR 210.16(b) (1)).

11. **Schools to be served** The individual named schools and sites within the jurisdiction of the SPONSOR that the FSMC proposes to serve in the contract are listed in (Appendix C).
12. **Management Services** Provide a descriptive narrative of the services provided each of the following areas. Limit your response to pertinent information, the SPONSOR is not interested in receiving marketing material, reports, or other extraneous information. Narrative responses must not exceed 12 maximum pages.
 - a) Employee staffing, training and development plan – limited to 2 pages
 - b) Resume of proposed Director – limited to 2 pages
 - c) Community involvement and communications plan – limited to 2 pages
 - d) Depth of management and support resources – limited to 2 pages
 - e) Nutritional and Wellness awareness programs – limited to 2 pages
 - f) Food service experience with other comparable public school districts, including the demonstrated ability to manage a financially self-sustaining program. – limited to 2 pages
13. **Program Information** Interested Proposers are required to utilize the exact participation levels, meal counts, service days, meal prices, federal reimbursement rates, state reimbursement rates, equivalent meal sales information, Employee work days, daily hours and average hourly rate information and district indirect costs (if applicable) as detailed in **Appendix A, Program Information**, to develop their financial proformas, which enables the SPONSOR to compare proposals from the various Proposers. Financial proformas that do not use the exact information as provided in appendix A, Program Information, will not be accepted. Alternate financial proformas or proposals will not be considered and may result in the proposer being disqualified from the selection process for being “nonresponsive”:

ARTICLE III. SCOPE OF WORK

1. OVERVIEW OF LINCOLN COUNTY SCHOOL DISTRICT FOOD SERVICE

- A. **Scale.** The SPONSOR provides no charge breakfast and lunch food service under the Community Eligibility Provision (CEP) to approximately four thousand nine hundred thirty five (4,935) children at 11 regular schools, 3 charter schools and one Long Term Care and Treatment Center for a total of fifteen (15) locations. Four (4) of the 11 regular schools also provide breakfast and lunch to the onsite childcare programs, ages 0-5. All District schools run a 5 day a week schedule with early release on Wednesdays for staff development. Eddyville Charter School and Siletz Valley Charter School run on a 4 day a week schedule. Food services prepares approximately 726,000 breakfast and lunch meals annually. The District food services program also supports the 21st Century After School Program in each area of the county and other community after school child care centers, as

well as Head Start programs and catering for District events. During the COVID-19 pandemic, Lincoln County School District, our FSMC partner, and our transportation contract partner served over one million meals through our Meals on the Bus program. This program has ended but would be an option should it be needed in the future for similar emergency declarations. The District also has an active garden program in the Newport area which will eventually be expanded to all four areas in the District. District gardens provide educational programs for students as well as allowing students to grow food that will be part of their school meals. The District has a district-wide food pantry called the Compass Cupboard which services all students in the District. We place a high value on wellness, nutrition education and green initiatives where feasible and appropriate. Our FSMC is a critical partner in these efforts.

Lincoln County School District (LCSD) serves students from all areas in the widespread county, which occupies a 55-mile strip of the central Oregon coast beginning at Cascade Head and south to Cape Perpetua. East-West distances average about 20 miles from the Pacific Ocean to inland areas. The county's total area of about 1,000 square miles makes it comparable in size to Rhode Island.

The county's 48,820 residents cluster around the coastal communities of Lincoln City, Depoe Bay, Newport, Waldport and Yachats, and around the inland communities of Toledo, Siletz, and Eddyville. The District's schools are located in Lincoln City, Newport, Waldport, Toledo, Siletz and Eddyville. Each area of our district is unique, with different perspectives and cultures. LCSD actively uses an equity lens and encourages the use of traditional ethnic foods in student meals from Hispanic, American Native, Asian and other world cultures that are reflective of and honor the makeup of our student population.

Overriding all areas and schools in Lincoln County School District is a commitment to quality learning for students and staff. Our guiding philosophy of "Every Child, Every Day, Future Ready" is intended for all who touch our district, including our contract partners. We are looking for partners who will embrace our PBIS (Positive Behavioral Intervention & Support) philosophy and policies, understanding that each person who interacts with a student during the school day has an impact (positive or negative) on their self-image and their perception of their ability to succeed in school and life. We are looking for partners who will embrace the District's vision of empowering all students every day to realize their full potential for living the future life they imagine.

The SPONSOR shall be legally responsible for the conduct of the food service program and shall supervise the food service operations in such manner as will ensure compliance with the rules and regulations of State Agency and USDA regarding each Child Nutrition Programs (CNP) covered by the resulting contract.

The Sponsor shall retain signature authority for the monthly claim for reimbursement in CNPweb.

The SPONSOR shall retain control and signature authority of the CNP nonprofit food service account and overall financial responsibility for the CNP. (7 CFR210.16 (a)(4)(5))

B. Responsibilities. The responsibilities of the food service include the following:

1. Preparing and serving meals and meal supplements (snacks) to students, and participants in NSLP, SBP, SFSP, FFVP, CACFP, and SMP;
2. Preparing and serving meals to staff, parent organizations, and for some scheduled events (conferences, business partnerships, etc.), whether in or out of the SPONSOR;
3. If the selected FSMC is procuring goods or services which are being charged to the SPONSOR under the awarded contract outside of the fixed price per meal (e.g. equipment), the selected FSMC is acting as an agent for the SPONSOR and must follow the same procurement rules under which the SPONSOR must operate and that the selected FSMC may not serve as a vendor. Any rebates, discounts, or commissions associated in any manner with purchases must be returned to the nonprofit school food service account. Only net costs may be charged to the SPONSOR.
4. Oversight and coordination of purchasing, maintaining and repairing all equipment used in the kitchen;
5. Maintaining all kitchen areas and working environments in a safe and sanitary condition;
6. The SPONSOR shall comply with food safety inspection requirements as prescribed by USDA for its facilities and shall ensure that all state and local regulations are being met by the selected FSMC preparing or serving meals at any SPONSOR facility. 7 CFR 210.16(a)(3).

The selected FSMC shall maintain state and/or local health certifications for any facility outside the SPONSOR in which it proposes to prepare meals and shall maintain this health certification for the duration of the awarded contract as required under USDA Regulations 7 CFR 210.16(a)(7) and shall comply with food safety inspection requirements as prescribed by USDA for its facilities and shall ensure that all state and local regulations are being met in its facilities.

7. Maintaining full and complete program, financial and inventory records sufficient to meet federal and state requirements and in accordance with generally accepted accounting principles.
8. Free and Reduced Price, and Paid Reimbursable Meals:
 - a. SPONSOR shall be responsible for the establishment and maintenance of the free and reduced price meals eligibility roster.
 - b. SPONSOR shall be responsible for development and distribution of the parent letter, and Application for Free and Reduced Price Meals, Direct Certification, and determination of eligibility for free or reduced price meals. The selected FSMC may act as an agent for the SFA related to these responsibilities.
 - c. SPONSOR shall be responsible for conducting any hearings related to determinations regarding eligibility for free or reduced price meals.
 - d. SPONSOR shall be responsible for verifying Applications for Free and Reduced Price Meals as required by USDA regulations. The selected FSMC may act as an agent for the SFA related to these responsibilities
 - e. SPONSOR and FSMC must ensure that no child is subject to overt identification of eligibility as described in 7 CFR 245.8 or is discriminated against.

- f. SPONSOR must offer free, reduced price, and paid reimbursable meals to all eligible students.
 - g. Ensure that the SPONSOR's policy for providing meals to students without adequate funds is followed. The policy will protect students by providing equal services to all students. The FSMC will bill the SPONSOR for the meal served with the SPONSOR payment from funds other than non-profit food service funds.
9. Ensure all reimbursable meals meet the Food-Based Meal Pattern and nutrition standards as required by the USDA. No payment will be made for meals that are spoiled or unwholesome at the time of delivery, do not meet detailed specifications as developed by the SPONSOR for each food component in the meal pattern in accordance with 7 CFR 210.10, 7 CFR 226.20 or do not otherwise meet the requirements of this RFP.

Reimbursable meals must adhere to all calorie ranges and meet the nutrition standards for the National School Lunch, School Breakfast, Summer Foods, Child and Adult Care Food programs, as applicable.

- a. National School Lunch Program (NSLP) and Afterschool Snacks: The Food-Based Menu Planning (7 CFR 210.10(K)(1)) is used at all sites for lunch and afterschool snacks. Both SPONSOR and FSMC shall comply with applicable rules, regulations, policies, and instructions by the Department, USDA Food and Nutrition Service (FNS) and any additions or amendment thereto, including USDA regulations for the National School Lunch Program 7 CFR 210.10, 7 CFR 210.12 , 7 CFR 210.13, 7 CFR 210.14, 7 CFR 210.15, 7 CFR 210.16, 7 CFR 210.20, 7 CFR 210.21, 7 CFR 210.23.
- b. School Breakfast Program (SBP): The Food-Based Menu Planning (7 CFR 220.8(a)(5)(iii) is used at all sites for breakfast. Both SPONSOR and FSMC shall comply with applicable rules, regulations, policies, and instructions by the Department, USDA Food and Nutrition Service (FNS) and any additions or amendment thereto, including USDA regulations for the School Breakfast Program 7 CFR 220.8, 7 CFR 220.12, 7 CFR 220.16, 7 CFR 220.17
- c. Summer Food Service Program (SFSP). The SPONSOR provides summer food meals under the Summer Food Service Program. Both SPONSOR and FSMC shall comply with applicable rules, regulations, policies, and instructions by the Department, USDA Food and Nutrition Service (FNS) and any additions or amendment thereto, including USDA regulations 7 CFR 225.6, 7 CFR 225.15, 7 CFR 225.16, 7 CFR 225.17, and 7 CFR 225.18.
- d. Child and Adult Care Food Program (CACFP) (SPONSOR Afterschool At-Risk Snacks/Suppers, Child Care Centers, or Head Start Programs). The CACFP meal pattern is followed in the child care centers or Head Start Programs 7 CFR 226.20. The Afterschool-At-Risk Snack and Supper sites use the NSLP or CACFP meal pattern. Menu records are provided as required by CACFP regulations. Program Administration costs may not be included in the fixed meal price for this program. These meals cannot be included in the meal equivalent calculations for NSLP reimbursement. Separate accountability for all CACFP programs is required. 7 CFR 226.10(d), 7 CFR 226.21, 7CFR 226.22, and & CFR 226.23

- e. Fresh Fruit and Vegetable Program (FFVP): The SPONSOR provides all children in the awarded elementary (K-8) schools with a variety of free fresh fruits and vegetables during the school day. These fresh fruits and vegetables must be provided separately from the lunch or breakfast meal, in one or more areas of the school during the official school day. The awarded SPONSOR elementary schools must participate in the National School Lunch Program (NSLP). All SPONSOR's elementary schools that participate in the FFVP are required to widely publicize within the school the availability of free fresh fruits and vegetables. The SPONSOR must submit an annual school application for the FFVP.

FFVP costs that may be reimbursed are broken into two (2) categories:

1. Administrative costs currently cannot exceed 10% of the total funds: Administrative costs are the documented expenses you have for planning the Program, managing the paperwork, obtaining the equipment you need, and all other aspects of FFVP that are not related to the preparation and service of fruits and vegetables.
2. Operations costs are the primary costs of running the FFVP as:
 - Buying fruits, vegetables, low-fat or non-fat dip for vegetables only.
 - Buying nonfood items like napkins, paper plates, serving bowls and trays, cleaning supplies, and trash bags.
 - Value added services such as pre-cut produce, ready-made produce trays, and delivery charges.
 - Salaries and fringe benefits for employees who do such tasks as washing and chopping produce, preparing trays, distributing produce to classrooms, setting up kiosks, restocking vending machines, and cleaning up.

Contractor will be required to document and track FFVP expenses separately. Documentation must clearly outline the allocation of costs charges to the FFVP (i.e., amounts charged for labor, administrative fees, and actual costs for fresh fruits and vegetables, etc.)

- f. Special Milk Program (SMP): The Special Milk Program provides milk to children in schools and child care institutions who do not participate in other federal meal service programs. SPONSORs participating in the National School Lunch or School Breakfast Program may also participate in the Special Milk Program to provide milk to children in half-day pre-kindergarten and kindergarten programs where children do not have access to the school meal programs.

The selected FSMC shall:

- a. Serve meals on such days and at such times as requested by the SPONSOR.
- b. Promote efforts to increase participation in the child nutrition programs.

Both SPONSOR and FSMC shall comply with applicable rules, regulations, policies, and instructions by the Department, USDA Food and Nutrition Service (FNS) and any additions or amendment thereto, including USDA regulations. 7 CFR 210, 7 CFR 215, 7 CFR 220, 7 CFR 225 and 7 CFR 226

- C. Financial Requirements. The food service program will be run on a cost effective basis so as to be self supporting. The SPONSOR and the FSMC shall work together to ensure a financially sound and well-run operation. The FSMC shall guarantee that the food service program will achieve, at a minimum, financial break-even, defined, as “generated program revenues will be sufficient to cover the fixed price per meal for all meals served plus LEA direct and indirect costs as set forth in this Section.”
- D. Management Goals. The FSMC will provide nutritious, high-quality meals and snacks to students and participants in NSLP, CACFP, SBP, SMP, FFVP, and SFSP; accommodate special diets where medically necessary, provide occasional catered food services, and improve nutrition awareness.

The SPONSOR shall be legally responsible for the conduct of the food service program and shall supervise the food service operations in such manner as will ensure compliance with the rules and regulations of ODE and USDA regarding each of the Child Nutrition Programs covered by this contract.

- E. Schools and other facilities served. The Food Service department provides regular food service breakfast and lunch service at fifteen (15) schools, CACFP service at six (6) locations, SFSP at thirteen (13) locations, FFVP at twelve (12) locations and occasional service at other sites as requested or required. See Appendix C for the list.
- F. Food Service Office: The food service office is located at 1811 NE Arcadia Drive, Toledo, OR 97391.
- G. Professional Standards for All School Nutrition Program Employees. Both SPONSOR and FSMC must review and following guidance from the Food and Nutrition Services (FNS) on the final rule “Professional Standards for State and Local School Nutrition Programs Personnel as required by the Healthy, Hunger-Free Kids Act of 2010” (80 FR 11077). The final rule seeks to ensure that State and local school nutrition program personnel in the National School Lunch and School Breakfast Programs have the knowledge and skills to manage and operate the programs correctly and successfully. The final rule is available at: <http://www.fns.us.gov/school-meals/professionalstands>. (Reference 7 CFR 210.30 and USDA memo SP-38-2016).
- H. Advisory Group. The SPONSOR shall establish and the FSMC shall participate in the formation, establishment, and periodic meetings of the SPONSOR advisory board composed of students, teachers, and parents to assist in menu planning (Reference 7 CFR 210.16 (a)(8)).
- I. Emergency Closing: The SPONSOR shall notify the selected FSMC of any interruption in utility services of which it has knowledge.

The SPONSOR shall notify the selected FSMC of any delay in the beginning of the school day or the closing of school(s) due to snow or other emergency conditions.

**ARTICLE IV:
DESCRIPTION OF RESPONSIBILITIES OF CONTRACTOR (FSMC):**

A. General The Contractor or “FSMC” (Food Service Management Company) selected pursuant to this request for proposals will provide management and supervision of the SPONSOR Food Service Department. The Food Service must be managed so as to efficiently and effectively fulfill the responsibilities described, and so as to achieve the Management Goal and Financial requirements described in Section 1 above.

B. Use of Donated Foods

- 1) Any USDA Foods received (when the foods arrive at the school kitchen, SPONSOR storage facility, or FSMC storage facility in either raw form or in processed end products) by the SPONSOR and made available to the FSMC must accrue solely to the benefit of the SPONSOR’s nonprofit school food service and SFSP programs, if applicable, and shall be fully utilized therein. The FSMC shall have records available to substantiate that the full value of all USDA Foods is used solely for the benefit of the SPONSOR. 7 CFR 210.16(a)(6)

Year-end reconciliation shall be conducted by the SPONSOR to ensure and verify correct and proper credit has been received for the full value of all USDA Foods received by the FSMC during the fiscal year. The SPONSOR reserves the right to conduct USDA Foods credit audits throughout the year to ensure compliance with Federal regulations 7 CFR 210 and 7 CFR 250.

The Sponsor must maintain documentation that the FSMC has credited the full value of all donated foods received for use in the Sponsor’s food service in the school year, including, in accordance with the requirements in 7CFR 250.15(a), the value of donated foods contained in processed end products.

- 2) The SPONSOR shall retain title to all USDA Foods and the FSMC will conduct all activities relating to USDA Foods for which it is responsible in accordance with 7 CFR Parts 210, 220, 225, 226, and 250 as applicable.
- 3) FSMC is prohibited from entering into any processing agreement utilizing USDA Foods on behalf of the SPONSOR. FSMC agrees that any procurement and/or utilization of end products by FSMC on behalf of the SPONSOR will be in compliance with the requirements in 7 CFR 250 subpart C, and with the provisions of State Participation Agreements (SPA). SPONSOR will not be responsible for or reimburse FSMC for any costs FSMC incurs for processing commodities during the term of the contract.
- 4) USDA Foods allocated to the SPONSOR will be delivered to and utilized by the FSMC efficiently for lunches served to students at the LEA.
- 5) Based on actual bulk USDA Foods received, it may be necessary for the FSMC to make adjustments to the SPONSOR at the end of the school year. The SPONSOR is responsible for assuring adjustments are made.

The FSMC must credit the SPONSOR for the value of all USDA Foods received for use in the SPONSOR’s meal service in the school year or fiscal year (including both entitlement and bonus foods), and include the value of USDA Foods contained in processed end products, in accordance with the contingencies in 7 CFR 250.51(a).

The FSMC shall provide the method and frequency by which crediting will occur, and the means of documentation to be utilized to verify that the value of all USDA Foods has been credited.

The FSMC shall use the USDA Foods values as posted on the Web-Based Supply Chain Management (WBSCM) system for direct delivery food products and the Summary End Product Data Schedules (SEPDS) set forth in the National Processing Agreement (NPA) or the State Processing Agreement (SPA) for processed end products including the value of USDA Bonus Foods 7 CFR 250.51(c).

The FSMC shall be responsible for activities related to USDA Foods in accordance with 7 CFR 250.50(d), and must assure that such activities are performed in accordance with the applicable requirements in 7 CFR part 250.

The FSMC must use all USDA Foods ground beef and ground pork products, and all processed end products, without substitution, in the SPONSOR's food service.

The FSMC must use all other USDA Foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the USDA Foods, in the SPONSOR's food service.

The procurement of processed end products on behalf of the SPONSOR, as applicable, will ensure compliance with the requirements in subpart C of 7 CFR part 250 and with the provisions of distributing or SFA processing contracts, and will ensure crediting of the SPONSOR for the value of USDA Foods contained in such end products at the processing agreement value.

The FSMC may not itself enter into the processing agreement with the processor that is required in subpart C of 7 CFR 250 in accordance with 7 CFR 250.50(d) and 7 CFR 250.53(8).

The FSMC must comply with the storage and inventory requirements for USDA Foods in accordance with 7 CFR 250.52.

The distributing agency, sub distributing agency, or SPONSOR, the Comptroller General, USDA, or their duly authorized representatives, may perform onsite reviews of the FSMCs food service operation, including the review of records, to ensure compliance with the requirements for the management and use of USDA Foods in accordance with 7 CFR 250.53(10).

The FSMC must maintain records to document its compliance with requirements relating to USDA Foods, in accordance with 7 CFR 250.54(b).

Extensions or renewals of the contract, if applicable, are contingent upon the fulfillment of all contract provisions relating to USDA Foods in accordance with 7 CFR 250.53(12).

- 6) The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA Foods.

- 7) The FSMC shall accept and use USDA Foods in as large quantities as may be efficiently utilized in the SPONSOR's nonprofit food service in accordance 7 CFR 210.9(b)(15). The SPONSOR shall consult with the FSMC in the selection of USDA Foods; however, the final determination as to the acceptance of USDA Foods must be made by the SPONSOR.
- 8) The FSMC shall account for all USDA Foods separately from purchased foods. The FSMC is required to maintain accurate and complete records with respect to the receipt, use/disposition, storage, and inventory of USDA Foods. Failure by the FSMC to maintain the required records under this contract shall be considered *prima facie* evidence of improper distribution or loss of USDA Foods.
- 9) Upon the termination of the contract, the FSMC must return all unused donated foods, including but not limited to ground beef, ground pork, and processed end products to the SPONSOR.

- C. Local Purchases The FSMC shall allow [10] ten per cent of food budget for local farm to school purchases. The Sponsor values the use of local vendors in our rural community where possible, to strengthen the local economy and community partnerships. Lincoln County School District is also committed to our current garden program which provides educational programming including allowing students to grow foods that are used in their school meals. Produce used in school meals is provided ready to use. The FSMC shall credit the agreed upon market value of measurable items provided through the school garden program at a rate commensurate with current market prices of similar items as evidenced by vendor invoices.
- D. Rebates All rebates, credits, and discounts from the purchase of food, beverages, merchandise, commodity processing and supplies from local, regional and national suppliers and distributors must be passed through to the SPONSOR. The estimated value of rebates, credits and discounts shall be used in formulating the fixed price per meal.
- E. Capital Improvements The cost of capital improvements to the kitchen facilities shall be borne by the SPONSOR and shall not be included in direct operating costs of the program. Title to all capital improvements shall remain in the SPONSOR. Improvements are planned for the 2023-24 school year including a remodel of the Sam Case Elementary kitchen and Yaquina View Elementary kitchen improvements as part of the planned seismic upgrade.
- F. Food Service Supervisor The FSMC will employ a qualified professional to manage and oversee the food service operation, and to supervise all food service employees. The FSMC shall select and appoint the Food Service Supervisor with the SPONSORS's participation and final approval regarding the hiring of the selected FSMC's site manager.
- G. Employees All non-management food service employees shall be employees of the FSMC. The FSMC shall have the responsibility of hiring, training, supervising, and disciplining of employees. In the selection and hiring process, the FSMC shall be compliant with Oregon Senate Bill 155. The Sponsor shall conduct a nationwide criminal records check in accordance with ORS 326.603 and request the Department of Education to verify whether the department has an ongoing investigation or has a substantiated report relating to conduct by the person that may constitute sexual conduct. Sponsor shall conduct any background

checks required under ORS 326.603, 326.604 or 326.607. The FSMC shall not knowingly employ anyone who has:

1. A felony or misdemeanor conviction within the past 10 years or any conviction for a crime of violence, sexual offense, drug use or sale, child abuse or child pornography.

The FSMC further agrees that the SPONSOR shall have the right by written order to require removal from the FSMC operation serving the SPONSOR any person(s) who in the opinion of the SPONSOR is not of appropriate personality, character, temperament, or qualification.

The FSMC shall comply with the contract work hours/safety standard act and all wage and hours of employment requirements of federal and state laws. (40 U.S.C. 3701-3708)

The FSMC shall provide Worker's Compensation Insurance or shall maintain a system of self-insurance in conformance with applicable state law covering its employees including a waiver of subrogation in favor of Sponsor. FSMC shall furnish a Certificate of Insurance to the Sponsor. A renewal certificate will be sent to the Sponsor prior to coverage expiration.

The FSMC shall instruct its employees to abide by the policies, rules, and regulations with respect to the use of SPONSOR's premises as established by the SPONSOR and which are furnished in writing to the FSMC.

The SPONSOR will require the selected FSMC to perform a criminal background check on any selected FSMC employee that will be working at the SPONSOR and disclose results to the SPONSOR. All costs of such background checks, including fingerprinting will be the responsibility of the FSMC and shall be billed by the Sponsor quarterly.

- H. Reports The FSMC shall maintain such records (supported by invoices, receipts, or other evidence) as the SPONSOR will need to meet monthly reporting responsibilities and shall submit monthly operating statements in a format approved by the SPONSOR no later than the tenth calendar day succeeding the month in which services were rendered. Participation records, including claim information by eligibility category, shall be submitted no later than the fifth working day succeeding the month in which services were rendered. The SPONSOR shall perform audit checks on the participation records provided by the FSMC prior to the preparation and submission of the claim for reimbursement.

The FSMC shall maintain records to support all allowable expenses appearing on the monthly operating statement. These records shall be kept in an orderly fashion according to expense categories.

The FSMC shall provide the SPONSOR with a year-end statement.

Books and records of the selected FSMC pertaining to the awarded contract shall be made available, upon demand, in an easily accessible manner for a period of three (3) years after the final claim for reimbursement for the fiscal year to which they pertain. Upon request, make all accounts and records pertaining to its school food service available to the State agency and to FNS, for audit or review, at a reasonable time and place. Such records shall be retained for a period of 3 years after the date of the final Claim for Reimbursement for the fiscal year to which they pertain, except that if audit findings have not been resolved, the records shall be retained beyond the 3 year period as long as required for resolution of the issues raised by the audit; (Reference 7 CFR 210, 7 CFR 220, 7 CFR 225, and 7 CFR 226)

The FSMC shall not remove federally required records from SPONSOR premises upon contract termination. Upon contract termination the FSMC must leave copies of the records at the Sponsor's premises.

- I. Advertising The FSMC shall follow the SPONSOR's policy regarding advertising.
- J. Survival Terms In the event of a conflict between the terms of this section IV "Scope of Work" and a provision of the contract executed between the SPONSOR and the Contractor (FSMC) the following order of the precedence shall apply: contract, RFP, FSMC proposal. Silence, absence or omission from contract specification concerning any point must be regarded as meaning that only best commercial practice are to prevail and that only material and workmanship of quality that would normally be specified by the SPONSOR is to be used.
- K. Terms and Termination The SPONSOR or the selected FSMC may terminate the awarded contract for cause by giving 60 days written notice (Reference 7 CFR 210.16(d)).

At any time, because of circumstance beyond the control of the SPONSOR as well as the selected FSMC, the selected FSMC, or the SPONSOR may terminate the awarded contract by giving 60 days written notice to the other party.

- L. Summer Food Service Program (SFSP)
Additional requirements, if applicable (SPONSOR may delete this entire section if not applicable).
 - 1. The SPONSOR shall be responsible for determining eligibility of all SFSP sites.
 - 2. Bonding requirements.
 - a. Bid bond guarantee (when the SFSP portion of the proposal exceeds \$250,000): FSMC shall submit with his or her proposal, a bid bond guarantee in the amount of \$_____N/A_____ (no less than 5 percent or more than 10 percent of the total proposed price), which shall be from a surety company listed in the current Department of the Treasury Circular 570. 7 CFR 225.15

Proposal guarantees, other than bid bonds will be returned (a) to unsuccessful FSMC as soon as practicable after the opening of proposals and (b) to the successful FSMC upon execution of an awarded contract, FSMC may need to obtain additional insurance coverage and bonds as may be required by the RFP.

b. Performance bonds (when the SFSP portion of the contract exceeds \$250,000): 7 CFR 225.15(m)(5-7)

The selected FSMC must obtain a performance bond in the amount of \$__N/A_____ (not less than 10 percent or no more than 25 percent of the value of the awarded contract) which shall be from a surety company listed in the current Department of the Treasury Circular 570. The performance bond must be furnished within 10 days after notice of the awarded contracts.

Proposal guarantees other than proposal bonds will be returned to unsuccessful FSMC as soon as practicable after the opening of proposals or a proposal is withdrawn. Performance bonds for the successful FSMC shall be held for the duration of the awarded contract.

3. The SPONSOR shall immediately correct any problems found as a result of a health inspection and shall submit written documentation of the corrective action implemented within two weeks of the citation.
4. The selected FSMC must comply with the cycle menu developed by the SPONSOR for the SFSP (Appendix E Summer Food Service Program Menus) and include it in the RFP. The SPONSOR shall approve any changes in the menus no later than two weeks prior to service after the initial cycle has been used.
5. The SPONSOR shall maintain responsibility for submitting SFSP claims for reimbursement and comply with 7 CFR Part 225.15(a) which requires that sponsors operate the food service in accordance with the provisions of 7 CFR Part 225; any instructions and handbooks issued by FNS under 7 CFR Part 225 and any instructions and handbooks issued by the State agency which are not inconsistent with the provisions of 7 CFR Part 225.
6. The selected FSMC entering into a contract with the SPONSOR may not subcontract for the total meal, with or without milk, or for the assembly of the meal and comply with 7CFR 225.6(h) and 7 CFR 225.15(m).
7. All meals prepared by a food service management company shall be unitized, with or without milk or juice, unless the State agency has granted exception for certain components of a meal (2 CFR 225.6(h)(2)(i). If a exception is granted the SPONSOR shall provide to the food service management company a list of State agency approved food service sites, along with the approved level for the number of meals which may be claimed for reimbursement for each site, established under 7 CFR 225.6(d)(2), and shall notify the food service management company of all sites which have been approved, cancelled, or terminated subsequent to the submission of the initial approved site list and of any changes in the approved level of meal service for a site. Such notification shall be provided within the time limits mutually agreed upon in the contract (7 CFR 225.6(h)(2)(iii).

M. Child and Adult Care Food Program (CACFP)

Important separation of duties with CACFP: When providing food service management duties on behalf of SPONSOR for CACFP, selected FSMC will be limited in its management authority; management functions which institutions may not contract out under any circumstance include claim submission, monitoring, corrective action, and preparation of application materials. Institutions may contract out for specific management tasks, such as bookkeeping (but not claims submission), data processing, or the service of a nutritionist.

1. The SPONSOR shall be responsible for determining eligibility of all CACFP sites.
2. The SPONSOR is responsible for ensuring the selected FSMC conforms to its agreement with the State agency as per all requirements as specified at 7 CFR Part 226.21.

3. The SPONSOR is responsible for the administration of the CACFP according to 7 CFR Part 226 (e.g., submitting the reimbursement claim, monitoring sites if applicable).
4. The SPONSOR shall immediately correct any problems found as a result of a health inspection and shall submit written documentation of the corrective action implemented within two weeks of the citation.
5. The selected FSMC must comply with the cycle menu developed by the SPONSOR for the CACFP Appendix B.
6. The SPONSOR shall not delegate any CACFP management responsibilities to the selected FSMC as specified in the Food and Nutrition Instruction 792-2, Rev.4 and as specified at 7 CFR 226.15(c).
7. The financial terms of the awarded contract are based upon the existing conditions and the following assumptions, the awarded contract (1) may be terminated at the end of the current term or (2) may continue under the same terms as written, and whichever is mutually agreed upon.
 - a. The SPONSOR's policies, practices and service requirements shall remain materially consistent throughout the contract term and any subsequent contract renewals.
 - b. The government reimbursement rates in effect shall remain materially consistent throughout the year.
 - c. Meal components and quantities required by the CACFP remain consistent with meal patterns Appendix E .
 - d. The state or federal minimum wage rate and taxes in effect shall remain materially consistent throughout the year.
 - e. The projected number of full feeding days is: 170.
8. The selected FSMC entering into a contract with the SPONSOR may not subcontract for the total meal, with or without milk, or for the assembly of the meal. 7 CFR 226.21(e).

N. Other Requirements.

The FSMC must ensure that the SPONSOR's policy for providing meals to students without adequate funds is followed. The policy will protect students by providing equal services to all students. The FSMC will bill the SPONSOR for the meal serviced with the SPONSOR payment from funds other than the non-profit food service funds.

The FSMC must ensure the SPONOR's policy for providing substitutions in the food components of the meal pattern for students with disabilities when their disability restricts their diet as stated in the students' *Individual Educational Plans (IEPs)* or 504 Plans and those non-disabled students who are unable to consume regular meals because of medical or other special dietary needs. Substitutions shall be made on a case-by-case basis when supported by a statement of the disability and need for substitutes as prescribed by a medical doctor or recognized medical authority, unless otherwise exempted by USDA. Such statement shall be signed by a medical doctor or a recognized medical authority. There will be no additional charge to the student for such substitutions.

Both the SPONSOR and FSMC agree that no child who participates in the NSLP, SBP, SFSP, CACFP, SMP, and FFVP will be discriminated against on the basis of ancestry, sex, race, color, religion, creed, national origin, sexual preference, marital or parental status, pregnancy, age, or physical, mental, emotional disability.

Non-Discrimination:

The contractor agrees to comply with (a) Title IV of the Civil Rights Act of 1964, (b) Section V of the Rehabilitation Act of 1973, (c) The Americans with Disabilities Act of 1990 and ORS.659.425, (d) all regulations and administrative rules established pursuant to the foregoing laws and (e) all other applicable requirements of federal and state civil rights and rehabilitations statutes, rules and regulations.

Attachments:

- A. Certificate of Independent Price Determination
- B. Suspension and Debarment Certification
- C. Clean Air and Water Certificate
- D. Certification Regarding Lobbying
- E. Financial Pro Forma (includes Fixed Price per Meal Proposal)
- F. Proposal Cover Sheet

Appendices:

Appendix A Program Information – Including:

- Participation Counts (Including total Paid-Free-Reduced Price Meals and Snacks)
- Reimbursement Rates
- Equivalency Rates
- Meal Prices
- Service Days
- List of Schools/Sites and Serving Times
- Free and Reduced Information
- Child Nutrition Positions by location.
- SPONSOR Paid District Direct Charges

Appendix B 21-Day Cycle Menu (Elementary and Secondary) by program type

Appendix C Sites to be served

Appendix D Revenue/Expenditures for Fresh Fruit and Vegetable Program (FFVP) Attach to RFP if Applicable

Appendix E Minimum Food Specifications

Attachment A

Certificate of Independent Price Determination

Both the Local Educational Agency (SPONSOR) and Food Service Management Company (offeror) shall execute this Certificate of Independent Price Determination.

NAME OF FOOD SERVICE MANAGEMENT COMPANY NAME OF LOCAL EDUCATIONAL AGENCY

(A) By submission of this offer, the offeror certifies, and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:

- (1) The prices in this offer have been arrived at independently, without consultation, communication or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;
- (2) Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other offeror or to any competitor; and
- (3) No attempt has been made or will be made by the offeror to induce any person or firm to submit or not to submit, an offer for the purpose of restricting competition.

(B) Each person signing this offer on behalf of the Food Service Management Company certifies that:

- (1) He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or
- (2) He or she is not the person in other offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this Food Service Management Company, its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:

SIGNATURE OF FSMC AUTHORIZED REPRESENTATIVE TITLE DATE

In accepting this offer, the SPONSOR certifies that no representative of the SPONSOR has taken any action that may have jeopardized the independence of the offer referred to above.

SIGNATURE OF SPONSOR AUTHORIZED REPRESENTATIVE TITLE DATE

Attachment B

Debarment and Suspension and Other Responsibility Matters Primary Covered Transactions

2 CFR 200.213- Non-federal entities are subject to the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR part 180. These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

(Before completing certification, read instructions on next page.)

(1) The prospective primary participant certifies to the best of its knowledge and belief that it and its principals:

(a) Are not presently debarred, suspended, proposed for disbarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

(2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective primary participant shall attach an explanation to this proposal.

Business Name: _____

Date: _____

By: _____
Name and Title of Authorized Representative

Signature of Authorized Representative

Instructions for Certification

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant are not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Attachment C

Clean Air and Water Certificate

NOTE: This certificate must be completed for all new and renewal contract years when the contract exceeds \$100,000.

Applicable if the contract exceeds \$100,000 or the Contracting Officer has determined that the orders under an indefinite quantity contract in any one year will exceed \$100,000 or a facility to be used has been the subject of a conviction under the Clean Air Act (41 U.S.C. 1857c-8(c)(1) or the Federal Water Pollution Control Act 33 1319(d) and is listed by EPA or the contract is not otherwise exempt. Both the Local Educational Agency (SPONSOR) and Food Service Management Company (offeror) shall execute this Certificate.

NAME OF FOOD SERVICE MANAGEMENT COMPANY

NAME OF LOCAL EDUCATIONAL AGENCY

THE FOOD SERVICE MANAGEMENT COMPANY AGREES AS FOLLOWS:

- A. To comply with all the requirements of Section 114 of the Clean Air Act, as amended (41 U.S.C. 1857, et seq., as amended by Public Law 91-604) and Section 308 of the Federal Water Pollution Control Act (33 U.S.C. 1251, et seq., as amended by Public Law 92-500), respectively, relating to inspection, monitoring, entry, reports and information as well as other requirements specified in Section 114 and Section 308 of the Air Act and the Water Act, respectively, and all regulations and guidelines issued thereunder before the award of this contract.
- B. That no portion of the work required by this prime contract will be performed in a facility listed on the Environmental Protection Agency List of Violating Facilities on the date when this contract was awarded unless and until the EPA eliminates the name of such facility or facilities from such listing.
- C. To use his/her best efforts to comply with Clean air standards and Clean water standards at the facilities in which the contract is being performed.
- D. To insert the substance of the provisions of this clause in any nonexempt subcontract, including this paragraph.

THE TERMS IN THIS CLAUSE HAVE THE FOLLOWING MEANINGS:

- A. The term "Air Act" means the Clean Air Act, as amended (41 U.S.C. 1957 et seq., as amended by Public Law 91-604).
- B. The term "Water Act" means Federal Water Pollution Control Act, as amended (33 U.S.C. 1251 et seq., as amended by Public Law 92-500).
- C. The term "Clean Air Standards" means any enforceable rules, regulations, guidelines, standards, limitations, orders, controls, prohibitions, or other requirements which are contained in, issued under, or otherwise adopted pursuant to the Air Act or Executive Order 11738, an applicable implementation plan as described in section 110(d) of the Clean Air Act (42 U.S.C. 1957c-5(d)), an approved implementation procedure or plan under Section 111(c) or Section 111(d), respectively, of the Air Act (42 U.S.C. 1857c-6(c) or (d)), or approved implementation procedure under Section 112(d) of the Air Act (42 U.S.C. 1857c-7(d)).

- D. The term "Clean Air Standards" means any enforceable limitation, control, condition, prohibition, standard, or other requirement which is promulgated pursuant to the Water Act or contained in a permit issued to a discharger by the Environmental Protection Agency or by a State under an approved program, as authorized by Section 402 of the Water Act (33 U.S.C. 1342) or by local government to ensure compliance with pretreatment regulations as required by Section 307 of the Water Act (33 U.S.C. 1317).

- E. The term "Compliance" means compliance with Clean air or water standards. Compliance shall also mean compliance with a schedule or plan ordered or approved by a court of competent jurisdiction, the Environmental Protection Agency or an Air or Water Pollution Control Agency in accordance with the requirements of the Air Act or Water Act and regulations issued pursuant thereto.

- F. The term "facility" means any building, plant, installation, structure, mine, vessel, or other floating craft, location or sites of operations, owned, Sponsored or supervised by the Food Service Management Company.

SIGNATURE/TITLE OF FSMC AUTHORIZED REPRESENTATIVE DATE

SIGNATURE/TITLE OF SPONSOR AUTHORIZED REPRESENTATIVE DATE

Attachment D

Certification Regarding Lobbying Disclosure of Lobbying Activities

(Complete the form that is applicable.)

NOTE: This certificate must be completed for all new and renewal contract years when the contract exceeds \$100,000.

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding \$100,000 in Federal Funds.

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Name/Address of Organization

Name/Title of Submitting Official

Signature

Date

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<p>1. Type of Federal Action: _____</p> <p>a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: _____</p> <p>a. bid/offer/application b. initial award c. post-award</p>	<p>3. Report Type: _____</p> <p>a. initial filing b. material change</p> <p>For Material Change Only: Year _____ Quarter _____ Date of Last Report _____</p>
<p>4. Name and Address of Reporting Entity: _____ Prime _____ Subawardee Tier _____, if known:</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>Congressional District, if known:</p> <p>6. Federal Department/Agency:</p>	<p>Congressional District, if known:</p> <p>7. Federal Program Name/Description:</p>	
<p>8. Federal Action Number, if known:</p>	<p>CFDA Number, if applicable: _____</p> <p>9. Award Amount, if known: \$ _____</p>	
<p>10a. Name and Address of Lobbying Entity: (if individual, last name, first name, middle)</p>	<p>10b. Individuals Performing Services (include address if different from 10a.) (last name, first name, middle)</p>	
<p>11. Amount of Payment (check all that apply): \$ _____ _____ Actual _____ Planned</p>	<p>12. Type of payment (check all that apply): _____ a. retainer _____ b. one-time fee _____ c. commission _____ d. contingent fee _____ e. deferred _____ f. other; specify: _____</p>	
<p>13. Form of Payment (check all that apply): _____ a. cash _____ b. in-kind; specify: Nature _____ Actual _____</p>	<p>14. Continuation Sheet(s) SF-LLL-A Attached: Yes _____ (Number _____) No _____</p>	
<p>15. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or member(s) contracted for Payment indicated in Item 11:</p>		
<p>16. Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		
<p>Attach Continuation Sheet(s) SF-LLL-A (if necessary)</p>		
<p>Signature: _____ Print Name: _____ Title: _____ Telephone: _____ Date: _____</p>		
<p>Federal Use Only:</p>		<p>Authorized for Local Reproduction Standard Form -- LLL</p>

**DISCLOSURE OF LOBBYING ACTIVITIES
CONTINUATION SHEET SF-LLL-A**

Reporting Entity: _____ **Page** _____ **of** _____

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. If the space on the form is inadequate, use of SF-LLL-A Continuation Sheet for additional information. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) Number, Invitation for Bid (IFB) Number; grant announcement number; the contract, grant or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
- 10(a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
- 10(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check type of payment. Check all that apply.
13. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment. Check all that apply. If other, specify nature.
14. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached. If yes, list number of sheets attached.
15. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.

The certifying official shall sign and date the form, print his/her name, title, and telephone number. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget. Paperwork Reduction Project (0348-00046), Washington, DC 20503.

Attachment E

Financial Pro Forma

All Proposers must use the SPONSOR provided information for Pro Forma development. Maximum of two (2) decimal points \$X.XX *Financial Pro Forms that do not utilize the exact program information as provided will not be accepted.*

Resources:	Dollars	
CPM *		
Local sales:	_____	_____
Reimbursements:		
State	_____	_____
Federal		
National School Lunch Program	_____	_____
School Breakfast Program	_____	_____
Child and Adult Care Program	_____	_____
Summer Food Service Program	_____	_____
Special Milk Program	_____	_____
Fresh Fruits and Vegetable Program	_____	_____
Total Resources	_____	_____
Requirements:		
Food Costs:		
Food Costs (include worker meals)	_____	_____
Local Purchases	_____	_____
Total Food Costs	_____	_____
Labor Costs:		
Annual District Labor, Wages, Taxes & Benefits	_____	_____
Total Labor Costs	_____	_____
Non-Food Expenses:		
Office	_____	_____
Milage (<i>in-district</i>)	_____	_____
Insurance/Bonding Expenses	_____	_____
Non-Food Supplies (<i>paper/janitorial, etc</i>)	_____	_____
Equipment Repairs/Replacement	_____	_____
Marketing	_____	_____
District Indirect Charges	_____	_____
Other: _____	_____	_____
Total Non-Food Costs	_____	_____
Contract Services:		
On-Site Supervisor	_____	_____
Annual Hourly Labor: Wages, Taxes & Benefits	_____	_____
General & Administrative Costs	_____	_____
Other: _____	_____	_____
Total Contract Services	_____	_____
 Total Requirements	 _____	 _____
 Net Gain/(Loss) to District	 _____	 _____

- * CPM-Cost Per Meal, include pattern breakfasts, lunches, and equivalent meals in calculations.

Note: All rebates must be passed through to the SPONSOR. Expenses and costs noted above shall be net of these rebates.

Fixed Price Per Meal Proposal

SBP

-Breakfast \$X.XX per meal (2 breakfasts = 1 meal)

List total Breakfasts served calculated at 2 = 1 meal calculation-Total Breakfasts = _____

NSLP

-Lunch \$X.XX per meal (1 lunch = 1 meal)

-Snack \$X.XX per snack (3 snacks = 1 meal)

-Meal Equivalents \$X.XX per meal based on \$_____ rate

List total Lunches served calculated at 1 = 1 meal calculation Total Lunches = _____

List total Snacks served calculated at 3 = 1 meal calculation Total Snacks = _____

Total Meal Equivalents at \$_____ =1 _____

SFSP

-Breakfast \$X.XX per meal (2 breakfasts = 1 meal)

-Lunch \$X.XX per meal (1 lunch = 1 meal)

-Snack \$X.XX per snack (3 snacks = 1 meal)

List total Breakfasts served calculated at 2 = 1 meal calculation-Total Breakfasts = _____

List total Lunches served calculated at 1 = 1 meal calculation-Total Lunches = _____

List total Snacks served calculated at 3 = 1 meal calculation-Total Snacks = _____

CACFP

-Breakfast \$X.XX per meal (2 breakfasts = 1 meal)

-Lunch \$X.XX per meal (1 lunch = 1 meal)

-Snack \$X.XX per snack (3 snacks = 1 meal)

-Suppers \$X.XX per meal (1 Supper = 1 meal)

List total Breakfasts served calculated at 2 = 1 meal calculation-

Total Breakfasts = _____

List total Lunches served calculated at 1 = 1 meal calculation-

Total Lunches = _____

List total Snacks served calculated at 3 = 1 meal calculation-

Total Snacks at = _____

List total Suppers served calculated at 1 = 1 meal calculation-

Total Suppers = _____

VENDED MEAL PROGRAM

-Breakfast \$X.XX per meal (2 breakfasts = 1 meal)

-Lunch \$X.XX per meal (1 lunch = 1 meal)

-Snack \$X.XX per snack (3 snacks = 1 meal)

List total Breakfasts served calculated at 2 = 1 meal calculation-

Total Breakfasts = _____

List total Lunches served calculated at 1 = 1 meal calculation-

Total Lunches = _____

List total Snacks served calculated at 3 = 1 meal calculation-

Total Snacks = _____

Sponsor list total of all meals served for determining the fixed price per meal, calculated at the rates listed on this page and as required by this RFP.

Total Meals Served for Fixed Price _____

**Attachment F
PROPOSAL COVER SHEET**

CERTIFICATION

I, the official named below, certify that I am duly authorized to legally bind the Proposer to the clause(s) listed below.

<i>Proposer Name (Printed)</i>		
<i>Corporate Address of Record</i>		
<i>By (Authorized Signature of Person with Authority to Obligate the Proposer Contractually)</i>		
<i>Federal Tax Identification Number</i>	<i>Dun and Bradstreet Number (DUNS)</i>	<i>Oregon Secretary of State Business Registry Number</i>
<i>Printed Name</i>	<i>Title of Person Signing</i>	
<i>Date Signed</i>	<i>Telephone Number</i>	
<i>Identify Name of Person Authorized to Negotiate the Contract on Behalf of Proposer</i>	<i>Identify Title of Person Authorized to Negotiate the Contract on Behalf of Proposer</i>	<i>Telephone Number</i>
		<i>Email Address</i>
<i>Identify Name of Person to be Contacted for Clarification of Proposal</i>	<i>Identify Title of Person Authorized to contact for clarification of Proposal</i>	<i>Telephone Number</i>
		<i>Email Address</i>

Proposer understands and accepts the requirements of this RFP. By Proposal submission, Proposers agree to be bound by the Contract terms and conditions.

Proposer acknowledges receipt of any and all Addenda to this RFP. All Addenda's will be posted on the Oregon Buys website at www.OregonBuys.gov.

**APPENDIX A
PROGRAM INFORMATION**

Lincoln County School District - RFP – Food Services

**All Vendors must use the following information for Pro Forma development
Financial Pro Forms that do not utilize the exact program information as provided in this
attachment will not be accepted.**

Participation Counts:

**(Based on 2021-2022 actual meal counts from Claims for Reimbursement.
Lincoln County School District requalified for the Community Eligibility Provision
(CEP) for all District schools effective July 1, 2022.)**

Use meal counts, catering and ala carte sales below for proforma development

Participation Categories	Lunch Annual Meals	Breakfast Annual Meals	Snacks
Free: Student	426,356	300,246	
Vended Meals (Head Start)	19,474	568	478
Catering Sales	7,578		
Ala Carte Sales	510		
Summer Program	5,994	4,383	495
CAFCP Program (Supper)	7,374		

Reimbursement Rates: Projected rates for 2023-2024 School Year

Use Reimbursement rates below for proforma development

**(rates are based on July 1, 2021 through June 30, 2022 established rates and increased by
March to March CPI Rate)*

Category	Federal Lunch	Severe Breakfast	Supper	Snack
Free	\$4.35	\$2.67		
Summer Food Service Program	\$4.95	\$2.83		\$1.17
CACFP Program			\$4.03	\$1.18
Commodity Rate/Lunch (CIL)	\$0.30			
Menu Certification Rate	\$0.08			

Student/Adult Meal Prices:

Use meal prices below for proforma development

Category	Lunch	Breakfast
Free	0.00	0.00
Reduced-Price	0.00	0.00
Paid Elem -Second Meals	4.00	2.00
Paid Middle – Second Meals	4.00	2.00
Paid High - Second Meals	4.00	2.00
Adult	4.00	2.00

Service Days:

Use service days below for proforma development

School	Breakfast	Lunch	Summer	CACFP
Elementary School	170	170	56	170
Middle School	170	170	56	170
High School	170	170	56	170

Free and Reduced Information:

School	Enrollment	Approved Free	Approved ISP %	Approved Reduced
Crestview Heights Elementary	276	276	49.31%	N/A (CEP)
Waldport Jr/Sr High	279	279	44.21%	N/A (CEP)
Yaquina View Elementary	336	336	46.65%	N/A (CEP)
Sam Case Elementary	384	384	45.41%	N/A (CEP)
Newport Middle School	485	485	37.76%	N/A (CEP)
Newport High School	614	614	32.71%	N/A (CEP)
Oceanlake Elementary	292	292	61.02%	N/A (CEP)
Taft Elementary	453	453	47.5%	N/A (CEP)
Taft 7-12 High School	705	705	39.29%	N/A (CEP)
Lincoln City Career Tech HS	30	30	53.33%	N/A (CEP)
Toledo Elementary	378	378	47.5%	N/A (CEP)
Toledo Jr/Sr High School	288	288	36.77%	N/A (CEP)
Olalla LTCT Center	6	6	37.5%	N/A (CEP)
Siletz Valley Charter School	216	216	57.4%	N/A (CEP)
Eddyville Charter School	193	193	41.07%	N/A (CEP)

Serving Times/Programs:

School Name	Lunch	Breakfast	Grades	NSLP	SBP	CACFP	Method*
Crestview Heights Elementary	10:50 - 11:10 11:35 - 11:55 12:00 - 12:15 12:25 - 12:40	7:45 - 8:15 In Classroom	1-2 KG & SpEd 3-4 5-6	X	X	X	Base Kitchen (Meal Prep for onsite CACFP program)
Waldport Jr/Sr High	Wed 10:45 Wed 11:30 11:05 - 11:35 11:55 - 12:15	7:45 - 8:15	9-12 7-8 9-12 7-8	X	X		Satellite (receives from CVH Elementary)
Yaquina View Elementary	10:30 - 11:00 11:05 - 11:35 11:50 - 12:20	7:45 - 8:15 In Classroom	1 KG 2	X	X		Self
Sam Case Elementary	Wed: 11:00 - 11:40 Wed: 11:45 - 12:25 Wed: 12:25 - 12:50 10:45 - 11:10 11:15 - 11:40 11:45 - 12:10	7:50 - 8:10 In Classroom	3 4 5 3 3 4	X	X	X	Base Kitchen (Meal prep for CACFP programs in Newport)

Sam Case Elementary (continued)	12:20 – 12:45 12:50 – 1:15 1:00 – 1:25 M-F 11:15 – 11:40		4 5 5 Special Ed				
Newport Middle School	11:40 -12:44 M,T,Th 11:08 - 12:08 W, F	7:50 - 8:30	6-8	X	X		Self
Newport High School	11:20-11:50 Wed 12:08-12:18 12:18-12:48	7:30 - 8:15 8:30 - 10:30 2 nd Chance	9-12, SpEd SpEd 9-12	X	X		Self
Oceanlake Elementary	11:10 – 11:40 11:45 – 12:15 12:20 – 12:50	7:40 – 8:00 In Classroom	KG 2 1	X	X	X	Base Kitchen (Meal Prep for onsite CACFP)
Taft Elementary	10:50 – 11:30 11:30 – 12:10 12:10 – 12:50 12:50 – 1:30	7:30 – 8:30 In Classroom	3 4 & SpEd 6 5	X	X	X	Base Kitchen (Meal Prep for onsite CACFP program)
Taft 7-12 High School	Wed 11:20 – 11:50 Wed 12:05 – 12:35 11:20 – 11:35 11:35 – 12:05 12:05 – 12:35	7:45 – 8:20	7-8 9-12 8 9-12 7	X	X		Base Kitchen (Meal prep for LCCTHS & LC Head Start)
LC Career Tech High School	11:15 – 11:45	8:00 – 8:30	9-12	X	X		Satellite (receives from Taft HS)
Toledo Elementary	10:30 – 10:45 10:50 – 11:05 11:10 – 11:25 11:30 – 11:45 11:50 – 12:05 12:10 – 12:25 12:30 – 12:45	7:45 – 8:30 In Classroom	KG 1 2 6 3 5 4	X	X	X	Base Kitchen (Meal Prep for onsite CACFP program)
Toledo Jr/Sr High	Wed 11:17 – 11:47 Wed 12:04 – 12:34 10:57 – 11:27 11:54 – 12:24	7:30 – 8:00	7-8 9-12 7-8 9-12	X	X		Base Kitchen (Meal Prep for Toledo Head Start)
Olalla Center (LTCT)	12:30 – 1:00	10:30 – 11:00	K-12	X	X		Satellite (Receives from Toledo Elementary)
Siletz Valley School	11:00 11:00 – 11:20 11:20 – 11:40 12:02 – 12:42	8:00 Headstart 8:00-8:30 In Classroom	Headstart KG-2 3-5 6-12	X	X	X	Base Kitchen (Meal prep for Siletz Head Start and onsite CACFP)
Eddyville Charter School	11:00 - 11:25 11:30 - 11:55 11:57 - 12:25 12:27 - 12:55	8:00-8:30	KG-2 3-5 6-8 9-12	X	X		Self

Notes:

NSLP = Indicates participation in the National School Lunch Program.

SBP = Indicates participation in the School Breakfast Program.

SFSP = Summer Food Service Program.

CACFP = Child and Adult Care Food Program

* Indicates method of service:

Base Kitchen --Preparing food for self and other schools

Satellite --Receiving food from a base kitchen, finish on site.

Self --Prepares own food on site.

Equivalency Rates:

Use Equivalency below for proforma development

- Use \$4.86 on all ala carte, catering and non-reimbursable meal sales.
- Use 1 for 1 Lunch and Supper Equivalency
- Use 2 for 1 Breakfast Equivalency
- Use 3 for 1 Snack Equivalency

Lincoln County School District Staffing Guide: (based on 170 Service Days)

School Name & Position	Daily Hours	Scheduled Days*	Average Hourly Rate*
Newport High School			
Kitchen Manager	7.00	173	\$16.75
Food Service Worker	6.25	173	\$13.92
Food Service Worker	4.00	173	\$13.93
Taft 7-12/Lincoln City Career Tech High School			
Kitchen Manager	7.50	173	\$17.41
Food Service Worker	6.50	173	\$16.00
Food Service Worker	5.50	173	\$15.50
Food Service Worker	4.00	173	\$15.50
Toledo Jr/Sr High			
Kitchen Manager	7.25	173	\$18.12
Food Service Worker	6.75	173	\$16.49
Food Service Worker	4.00	173	\$14.27
Newport Middle School			
Kitchen Manager	7.25	173	\$17.05
Food Service Worker	7.00	173	\$15.50
Food Service Worker	5.00	172	\$15.25
Food Service Worker	5.00	172	\$15.87

Waldport High School			
Kitchen Manager	5.00	173	\$16.00
Food Service Worker	2.00	171	\$15.50
Toledo Elementary			
Kitchen Manager	7.50	173	\$16.75
Food Service Worker	7.00	172	\$15.50
Food Service Worker	4.00	171	\$13.91
Food Service Worker	4.00	171	\$15.00
Eddyville Charter School			
Kitchen Manager	7.00	173	\$18.12
Food Service Worker	2.50	170	\$15.00
Oceanlake Elementary			
Kitchen Manager	7.50	173	\$17.00
Food Service Worker	7.50	171	\$15.00
Food Service Worker	6.50	171	\$15.50
Sam Case Elementary			
Kitchen Manager	7.25	173	\$24.70
Food Service Worker	6.50	172	\$17.00
Food Service Worker	6.50	171	\$15.58
Food Service Worker (VACANT)	4.00	171	\$15.00
Taft Elementary			
Kitchen Manager	7.50	173	\$16.75
Food Service Worker	7.50	173	\$16.20
Food Service Worker	5.00	171	\$15.50
Food Service Worker	4.00	171	\$15.00
Yaquina View Elementary			
Kitchen Manager	7.00	173	\$16.71
Food Service Worker	6.75	172	\$15.25
Food Service Worker	5.75	171	\$15.00
Food Service Worker	5.00	171	\$15.00
Crestview Heights Elementary			
Kitchen Manager	7.50	173	\$17.51
Food Service Worker	3.00	172	\$16.00
Food Service Worker	5.00	171	\$15.30
Food Service Worker	5.00	171	\$15.00
Food Service Worker	2.00	171	\$15.50
Siletz Valley Charter School			
Kitchen Manager	6.25	173	\$16.25
Food Service Worker	6.50	172	\$15.50
Food Service Worker	5.75	171	\$15.22

Nutrition Services Office			
Administrative Assistant	8.00	202	\$23.70
Kitchen Trainer	8.00	202	\$20.00
Substitutes	4.00	170	\$15.00
Summer Program			
Kitchen Manager (Kitchen Trainer)	5.00	56	\$20.00
Kitchen Manager (NMS Manager)	5.00	56	\$17.05
Kitchen Manager (TAHS Manager)	5.00	56	\$17.41
Kitchen Manager (WHS Manager)	5.00	56	\$16.00
Kitchen Manager (EVC Manager)	5.00	56	\$18.12
Kitchen Manager (TOHS Manager)	5.00	56	\$18.12
Kitchen Manager (SVC Manager)	5.00	56	\$16.25

*= Includes training and prep days. Average Hourly Rate does not include taxes and benefits.

District Indirect Charges:

For the purpose of the FSMC's financial guarantee, district indirect costs charges to the program for 2023-2024 school year shall not exceed \$120,000.00. Lincoln County School District's ODE approved Indirect Cost Rate for 2022-23 is 3.99%.

APPENDIX B
LINCOLN COUNTY SCHOOL DISTRICT
“21-DAY CYCLE MENUS” ELEMENTARY LUNCH AND BREAKFAST

All Vendors are to use the following 21-Day Cycle Menus for Elementary Lunch and Breakfast in their response to this RFP. Vendor shall adhere to this menu for the first 21 days of service during the 2023-2024 school year.

Day 1	Day 2	Day 3	Day 4	Day 5
Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Cinnamon Breakfast Round Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: WG Breaded Chicken Burger on WW Bun Cheeseburger/Veggie Burger on WG Bun (v) Chef Salad Turkey & Cheese Sub Sandwich Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Cherry Frudel (v) Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Fish Sticks w/WW Roll Chicken Nuggets w/WW Roll Crispy Chicken Salad Pinwheel Party Box Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Egg & Cheese Breakfast Sandwich Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Bean & Cheese Nachos (v) Cheesy Breadsticks w/Marinara SW Taco Salad Sunbutter & Jelly Sandwich Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Pancake w/Sausage Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Fish Po' Boy w/ SW Slaw Oven Baked Corn Dog Peppi Pizza Salad Hummus Veggie Box (v) Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Warm Fruit Muffin Tops Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Baked Penne Pasta Cheese (v) or Pepperoni Pizza Chicken Caesar Salad Tuna Sandwich Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk
Day 6	Day 7	Day 8	Day 9	Day 10
Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Egg & Cheese Quesadilla Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: BBQ Pulled Pork Sandwich Cheeseburger/Veggie Burger on WG Bun (v) Chef Salad Turkey & Cheese Sub Sandwich Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Warm Bagel w/Cream Cheese (v) Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Mini Cheese Ravioli w/ WG Roll (v) Chicken Nuggets w/WW Roll Crispy Chicken Salad Pinwheel Party Box Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Sausage & Cheese Biscuit Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Orange Chicken on Steamed Rice Cheesy Breadsticks w/Marinara SW Taco Salad Sunbutter & Jelly Sandwich Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Apple Frudel (v) Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Home Style Macaroni & Cheese Oven Baked Corn Dog Peppi Pizza Salad Hummus Veggie Box (v) Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk	Breakfast: Variety of Low Fat or Fat Free Milk Variety of Canned or Fresh Fruit Scratch Made French Toast Assorted Cold WG Cereal & Toast or Cheese Stick Lunch: Hot Dog w/Oven Baked French Fries Cheese (v) or Pepperoni Pizza Chicken Caesar Salad Tuna Sandwich Variety of Fruits & Vegetables Variety of Low Fat or Fat Free Milk

<p>Day 11 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Waffles w/Fruit Compote (v)</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: BBQ Meatball Sub</p> <p>Cheeseburger/Veggie</p> <p>Burger on WG Bun (v) Chef Salad</p> <p>Turkey & Cheese Sub Sandwich</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 12 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Sausage Breakfast Pizza</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Grilled Cheese Sandwich w/Tomato Soup (v)</p> <p>Chicken Nuggets w/WW Roll</p> <p>Crispy Chicken Salad</p> <p>Pinwheel Party Box</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 13 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Breakfast Bowl w/ Toast</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Sweet & Sour Chicken on Steamed Rice</p> <p>Cheesy Breadsticks w/Marinara</p> <p>SW Taco Salad</p> <p>Sunbutter & Jelly Sandwich</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 14 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Warm Oatmeal (v) & Toast or Cheese Stick</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Bean & Cheese Nachos (v)</p> <p>Oven Baked Corn Dog</p> <p>Peppi Pizza Salad</p> <p>Hummus Veggie Box (v)</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 15 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Chocolate Chip Breakfast Rounds</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Homemade Sloppy Joes</p> <p>Cheese (v) or Pepperoni Pizza</p> <p>Chicken Caesar Salad</p> <p>Tuna Sandwich</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>
<p>Day 16 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Build Your Own Yogurt Bowl (v)</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Bean & Cheese Burrito w/Salsa</p> <p>Cheeseburger/Veggie Burger on WG Bun (v)</p> <p>Chef Salad</p> <p>Turkey & Cheese Sub Sandwich</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 17 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Mini Maple Waffles (v)</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Chicken Alfredo Pasta</p> <p>Chicken Nuggets w/WW Roll</p> <p>Crispy Chicken Salad</p> <p>Pinwheel Party Box</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 18 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Ham & Cheese Breakfast Sandwich</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Pretzel w/Cheese Sauce</p> <p>Cheesy Breadsticks w/Marinara</p> <p>SW Taco Salad</p> <p>Sunbutter & Jelly Sandwich</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 19 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Fruit & Yogurt Parfait (v)</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Turkey Gravy over Mashed Potatoes w/ WW Roll</p> <p>Oven Baked Corn Dog</p> <p>Peppi Pizza Salad</p> <p>Hummus Veggie Box (v)</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 20 Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Bagel w/Cream Cheese</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Fish & Chips</p> <p>Cheese (v) or Pepperoni Pizza</p> <p>Chicken Caesar Salad</p> <p>Tuna Sandwich</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>

Day 21				
<p>Breakfast: Variety of Low Fat or Fat Free Milk</p> <p>Variety of Canned or Fresh Fruit</p> <p>Sausage on a Stick</p> <p>Assorted Cold WG Cereal & Toast or Cheese Stick</p> <p>Lunch: Chicken Nuggets w/WW Roll</p> <p>Cheeseburger/Veggie Burger on WG Bun (v)</p> <p>Chef Salad</p> <p>Turkey & Cheese Sub Sandwich</p> <p>Variety of Fruits & Vegetables</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>A variety of fresh fruit and vegetables are provided daily on our offering bars at lunch.</p> <p>All sandwiches and burger menu items are served on whole grain rich (WGR) bread or bun.</p> <p>All salads are served with a whole wheat (WW) roll or corn tortilla chips.</p> <p>Pizzas are made on a WGR Crust.</p>			

APPENDIX B
LINCOLN COUNTY SCHOOL DISTRICT
“21-DAY CYCLE MENUS” JUNIOR HIGH SCHOOL LUNCH AND BREAKFAST

All Vendors are to use the following 21-Day Cycle Menus for Junior High School Lunch and Breakfast in their response to this RFP. Vendor shall adhere to this menu for the first 21 days of service during the 2023-2024 school year.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>BREAKFAST: Cinnamon Breakfast Round</p> <p>Chocolate Chip Breakfast Round</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Spicy Chicken & Rice Burrito Bowl</p> <p>Beef Burrito Bowl w/Side Stewed Black Beans</p> <p>Very Berry Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Garden Salad, Broccoli Lime Salad, Corn Elotes</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Veggie Pizza (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Cherry Frudel</p> <p>Fruit Smoothie w/Lil' Graham Squares</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH BBQ Pulled Pork Sandwich w/Potato Wedges</p> <p>Teriyaki Chicken Noodle Bowl w/Side Spicy Asian Veggie Blend</p> <p>Garden Noodle Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Ginger Carrot Salad, Steamed Edamame</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Egg & Cheese Breakfast Sandwich</p> <p>Warm Fruit Muffin Top</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Meat & Cheese Nachos</p> <p>Popcorn Chicken Bowl w/Side Mashed Potatoes</p> <p>Turkey Cheddar Ranch Wrap</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Mixed Greens, Chilled Broccoli, Citrus Glazed Carrots</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Pancakes w/Sausage</p> <p>Fruit & Yogurt Parfait</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Chicken Nuggets Basket w/Seasoned Curly Fries & Roasted Broccoli</p> <p>Meatball Marinara Bowl w/Side Broccoli & Red Pepper</p> <p>Garden Salad (v)</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Basil Corn Salad, Italian Seasoned Chickpeas</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Fresh Baked Cinnamon Roll w/Icing</p> <p>Egg & Cheese Muffin</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Home Style Macaroni & Cheese (v)</p> <p>Lemon Pepper Chicken Bowl w/Side of Roasted Chickpeas</p> <p>Very Berry Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Spinach Salad, Chilled Peas, Moroccan Carrots</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>BREAKFAST: Egg & Cheese Quesadilla</p> <p>Chocolate Chip Breakfast Round</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH BBQ Meatball Sub w/Chips</p>	<p>BREAKFAST: Pancake Bites with Cinnamon & Sugar</p> <p>Fruit Smoothie w/Lil' Graham Squares</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Mini Raviolis w/WG Roll (v)</p>	<p>BREAKFAST: Sausage & Cheese Breakfast Sandwich</p> <p>Warm Fruit Muffin Top</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Meat & Cheese Nachos</p>	<p>BREAKFAST: Apple Frudel (v)</p> <p>Fruit & Yogurt Parfait</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Fish & Chips Basket w/ Seasoned Curly Fries &</p>	<p>BREAKFAST: Scratch Made French Toast</p> <p>Egg & Cheese Muffin</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Hot Dog w/Oven Baked</p>

<p>Pinto Bean & Veggie Bowl w/Side Chili Roasted Sweet Potatoes</p> <p>Fruit Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Garden Salad, Broccoli Lime Salad, Corn Elotes</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Veggie Pizza (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Sweet & Sour Chicken Noodle Bowl w/Side Steamed Broccoli</p> <p>Tokyo Teriyaki Noodle Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Ginger Carrot Salad, Steamed Edamame</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Crispy Chicken Bowl w/Side Low Country Green Beans</p> <p>Mediterranean Wrap</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Mixed Greens, Chilled Broccoli, Citrus Glazed Carrots</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Roasted Broccoli</p> <p>Tuscan Vegetable Bowl w/Side Butternut Squash</p> <p>Chef Salad</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Basil Corn Salad, Italian Seasoned Chickpeas</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Tater Tots</p> <p>Greek Falafel Bowl w/Side of Summer Squash</p> <p>Fruit Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Spinach Salad, Chilled Peas, Moroccan Carrots</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>
<p>Day 11</p> <p>BREAKFAST:</p> <p>Waffles w/Fruit Compote</p> <p>Chocolate Chip Breakfast Round</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH</p> <p>Grilled Cheese Sandwich w/ Tomato Soup (v)</p> <p>Tanga Chicken Burrito Bowl w/Side Mexican Zucchini</p> <p>Tropical Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Garden Salad, Broccoli Lime Salad, Corn Elotes</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Veggie Pizza (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 12</p> <p>BREAKFAST:</p> <p>Turkey Sausage Breakfast Pizza</p> <p>Fruit Smoothie w/Lil' Graham Squares</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH</p> <p>Oven Baked Corn Dog w/Tater Tots</p> <p>Korean BBQ Chicken Noodle Bowl w/Side Soy Roasted Potatoes</p> <p>Spicy Buffalo Noodle Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Ginger Carrot Salad, Steamed Edamame</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 13</p> <p>BREAKFAST:</p> <p>Breakfast Bowl w/Toast</p> <p>Warm Fruit Muffin Top</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH</p> <p>Meat & Cheese Nachos</p> <p>Herb Roasted Chicken Bowl w/Side BBQ Baked Beans</p> <p>Ham & Cheese Wrap</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Mixed Greens, Chilled Broccoli, Citrus Glazed Carrots</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 14</p> <p>BREAKFAST:</p> <p>Build Your Own Oatmeal Bowl</p> <p>Fruit & Yogurt Parfait</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH</p> <p>Herb Roasted Chicken Drumstick Basket w/Seasoned Curly Fries & Roasted Broccoli</p> <p>Broccoli Alfredo Bowl w/Side Parmesan Green Beans</p> <p>Chicken Caesar Salad</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Basil Corn Salad, Italian Seasoned Chickpeas</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>Day 15</p> <p>BREAKFAST:</p> <p>WG Cinnamon Roll w/Icing</p> <p>Egg & Cheese Muffin</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH</p> <p>Scratch Made Sloppy Joes w/Baked Beans</p> <p>Greek Meatball Rice Bowl w/Side of Oven Roasted Broccoli</p> <p>Tropical Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Spinach Salad, Chilled Peas, Moroccan Carrots</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>

Day 16	Day 17	Day 18	Day 19	Day 20
<p>BREAKFAST: Build Your Own Yogurt Bowl</p> <p>Chocolate Chip Breakfast Round</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Bean & Cheese Burrito (v) w/Salsa & Sour Cream</p> <p>Turkey Carnitas Burrito Bowl w/Side Corn Elotes</p> <p>Banana Berry Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Garden Salad, Broccoli Lime Salad, Corn Elotes</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Veggie Pizza (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Mini Maple Waffles</p> <p>Fruit Smoothie w/Lil' Graham Squares</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Chicken Alfredo</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Ginger Carrot Salad, Steamed Edamame</p> <p>Ginger Garlic Turkey Noodle Bowl w/Side Ginger Carrot Salad</p> <p>Grecian Noodle Bowl</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Bagel w/Cream Cheese</p> <p>Warm Fruit Muffin Top</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Bean & Cheese Nachos (v)</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Mixed Greens, Chilled Broccoli, Citrus Glazed Carrots</p> <p>BBQ Chicken Bowl w/Side Citrus Glazed Carrots</p> <p>Spicy Buffalo Chicken Wrap</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Ham & Cheese Breakfast Sandwich</p> <p>Fruit & Yogurt Parfait</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Chicken Nuggets Basket w/Seasoned Curly Fries & Roasted Broccoli</p> <p>Herb Roasted Chicken Bowl w/Side Basil Corn Salad</p> <p>Chicken Salad Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Caesar Salad, Basil Corn Salad, Italian Seasoned Chickpeas</p> <p>Chicken or Spicy Chicken Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Berry Muffin Tops</p> <p>Egg & Cheese Muffin</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Variety of Low Fat or Fat Free Milk</p> <p>LUNCH Spaghetti w/Meat Sauce & Caesar Side Salad</p> <p>Greek Turkey Rice Bowl w/Side of Chilled Peas</p> <p>Banana Berry Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Spinach Salad, Chilled Peas, Moroccan Carrots</p> <p>Cheeseburger, Hamburger or Veggie Burger w/Oven Baked Fries or Tater Tots</p> <p>Pepperoni or Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Variety of Low Fat or Fat Free Milk</p>
<p>Day 21 BREAKFAST: Waffle w/Sausage</p> <p>Chocolate Chip Breakfast Round</p> <p>Assorted Cereal, Cereal Bars or Oatmeal w/WG Toast</p> <p>Variety of Fresh & Canned Fruit</p> <p>Low Fat or Fat Free Milk</p> <p>LUNCH BBQ Pulled Pork Sandwich w/Potato Wedges</p> <p>Beef Burrito Bowl w/Side Stewed Black Beans</p> <p>Very Berry Smoothie Bowl</p> <p>Garden Bar: Variety of Fresh & Canned Fruits, Garden Salad, Broccoli Lime Salad, Corn Elotes</p>	<p>A variety of fresh fruit and vegetables are provided daily on our offering bars at lunch.</p> <p>All sandwiches and burger menu items are served on whole grain rich (WGR) bread or bun.</p> <p>All salads are served with a whole wheat (WW) roll or corn tortilla chips.</p> <p>Pizzas are made on a WGR Crust.</p>			

Day 21 Continued

Cheeseburger, Hamburger
or Veggie Burger w/Oven
Baked Fries or Tater Tots

Pepperoni or Cheese
Pizza

Veggie Pizza (v)

Variety of Low Fat or Fat
Free Milk

APPENDIX B
LINCOLN COUNTY SCHOOL DISTRICT
“21-DAY CYCLE MENUS” HIGH SCHOOL LUNCH AND BREAKFAST

All Vendors are to use the following 21-Day Cycle Menus for High School Lunch and Breakfast in their response to this RFP. Vendor shall adhere to this menu for the first 21 days of service during the 2023-2024 school year.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>BREAKFAST: Sausage & Egg Breakfast Sandwich</p> <p>Burrito w/Salsa & Sour Cream</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Chocolate Chip Breakfast Round</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Spicy Chicken & Rice Burrito Bowl</p> <p>Ham & Cheese Sub Sandwich</p> <p>Chef Salad & WW Roll</p> <p>Pepperoni & Cheese Pizza Veggie Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Cherry Frudel</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit Smoothie w/Lil'Graham Squares</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH BBQ Pulled Pork Sandwich w/Potato Wedges</p> <p>American Sub Sandwich</p> <p>Crispy Chicken Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Egg & Cheese Breakfast Sandwich</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Warm Fruit Muffin Top</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Chicken Nuggets w/Oven Baked Fries & WG Roll</p> <p>Jalapeno Lime Chicken Wrap</p> <p>SW Taco Salad w/Chips</p> <p>Pepperoni & Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Pancakes w/Sausage</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit & Yogurt Parfait</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Taco Meat & Cheese Nachos</p> <p>Spicy Italian Sub Sandwich</p> <p>Buffalo Chicken Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Fresh Baked Cinnamon Roll w/Icing</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Egg & Cheese Muffin</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Turkey Gravy over Mashed Potatoes w/WG Roll</p> <p>Tuna Sandwich</p> <p>Hummus Veggie Box</p> <p>Pepperoni & Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>BREAKFAST: Egg & Cheese Quesadilla</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Chocolate Chip Breakfast Round</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p>	<p>BREAKFAST: Pancake Bites w/Cinnamon & Sugar</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit Smoothie w/Lil'Graham Squares</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p>	<p>BREAKFAST: Sausage & Cheese Breakfast Sandwich</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Warm Fruit Muffin Top</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p>	<p>BREAKFAST: Apple Frudel (v)</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit & Yogurt Parfait</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p>	<p>BREAKFAST: Scratch Made French Toast</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Egg & Cheese Muffin</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p>

<p>LUNCH BBQ Meatball Sub w/Chips</p> <p>Ham & Cheese Sub</p> <p>Chef Salad & WW Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Veggie Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>LUNCH Mini Raviolis w/WG Roll (v)</p> <p>American Sub Sandwich</p> <p>Crispy Chicken Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>LUNCH Orange Chicken & Rice Bowl</p> <p>Jalapeno Lime Chicken Wrap</p> <p>SW Taco Salad w/Chips</p> <p>Pepperoni & Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>LUNCH Home Style Macaroni & Cheese (v)</p> <p>Spicy Italian Sub Sandwich Buffalo Chicken Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>LUNCH Oven Baked Corndog w/Oven Baked Tots</p> <p>Tuna Sandwich</p> <p>Hummus Veggie Box</p> <p>Pepperoni & Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>
Day 11	Day 12	Day 13	Day 14	Day 15
<p>BREAKFAST: Waffles w/Fruit Compote</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Chocolate Chip Breakfast Round</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Baja Fish Tacos w/Pico De Gallo & Mexican Slaw</p> <p>Ham & Cheese Sub</p> <p>Chef Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Veggie Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Turkey Sausage Breakfast Pizza</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit Smoothie w/Lil'Graham Squares</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Grilled Cheese Sandwich w/Tomato Soup (v)</p> <p>American Sub Sandwich</p> <p>Crispy Chicken Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Breakfast Bowl w/WWToast</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Warm Fruit Muffin Top</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Garden Noodle Bowl</p> <p>Jalapeno Lime Chicken Wrap</p> <p>SW Taco Salad w/Chips</p> <p>Pepperoni & Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Brld Your Own Oatmeal Bowl</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit & Yogurt Parfait</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Baked Penne Pasta w/WG Roll</p> <p>Spicy Italian Sub Sandwich</p> <p>Buffalo Chicken Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: WG Cinnamon Roll w/Icing</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Egg & Cheese Muffin</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Scratch Made Sloppy Joes w/Seasoned Curly Fries</p> <p>Tuna Sandwich</p> <p>Hummus Veggie Box</p> <p>Pepperoni & Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>

Day 16	Day 17	Day 18	Day 19	Day 20
<p>BREAKFAST: Build Your Own Yogurt Bowl</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Chocolate Chip Breakfast Round</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Bean & Cheese Burrito w/Salsa & Sour Cream</p> <p>Ham & Cheese Sub</p> <p>Chef Salad & WW Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Veggie Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Mini Maple Waffles</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit Smoothie w/Lil'Graham Squares</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Chicken Burrito Bowl</p> <p>American Sub Sandwich</p> <p>Crispy Chicken Salad & WW Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Meat Lovers Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Bagel w/Cream Cheese</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Warm Fruit Muffin Top</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Pork Posole with Tortilla Chips</p> <p>Jalapeno Lime Chicken Wrap</p> <p>SW Taco Salad w/Chips</p> <p>Pepperoni & Cheese Pizza</p> <p>Cheesy Breadstick w/Marinara (v)</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Ham & Cheese Breakfast Sandwich</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Fruit & Yogurt Parfait</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Turkey Gravy over Mashed Potatoes w/WW Roll</p> <p>Spicy Italian Sub Sandwich</p> <p>Buffalo Chicken Salad & WW Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Chicken Bruschetta Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Low Fat or Fat Free Milk</p>	<p>BREAKFAST: Berry Muffin Tops</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Egg & Cheese Muffin</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Fish & Chips w/WW Roll</p> <p>Tuna Sandwich</p> <p>Hummus Veggie Box</p> <p>Pepperoni & Cheese Pizza</p> <p>Hawaiian Pizza</p> <p>Cheeseburger, Hamburger, Chicken Burger, Spicy Chicken Burger or Veggie Burger w/Oven Baked French Fries or Tater Tots</p> <p>Variety of Canned & Seasonal Fresh Fruit and Vegetables, plus Apples, Oranges & Garden Salad Greens</p> <p>Variety of Variety of Low Fat or Fat Free Milk</p>
Day 21				
<p>BREAKFAST: Waffle w/Sausage</p> <p>Assorted Cereal/Cereal Bars/Oatmeal w/WG Toast</p> <p>Chocolate Chip Breakfast Round</p> <p>Variety Fresh or Canned Fruit</p> <p>Variety of Low-Fat & Fat Free Milk</p> <p>LUNCH Taco Burger w/Potato Wedges</p> <p>Ham & Cheese Sub</p> <p>Chef Salad & WG Roll</p> <p>Pepperoni & Cheese Pizza</p> <p>Veggie Pizza</p>	<p>A variety of fresh fruit and vegetables are provided daily on our offering bars at lunch.</p> <p>All sandwiches and burger menu items are served on whole grain rich (WGR) bread or bun.</p> <p>All salads are served with a whole wheat (WW) roll or corn tortilla chips.</p> <p>Pizzas are made on a WGR Crust.</p>			

Day 21 Continued

Cheeseburger, Hamburger,
Chicken Burger, Spicy
Chicken Burger or Veggie
Burger w/Oven Baked French
Fries or Tater Tots

Variety of Canned &
Seasonal Fresh Fruit and
Vegetables, plus Apples,
Oranges & Garden Salad
Greens

Variety of Low Fat or Fat
Free Milk

APPENDIX B
LINCOLN COUNTY SCHOOL DISTRICT
"21-DAY CYCLE MENUS" CACFP SUPPER

All Vendors are to use the following 21-Day Cycle Menus for CACFP Supper in their response to this RFP. Vendor shall adhere to this menu for the first 21 days of service during the 2023-2024 school year.

Day 1	Day 2	Day 3	Day 4	Day 5
Supper: Popcorn Chicken (12 each) 2M/MA 1GE WW Dinner Roll (1 each) 1GE Broccoli (3/4 cup) Applesauce (1/2 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Hot Dog on WG Bun 2 M/MA 2GE Celery Sticks (3/4cup) Apple (1 each)=1/2cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz)	Supper: Cheeseburger (1 WG Bun 1 Burger patty 1 slice cheese) 2M/MA 2GE Pears (1/2 cup) Broccoli (3/4 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Bean & Cheese Burrito (1 each) 2 M/MA Cucumber (3/4 cup) Orange (1 each)=1/2 cup 1% White Milk or Non-Fat Skim White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Chicken Patty Burger on WG Bun (1 each) 2M/MA 2GE Cucumber (3/4 cup) Peaches (1/2cup) 1% White Milk or Non-Fat Skim White Milk or Non-Fat Skim White Milk (8 fl oz.)
Day 6	Day 7	Day 8	Day 9	Day 10
Supper: Bean & Cheese Burrito (1 each) 2M/MA 2GE Cucumber (3/4 cup) Orange (1 each)=1/2cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Popcorn Chicken (12 each) 2M/MA 1GE WW Dinner Roll (1 each) 1GE Broccoli (3/4 cup) Applesauce (1/2 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Bean & Cheese Burrito (1 each) 2 M/MA Cucumber (3/4 cup) Orange (1 each)=1/2 cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Chicken Nuggets (5 each) 2M/MA 1 GE WW Dinner Roll (1 each) 1GE Peaches (1/2cup) Carrots (3/4 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Cheeseburger (1 WG Bun 1 Burger patty 1 slice cheese) 2M/MA 2GE Apple (1 each)=1/2cup Broccoli (3/4 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)
Day 11	Day 12	Day 13	Day 14	Day 15
Supper: Chicken Nuggets (5 each) 2M/MA 1 GE WW Dinner Roll (1 each) 1GE Broccoli (3/4 cup) Pears (1/2 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz)	Supper: Whole Grain Corn Dog (1 each) 2M/MA 2GE Celery Sticks (3/4 cup) Orange (1 each)=1/2cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Cheeseburger (1 WW Bun 1 Burger patty 1 slice cheese) 2M/MA 2GE Peaches (1/2cup) Broccoli (3/4 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Chicken Patty Burger (1 each) 2M/MA 2GE Salad (1 cup)=1/2cup Apple (1 each)=1/2 cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz)	Supper: Hot Dog on WG Bun 2 M/MA 2GE Celery Sticks (3/4cup) Pears (1/2 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)
Day 16	Day 17	Day 18	Day 19	Day 20
Supper: Hot Dog on WG Bun 2 M/MA 2GE Celery Sticks (3/4cup) Apple (1 each)=1/2cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Popcorn Chicken (12 each) 2M/MA 1GE WW Dinner Roll (1 each) 1GE Broccoli (3/4 cup) Applesauce (1/2 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Bean & Cheese Burrito (1 each) 2M/MA 2GE Cucumber (3/4 cup) Orange (1 each)=1/2cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Chicken Nuggets (5 each) 2M/MA 1GE WW Dinner Roll (1 each) 1GE Apple (1 each) =1/2cup Carrots (3/4 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)	Supper: Cheeseburger (1 WG Bun 1 Burger patty 1 slice cheese) 2M/MA 2GE Pears (1/2 cup) Broccoli (3/4 cup) 1% White Milk or Non-Fat Skim White Milk (8 fl oz.)
Day 21				
Supper: Chicken Patty Burger (1 each) 2M/MA 2GE Salad (1 cup)=1/2cup Apple (1 each)=1/2 cup 1% White Milk or Non-Fat Skim White Milk (8 fl oz)				

APPENDIX B
LINCOLN COUNTY SCHOOL DISTRICT
“21-DAY CYCLE MENUS” SFSP BREAKFAST, LUNCH AND SNACK

All Vendors are to use the following 21-Day Cycle Menus for SFSP Breakfast, Lunch and Snack in their response to this RFP. Vendor shall adhere to this menu for the first 21 days of service during the 2023-2024 school year.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Breakfast: Assorted Cereal w/WG Toast Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Cheeseburger on WG Bun Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Baby Carrots 1% Unflavored Milk</p>	<p>Breakfast: Yogurt w/Graham Crackers Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Italian Sub Sand Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Crunchy Apple String Cheese</p>	<p>Breakfast: Oatmeal Choc Chip Uber Round Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: SW Taco Salad Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Celery Sticks 1% Unflavored Milk</p>	<p>Breakfast: French Toast Sticks (SR1910) Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: BBQ Chicken Sandwich Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Fresh Orange 1% Unflavored Milk</p>	<p>Breakfast: Hot Oatmeal (NWR1358) w/WG Toast Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Grilled Cheese Sand wich Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Lil' Graham Squares 1% Unflavored Milk</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Breakfast: Assorted Cereal w/WG Toast Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Chicken Burger on Bun Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Baby Carrots 1% Unflavored Milk</p>	<p>Breakfast: Ham & Cheese Breakfast Sandwich Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Cheesy Breadsticks w/Marinara Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Crunchy Apple String Cheese</p>	<p>Breakfast: Oatmeal Choc Chip Uber Round Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: BBQ Pulled Pork Sandwich Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Celery Sticks 1% Unflavored Milk</p>	<p>Breakfast: Breakfast on a Stick Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Chicken Nuggets & WW Roll Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Fresh Orange 1% Unflavored Milk</p>	<p>Breakfast: Warm Bagel & Cream Cheese Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Ham & Cheese Sandwich Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Lil' Graham Squares 1% Unflavored Milk</p>
Day 11	Day 12	Day 13	Day 14	Day 15
<p>Breakfast: Assorted Cereal w/WG Toast Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Italian Sub Sand Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Baby Carrots 1% Unflavored Milk</p>	<p>Breakfast: Yogurt w/Graham Crackers Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Cheeseburger on WW Bun Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Crunchy Apple String Cheese</p>	<p>Breakfast: Oatmeal Choc Chip Uber Round Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Hot Dog on WW Bun Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Celery Sticks 1% Unflavored Milk</p>	<p>Breakfast: French Toast Sticks Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: American Sub Sandwich Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Fresh Orange 1% Unflavored Milk</p>	<p>Breakfast: Assorted Cold Cereal w/WG Toast Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Chicken Burger Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Lil' Graham Squares 1% Unflavored Milk</p>

Day 16	Day 17	Day 18	Day 19	Day 20
<p>Breakfast: Assorted Cereal w/WG Toast Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Chicken Nuggets w/WW Roll Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Baby Carrots 1% Unflavored Milk</p>	<p>Breakfast: Yogurt w/Graham Crackers Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Italian Sub Sand Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Crunchy Apple String Cheese</p>	<p>Breakfast: Oatmeal Choc Chip Uber Round Fruit 1% Unflavored Milk</p> <p>Lunch: Hot Dog on WG Bun Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Celery Sticks 1% Unflavored Milk</p>	<p>Breakfast: French Toast Sticks Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: Cheesy Breadsticks w/Marinara Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Fresh Orange 1% Unflavored Milk</p>	<p>Breakfast: Warm Bagel w/Cream Cheese Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: BBQ Pulled Pork Sandwich Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Lil' Graham Squares 1% Unflavored Milk</p>
Day 21	<p>All sandwiches and burger menu items are served on whole grain rich (WGR) bread or bun.</p>			
<p>Breakfast: Assorted Cereal w/WG Toast Fresh Fruit 1% Unflavored Milk</p> <p>Lunch: BBQ Chicken on WG Bun Fresh Fruit Fresh Veggie 1% Unflavored Milk</p> <p>Snack: Baby Carrots 1% Unflavored Milk</p>				

APPENDIX C

Locations to be served

Complete the information for each of the school locations to be served.

For NSLP & SBP:

School Name	Physical Address	Telephone #	Contact Name	CNP Number
Crestview Heights Elementary	2750 Crestline Dr Waldport, OR 97394	541-563-3237	Mike Gass, Principal	10734
Waldport Jr/Sr High School	3000 Crestline Dr Waldport, OR 97394	541-563-3243	Amy Skirvin, Principal	10720
Yaquina View Elementary School	351 SE Harney St Newport, OR 97365	541-265-4637	Kristin Becker, Principal	15633
Sam Case Elementary School	459 NE 12th St Newport, OR 97365	541-265-8598	Marty Perez, Principal	10731
Newport Middle School	825 NE 7th St Newport, OR 97365	541-265-6601	Aaron Belloni, Principal	10722
Newport High School	322 NE Eads St Newport, OR 97365	541-265-9281	Reyna Mattson, Principal	10717
Oceanlake Elementary School	2420 NE 22nd St Lincoln City, OR 97367	541-994-5296	Mary Pitcher, Principal	10730
Taft Elementary School	4040 SE High School Dr Lincoln City, OR 97367	541-996-2136	Becca Bostwick, Principal	10733
Taft 7-12 High School	3780 SE Spyglass Ridge Dr Lincoln City, OR 97367	541-996-2115	Nick Lupo, Principal	10718
Lincoln City Career Tech High School	801 SE Hwy 101, Ste 404 Lincoln City, OR 97365	541-758-2649	Sean Larsen, Operations Manager	16724
Toledo Elementary School	600 SE Sturdevant Rd Toledo, OR 97391	541-336-5121	Liz Postelwait, Principal	10724
Toledo Jr/Sr High School	1800 NE Sturdevant Rd Toledo, OR 97391	541-336-5104	Brent Belveal, Principal	10719
Olalla LTCT Center	321 SE 3rd St Toledo, Or 97391	541-336-2254	Darren Villeneuve, Site Supervisor	14711
Siletz Valley Charter School	245 James Frank Avenue Siletz, OR 97380	541-444-1100	Casey Jackson, Principal	10732
Eddyville Charter School	1 Eddyville School Rd Eddyville, OR 97343	541-875-2942	Stacy Knudson, Principal	10728

For SFSP:

Name	Physical Address	Telephone #	Contact Name	CNP Number
Crestview Heights	See Above	See Above	See Above	See Above
Eddyville Charter School	See Above	See Above	See Above	See Above
Frank Wade Park	1465 NE Big Creek Rd Newport, OR 97365	541-265-4858	Jenni Remillard	14562
Newport High School	See Above	See Above	See Above	See Above

Oceanspray Family Center	1039 NW Nye St Newport, OR 97365	541-265-5326	Eva Gonzalez	13340
Oceanlake Elementary	See Above	See Above	See Above	See Above
Newport Parks & Recreation	225 SE Avery St Newport, OR 97365	541-265-4858	Jenni Remillard	13342
Toledo Public Library	173 NW 7 th St Toledo, OR 97365	541-336-2156	Rebecca Smith	15087
Olalla LTCT Center	See Above	See Above	See Above	See Above
Sam Case Elementary	See Above	See Above	See Above	See Above
Siletz Valley Charter School	See Above	See Above	See Above	See Above
Taft 7-12 High School	See Above	See Above	See Above	See Above
Toledo Elementary	See Above	See Above	See Above	See Above
Toledo Jr/Sr High School	See Above	See Above	See Above	See Above

For Vended Programs:

Name	Physical Address	Telephone #	Contact Name	CNP Number
Confederated Tribes of Siletz Indians Head Start	245 James Frank Avenue Siletz, OR 97380	541-444-2450	DeAnn Brown	21032002
Community Services Consortium Head Start Lincoln City	2130 SE Lee Ave Lincoln City, OR 97367	541-996-3028	Andrea Lengel	2103001
Community Services Consortium Head Start Toledo	845 NW A Street Toledo, OR 97391	541-996-3028	Andrea Lengel	2103001
Community Services Consortium Head Start Newport	253 NE 1 st St Newport, OR 97365	541-996-3028	Andrea Lengel	2103001

**APPENDIX D
REVENUE / EXPENDITURES FOR FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)**

Column A Elementary Site Name	Column B Total Enrollment (from Previous October)	Column C x\$50 (Minimum Grant Amount)	*10 percent of <i>minimum</i> grant (Column C) amount	Column E X\$75 (Maximum Grant Amount)	*10 percent of <i>maximum</i> grant (Column E) amount
Crestview Heights Elementary School	279	\$13,950	\$1,395	\$20,925	\$2,092.50
Yaquina View Elementary School	336	\$16,800	\$1,680	\$25,200	\$2,520
Sam Case Elementary School	385	\$19,250	\$1,925	\$28,875	\$2,887.50
Oceanlake Elementary School	289	\$14,450	\$1,445	\$21,675	\$2,167.50
Taft Elementary School	456	\$22,800	\$2,280	\$34,200	\$3,420
Toledo Elementary School	384	\$19,200	\$1,920	\$28,800	\$2,880
Siletz Charter School (K-8)	150	\$7,500	\$750	\$11,250	\$1,125
Taft Jr/Sr High School (7-8)	254	\$12,700	\$1,270	\$19,050	\$1,905
Toledo Jr/Sr High School (7-8)	102	\$5,100	\$510	\$7,650	\$765
Waldport Jr/Sr High School (7-8)	80	\$4,000	\$400	\$6,000	\$600
Eddyville Charter School (K-8)	134	\$6,700	\$670	\$10,050	\$1,005
Newport Middle School	475	\$23,750	\$2,375	\$35,625	\$3,562.50

*The total grant amount may be used for acquiring, delivering, preparing, and serving the fresh fruits and vegetables; or a maximum of 10 percent of the total funds received may be used for administrative expenses.

Administrative funds are documented expenses for planning the program, managing paperwork, obtaining needed equipment, and all other expenses related to the FFVP that are not related to the preparation or services of the fruits and vegetables.

<p>The FSMC's compensation for administering the FFVP can be from 0 percent to 10 percent of the total grant amount. The FSMC must indicate the percentage it needs (if any) of the administrative funds available: _____% (FSMC must indicate 0%)</p>

APPENDIX E: MINIMUM FOOD SPECIFICATIONS

Meat/Seafood – All meats, meat products, poultry products, and fish must be government-inspected.

- Beef, lamb, and veal shall be USDA Grade Choice or better.
- Pork shall be U.S. No.1 or U.S. No. 2
- Poultry shall be U.S. Government Grade A
- Seafood to be top grade, frozen fish – must be a nationally distributed brand, packed under continuous inspection of the USDA

Dairy Products – All dairy products must be government-inspected.

- Fresh eggs, USDA Grade A or equivalent, 100 percent candled
- Frozen eggs, USDA – inspected
- Milk, pasteurized Grade A

Fruits and Vegetables

- Fresh fruits and vegetables selected according to written specifications for freshness, quality, and color – U.S. Grade A Fancy
- Canned fruits and vegetables selected to requirements – U.S. Grade A Choice or Fancy (fruit to be packed in light syrup or natural juices)
- Frozen fruits and vegetables shall be U.S. Grade A Choice or better

Baked Products

- Bread, rolls, cookies, pies, cakes, and puddings either prepared or baked on premises or purchased on a quality level commensurate with meeting USDA breakfast and lunch requirements, as applicable

Staple Groceries

- Staple groceries to be a quality level commensurate with previously listed standards

At a minimum, any proposed menu plans must comply with the Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs (see Exhibit A for meal pattern requirements).

Appendix E (continued...): MINIMUM FOOD SPECIFICATIONS

Exhibit A: Meal Pattern Requirements

Meal Pattern	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 ^a	Grades 6-8 ^a	Grades 9-12 ^a	Grades K-5	Grades 6-8	Grades 9-12
	Amount of Food^b Per Week (Minimum Per Day)					
Fruits (cups) ^{c,d}	5 (1) ^e	5 (1) ^e	5 (1) ^e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^{c,d}	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green ^f	0	0	0	½	½	½
Red/orange ^f	0	0	0	¾	¾	1¼
Beans/peas (legumes) ^f	0	0	0	½	½	½
Starchy ^f	0	0	0	½	½	½
Other ^{f,g}	0	0	0	½	½	¾
Additional vegetable to reach total ^h	0	0	0	1	1	1½
Grains (oz eq) ⁱ	7-10 (1) ^j	8-10 (1) ^j	9-10 (1) ^j	8-9 (1)	8-10 (1)	10-12 (2)
Meats/meat alternates (oz eq)	0 ^k	0 ^k	0 ^k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) ^l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal) ^{m,n,o}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) ^{n,o}	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) ^{n, p}	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat ^{n,o}	Nutrition label or manufacturer specifications must indicate zero grams of <u>trans</u> fat per serving.					

- ^a In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).
- ^b Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ¼ cup.
- ^c One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100 percent full-strength.
- ^d For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in §210.10(c)(2)(iii).
- ^e The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015).
- ^f Larger amounts of these vegetables may be served.
- ^g This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).
- ^h Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.
- ⁱ At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).
- ^j In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).
- ^k There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz eq of meat/meat alternate for 1 oz eq of grains after the minimum daily grains requirement is met.
- ^l Fluid milk must be low fat (1 percent milk fat or less, unflavored) or fat free (unflavored or flavored).
- ^m The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).
- ⁿ Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.
- ^o In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).
- ^p Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfasts.

Appendix E (continued...): MINIMUM FOOD SPECIFICATIONS

Summer Food Service Program Meal Pattern

Food Components	Breakfast	Lunch or Supper	Snack ¹ (Choose two of the four)
Milk			
Milk, fluid	1 cup (8 fl oz) ²	1 cup (8 fl oz) ³	1 cup (8 fl oz) ²
Vegetables and/or Fruits			
Vegetable(s) and/or fruit(s), or full-strength vegetable or fruit juice	½ cup	¾ cup total ⁴	¾ cup
An equivalent quantity of any combination of vegetables(s), fruit(s), and juice	½ cup (4 fl oz)		¾ cup (6 fl oz)
Grains and Breads⁵			
Bread	1 slice	1 slice	1 slice
Cornbread, biscuits, rolls, muffins, etc.	1 serving	1 serving	1 serving
Cold dry cereal	¾ cup or 1 oz ⁶		¾ cup or 1 oz ⁶
Cooked pasta or noodle product	½ cup	½ cup	½ cup
Cooked cereal or cereal grains or anequivalent quantity of any combination of grains/breads	½ cup	½ cup	½ cup
Meat and Meat Alternates (Optional)			
Lean meat or poultry or fish or alternate protein product ⁷	1 oz	2 oz	1 oz
Cheese	1 oz	2 oz	1 oz
Eggs	½ large egg	1 large egg	½ large egg
Cooked dry beans or peas	¼ cup	½ cup	¼ cup
Peanut butter or soynut butter or other nut or seed butters	2 tbsp	4 tbsp	2 tbsp
Peanuts or soynuts or tree nuts or seeds, or yogurt, plain or sweetened and flavored	1 oz	1 oz= 50% ⁸	1 oz
An equivalent quantity of any combination of the above meat/meat alternates	4 oz or ½ cup	8 oz or 1 cup	4 oz or ½ cup

For the purpose of this table, a cup means a standard measuring cup.

- ¹ Serve two food items. Each food item must be from a different food component. Juice may not be served when milk is served as the only other component.
- ² Shall be served as a beverage, or on cereal, or use part of it for each purpose.
- ³ Shall be served as a beverage.
- ⁴ Serve two or more kinds of vegetable(s) and or fruit(s) or a combination of both. Full-strength vegetable or fruit juice may be counted to meet not more than one-half of this requirement.
- ⁵ All grain/bread items must be enriched or whole grain, made from enriched or whole-grain meal or flour, or if it is a cereal, the product must be whole-grain, enriched or fortified. Bran and germ are credited the same as enriched or whole grain meal or flour.
- ⁶ Either volume (cup) or weight (oz) whichever is less.
- ⁷ Must meet the requirements in Appendix A of the SFSP regulations.
- ⁸ No more than 50 percent of the requirement shall be met with nuts or seeds. Nuts or seeds shall be combined with another meat/meat alternate to fulfill the requirement. When determining combinations, 1 oz of nuts or seeds is equal to 1 oz of cooked lean meat, poultry, or fish.

**Appendix E (continued): MINIMUM FOOD SPECIFICATIONS
 Infant Meal Pattern Requirements
 Child and Adult Care Food Program
 EFFECTIVE OCTOBER 1, 2021**

- Infants should be fed on demand when they show hunger signals
- Sponsors must offer to at least one reimbursable iron-fortified infant formula (IFIF)
- The tables below list minimum serving sizes to meet meal pattern requirements

Abbreviations: Fl. oz. = Fluid Ounces Oz. eq. = Ounce Equivalent Oz. = Ounce (weight) Tbsp. = Tablespoon

Breakfast, Lunch, and Supper:

Food Components and Food Items	Birth – 5 Months	6 – 11 Months
Breast Milk¹ or Iron-Fortified Infant Formula (IFIF)^{1,2}	4-6 fl. oz.	6-8 fl. oz.
Fruit or Vegetable^{3,4} or a combination of both		0-2 Tbsp.
Iron-Fortified Infant Cereal (IFIC)^{5,6} or Meat/Meat Alternates (M/MA)³ , including Meat, fish, poultry, whole eggs, cooked beans/peas, or Cheese, or Cottage Cheese, or Yogurt ⁷		0 – ½ oz. eq. (0-4 Tbsp.) 0-4 Tbsp. 0-2 oz. 0-4 oz. or ½ cup 0-4 oz. or ½ cup

Note: Iron-Fortified Infant Cereal (IFIC) is the only Grain item that is allowed at Breakfast, Lunch, and Supper. Infants that do not consume IFIC can be served a M/MA item instead.

Snack:

Food Components and Food Items	Birth – 5 Months	6 – 11 Months
Breast Milk¹ or Iron-Fortified Infant Formula (IFIF)^{1,2}	4-6 fl. oz.	2-4 fl. oz.
Fruit or Vegetable^{3,4} or a combination of both		0-2 Tbsp.
Iron-Fortified Infant Cereal (IFIC)^{5,6} or Breads, Crackers, or Ready-to-Eat (RTE) Cereals^{5,6,8} Bread, Tortilla, or Biscuit, or Waffle, Pancake, or English Muffin, or Savory Crackers, or Sweet Crackers, or RTE Cereals, Flakes or Rounds ⁹ , or RTE Cereals, Puffs ⁹		0 – ½ oz. eq. (0-4 Tbsp.) 0 – ½ oz. eq. 14 grams 17 grams 6 grams 7 grams 7 grams or 4 Tbsp. or ¼ cup 7 grams or 5 Tbsp. or ½ cup

Note: Breads, crackers, and RTE cereals are only allowed at Snack. M/MAs can be served as a bonus item only.

¹ Breast milk or IFIF, or portions of both must be served. Serving breast milk, when available, is considered a best practice for infants from birth through 11 months.
² All infant formula must be FDA-regulated and iron-fortified with 1 mg of iron or more per 100 calories of formula.
³ A serving of this component is required once an infant is developmentally ready for solid foods. A combination of different food items within the component is allowed.
⁴ Fruit and vegetable juices, including 100% juices, are not allowed for infants.
⁵ All infant cereal must be iron-fortified (IFIC).
⁶ Grains must be one of the following: enriched meal/flour or whole grain-rich. Ounce equivalent serving sizes will be used to determine the quantity of creditable grains starting October 1, 2021. One ounce

equivalent serving size is equal to one serving size. For more sample serving sizes on creditable infant Grains, refer to the [Feeding Infants Using Ounce Equivalents for Grains Worksheet](#).

⁷Yogurt must contain no more than 23 grams of total sugars per 6 ounces. Refer to the Yogurt Sugar Limit Wallet Card.

⁸Grain-based desserts do not count towards meeting the Grains component requirement.

⁹Breakfast cereals must be whole grain-rich, fortified, or enriched, and contain no more than 6 grams of sugar per dry ounce (no more than 21 grams Total Sugars per 100 grams of dry cereal). Refer to the Cereal Sugar Limit Wallet Card and the WIC Cereal List.

Additional Resources: [Feeding Infants in the Child and Adult Care Food Program \(USDA\)](#)

CACFP Meals for Children 1 - 18 years

Child and Adult Care Food Program

EFFECTIVE OCTOBER 1, 2021

Breakfast¹: Serve all 3 components for a reimbursable Breakfast²

Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ³
Fluid Milk⁴	4 fl oz (½ cup)	6 fl oz (¾ cup)	8 fl oz (1 cup)	8 fl oz (1 cup)
Vegetables, Fruits, or portions of both⁵	¼ cup	½ cup	½ cup	½ cup
Grains⁶, using ounce equivalent (oz. eq.)⁷	½ oz. eq.	½ oz. eq.	1 oz. eq.	1 oz. eq.
Bread, Biscuit, or Roll	14 grams	14 grams	28 grams	28 grams
Waffle, Pancake, Croissant	17 grams	17 grams	34 grams	34 grams
Oatmeal and other cooked cereal grains ⁸	¼ cup cooked	¼ cup cooked	½ cup cooked	½ cup cooked
Cereal, Ready-to-Eat Flakes or Rounds ⁸	½ cup	½ cup	1 cup	1 cup
Cereal, Ready-to-Eat Granola ⁸	⅛ cup	⅛ cup	¼ cup	¼ cup
Cereal, Ready-to-eat Puffed ⁸	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup

Snack¹: Select 2 of the 5 components for a reimbursable snack⁹

Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ³
Fluid Milk⁴	4 fl oz (½ cup)	6 fl oz (¾ cup)	8 fl oz (1 cup)	8 fl oz (1 cup)
Meat or Meat Alternate (M/MA)	½ oz. eq.	½ oz. eq.	1 oz. eq.	1 oz. eq.
Cheese	½ oz.	½ oz.	1 oz.	1 oz.
Peanut butter or other nut/seed butters	1 Tbsp.	1 Tbsp.	2 Tbsp.	2 Tbsp.
Yogurt (including soy yogurt) ¹⁰	2 oz. (¼ cup)	2 oz. (¼ cup)	4 oz. (½ cup)	4 oz. (½ cup)
Vegetables⁵	½ cup	½ cup	¾ cup	¾ cup
Fruits⁵	½ cup	½ cup	¾ cup	¾ cup
Grains⁶, using ounce equivalent (oz. eq.)⁷	½ oz. eq.	½ oz. eq.	1 oz. eq.	1 oz. eq.
Bread, Biscuit, or Roll	14 grams	14 grams	28 grams	28 grams
Cracker, Graham (about 5" by 2½")	14 grams/ 1 cracker	14 grams/ 1 cracker	28 grams/ 2 crackers	28 grams/ 2 crackers
Crackers (various)	11 grams	11 grams	22 grams	22 grams

Lunch or Supper¹: Serve all 5 components for a reimbursable Lunch or Supper¹¹

Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18³
Fluid Milk⁴	4 fl oz (½ cup)	6 fl oz (¾ cup)	8 fl oz (1 cup)	8 fl oz (1 cup)
Meat or Meat Alternate (M/MA)	1 oz. eq.	1 ½ oz. eq.	2 oz. eq.	2 oz. eq.
Lean meat, poultry, or fish	1 oz. eq.	1 ½ oz. eq.	2 oz. eq.	2 oz. eq.
Tofu ¹²	2.2 oz. or ¼ c	3.3 oz. or ⅜ c	4.4 oz. or ½ c	4.4 oz. or ½ c
Cheese	1 oz.	1 ½ oz.	2 oz.	2 oz.
Large egg	½ egg	¾ egg	1 egg	1 egg
Cooked dry beans/peas	¼ cup	⅜ cup	½ cup	½ cup
Peanut butter or other nut/seed butters	2 Tbsp.	3 Tbsp.	4 Tbsp.	4 Tbsp.
Peanuts, soy nuts, tree nuts, or seeds (may only credit up to 50% M/MA)	½ oz. = 50%	¾ oz. = 50%	1 oz. = 50%	1 oz. = 50%
Vegetables^{5, 13, 14}	⅛ cup	¼ cup	½ cup	½ cup
Fruits⁵	⅛ cup	¼ cup	¼ cup	¼ cup
Grains⁶, using ounce equivalent (oz. eq.)⁷	½ oz. eq.	½ oz. eq.	1 oz. eq.	1 oz. eq.
Bread, Biscuit, or Roll	14 grams	14 grams	28 grams	28 grams
Pasta, Rice, or Grits	14 grams dry/ ¼ cup cooked	14 grams dry/ ¼ cup cooked	28 grams dry/ ½ cup cooked	28 grams dry/ ½ cup cooked
Tortilla, Soft, Flour or Corn	14 grams	14 grams	28 grams	28 grams

CACFP Meals for Children 1-18 Years

- ¹ Water must be offered to children throughout the day. Water is not part of a reimbursable meal and may not be served instead of fluid milk.
- ² All three components must be served for a reimbursable breakfast. Meat and Meat Alternates (M/MA) may be used to meet the entire grains component requirement a maximum of three times a week at breakfast. One ounce equivalent of M/MA is equal to one ounce equivalent of Grains. [Offer Versus Serve](#) is an option only for At-Risk Afterschool Sponsors.
- ³ Larger portion sizes than specified may need to be served to children ages 13 through 18 years old to meet their nutritional needs.
- ⁴ [Milk type served](#) must be unflavored whole milk for children one year of age (12-23 months). Milk must be unflavored low-fat (1%) or unflavored fat-free (skim) for children 2-5 years of age. Milk must be unflavored low-fat (1%) or fat-free (skim) milk or flavored fat-free (skim) milk for children 6 years old and older.
- ⁵ Pasteurized 100% juice may only be used to meet the vegetable or fruit requirement one time per day.
- ⁶ At least one serving of grains per day must be whole-grain rich across all meals and snacks served at each site. [Grain-based desserts](#) do not count towards meeting the Grains component requirement.
- ⁷ Ounce equivalent serving sizes will be used to determine the quantity of creditable grains starting October 1, 2021. One ounce equivalent serving size is equal to one serving size. See [Exhibit A](#) for comparisons between the previous serving sizes and ounce equivalents. For more sample serving sizes and an explanation of ounce equivalent measurements, refer to the '[Using Ounce Equivalents for Grains in the CACFP Worksheet.](#)'
- ⁸ Breakfast cereals must be whole grain-rich, fortified, or enriched, and contain no more than 6 grams of sugar per dry ounce (no more than 21 grams Total Sugars per 100 grams of dry cereal). Refer to the Cereal Sugar Limit Wallet Card and the WIC Cereal List.
- ⁹ Only one of the two required components for snack may be a beverage. Offer versus serve is not an option for snack.
- ¹⁰ Yogurt must contain no more than 23 grams of total sugars per 6 ounces. Refer to the Yogurt Sugar Limit Wallet Card.
- ¹¹ All five components must be served for a reimbursable lunch and/or supper. [Offer Versus Serve](#) is an option only for At-Risk Afterschool Sponsors.
- ¹² Tofu must contain at least 5 grams of protein for every 2.2 oz (¼ cup) serving.
- ¹³ Lunch and supper must include one Fruit and one Vegetable OR two Vegetables. When two Vegetables are served, two different kinds of vegetables must be served.
- ¹⁴ Leafy greens, such as lettuce or spinach, only credit for half of the volume served. ½ cup of spinach will credit for ¼ cup of Vegetables.

Appendix E (continued): MINIMUM FOOD SPECIFICATIONS
CACFP Meals for Adults in Care

Child and Adult Care Food Program

EFFECTIVE OCTOBER 1, 2021

Breakfast: Serve all 3 components for a reimbursable Breakfast¹

Food Components and Food Items	Minimum Serving Sizes
Fluid Milk²	8 fl. oz. (1 cup)
Vegetables, Fruits, or portions of both³	½ cup
Grains⁴, using ounce equivalent (oz. eq.)⁵	2 oz. eq.
Bread, Biscuit, or Roll	56 grams
Waffle, Pancake, Croissant	68 grams
Oatmeal and other cooked cereal grains ⁶	1 cup cooked
Cereal, Ready-to-Eat Flakes or Rounds ⁶	2 cups
Cereal, Ready-to-Eat Granola ⁶	½ cup
Cereal, Ready-to-eat Puffed ⁶	2 ½ cups

Snack: Select 2 of the 5 components for a reimbursable snack⁷

Food Components and Food Items	Minimum Serving Sizes
Fluid Milk²	8 fl. oz. (1 cup)
Meat or Meat Alternate (M/MA)	1 oz. eq.
Cheese	1 oz.
Cottage Cheese	2 oz. or ¼ cup
Peanut butter or other nut/seed butters	2 Tbsp.
Yogurt (including soy yogurt) ⁸	4 oz. (½ cup)
Vegetables³	½ cup
Fruits³	½ cup
Grains⁴, using ounce equivalent (oz. eq.)⁵	1 oz. eq.
Bread, Biscuit, or Roll	28 grams
Cracker, Graham (about 5" by 2½")	28 grams/ 2 crackers
Crackers (various)	22 grams

Lunch or Supper: Serve all 5 components for a reimbursable Lunch or Supper⁹

Food Components and Food Items	Minimum Serving Sizes
Fluid Milk^{2,10}	8 fl. oz. (1 cup)
Meat or Meat Alternate (M/MA)	2 oz. eq.
Lean meat, poultry, or fish	2 oz. eq.
Tofu ¹¹	4.4 oz. or ½ c
Cheese	2 oz.
Large egg	1 egg
Cooked dry beans/peas	½ cup
Peanut butter or other nut/seed butters	4 Tbsp.
Peanuts, soy nuts, tree nuts, or seeds (may only credit up to 50% M/MA)	1 oz. – 50%

Vegetables^{3, 12, 13}	½ cup
Fruits³	½ cup
Grains⁴, using ounce equivalent (oz. eq.)⁵	2 oz. eq.
Bread, Biscuit, or Roll	56 grams
Pasta, Rice, or Grits	56 grams dry/1 cup cooked
Tortilla, Soft, Flour or Corn	56 grams

CACFP Meals for Adults

- ¹ All three components must be served for a reimbursable breakfast. Meat and Meat Alternates (M/MA) may be used to meet the entire grains component requirement a maximum of three times a week at breakfast. One ounce equivalent of M/MA is equal to one ounce equivalent of Grains. [Offer Versus Serve](#) is an option.
- ² [Milk type served](#) must be unflavored low-fat (1%) or fat-free (skim) milk, or flavored fat-free (skim) milk for adult participants. For adult CACFP participants, 6 ounces (weight) or $\frac{3}{4}$ cup (volume) yogurt may be used to meet the equivalent of 8 ounces fluid milk once per day when yogurt is not served as a meat alternate in the same meal. Water is recommended at meals or snacks when yogurt is substituted for milk. Refer to the ODE [CNP Meal Accommodations and Modifications page](#) for more information on Nutritionally Equivalent Milk Substitutes and Medically-Required Accommodations.
- ³ Pasteurized 100% juice may only be used to meet the vegetable or fruit requirement one time per day.
- ⁴ At least one serving of grains per day must be whole-grain rich across all meals and snacks served at each site. [Grain-based desserts](#) do not count towards meeting the Grains component requirement.
- ⁵ Ounce equivalent serving sizes will be used to determine the quantity of creditable grains starting October 1, 2021. One ounce equivalent serving size is equal to one serving size. See [Exhibit A](#) for comparisons between the previous serving sizes and ounce equivalents. For more sample serving sizes and an explanation of ounce equivalent measurements, refer to the '[Using Ounce Equivalents for Grains in the CACFP Worksheet.](#)'
- ⁶ Breakfast cereals must be whole grain-rich, fortified, or enriched, and contain no more than 6 grams of sugar per dry ounce (no more than 21 grams Total Sugars per 100 grams of dry cereal). Refer to the Cereal Sugar Limit Wallet Card and the WIC Cereal List.
- ⁷ Only one of the two required components for snack may be a beverage. Offer versus serve is not an option for snack. ⁸ Yogurt must contain no more than 23 grams of total sugars per 6 ounces. Refer to the Yogurt Sugar Limit Wallet Card. ⁹ All five components must be served for a reimbursable lunch and/or supper. [Offer Versus Serve](#) is an option.
- ¹⁰ Fluid milk is optional at supper only for adult participants.
- ¹¹ Tofu must contain at least 5 grams of protein for every 2.2 oz ($\frac{1}{4}$ cup) serving.
- ¹² Lunch and supper must include one Fruit and one Vegetable OR two Vegetables. When two Vegetables are served, two different kinds of vegetables must be served.
- ¹³ Leafy greens, such as lettuce or spinach, only credit for half of the volume served. $\frac{1}{2}$ cup of spinach will credit for $\frac{1}{4}$ cup of Vegetables.

Abbreviations:

Fl. oz. = Fluid Ounces (volume)
Cup, c = Measuring cup (8 fl. oz.)
Oz. eq. = Ounce Equivalent
Oz. = Ounce (weight)
Tbsp. = Tablespoon
Grams, g = Grams (weight)

Exhibit A: Grain Requirements For Child Nutrition Programs^{1, 2}

Color Key: Footnote 5 = Blue, Footnote 3 or 4 = Red

Group A	Ounce Equivalent (oz eq) for Group A	Minimum Serving Size for Group A
Bread type coating Bread sticks (hard) Chow Mein noodles Savory Crackers (saltines and snack crackers) Croutons Pretzels (hard) Stuffing (dry) <i>Note: weights apply to bread in stuffing</i>	1 oz eq = 22 gm or 0.8 oz 3/4 oz eq = 17 gm or 0.6 oz 1/2 oz eq = 11 gm or 0.4 oz 1/4 oz eq = 6 gm or 0.2 oz	1 serving = 20 gm or 0.7 oz 3/4 serving = 15 gm or 0.5 oz 1/2 serving = 10 gm or 0.4 oz 1/4 serving = 5 gm or 0.2 oz
Group B	Ounce Equivalent (oz eq) for Group B	Minimum Serving Size for Group B
Bagels Batter type coating Biscuits Breads - all (for example sliced, French, Italian) Buns (hamburger and hot dog) Sweet Crackers ⁵ (graham crackers - all shapes, animal crackers) Egg roll skins English muffins Pita bread Pizza crust Pretzels (soft) Rolls Tortillas Tortillachips Taco shells	1 oz eq = 28 gm or 1.0 oz 3/4 oz eq = 21 gm or 0.75 oz 1/2 oz eq = 14 gm or 0.5 oz 1/4 oz eq = 7 gm or 0.25	1 serving = 25 gm or 0.9 oz 3/4 serving = 19 gm or 0.7 oz 1/2 serving = 13 gm or 0.5 oz 1/4 serving = 6 gm or 0.2 oz
Group C	Ounce Equivalent (oz eq) for Group C	Minimum Serving Size for Group C
Cookies ³ (plain - includes vanilla wafers) Cornbread Corn muffins Croissants Pancakes Pie crust (dessert pies ³ , cobbler ³ , fruit turnovers ⁴ , and meats/meat alternate pies) Waffles	1 oz eq = 34 gm or 1.2 oz 3/4 oz eq = 26 gm or 0.9 oz 1/2 oz eq = 17 gm or 0.6 oz 1/4 oz eq = 9 gm or 0.3 oz	1 serving = 31 gm or 1.1 oz 3/4 serving = 23 gm or 0.8 oz 1/2 serving = 16 gm or 0.6 oz 1/4 serving = 8 gm or 0.3 oz
Group D	Ounce Equivalent (oz eq) for Group D	Minimum Serving Size for Group D
Doughnuts ⁴ (cake and yeast raised, unfrosted) Cereal bars, breakfast bars, granola bars ⁴ (plain) Muffins (all, except corn) Sweet roll ⁴ (unfrosted) Toaster pastry ⁴ (unfrosted)	1 oz eq = 55 gm or 2.0 oz 3/4 oz eq = 42 gm or 1.5 oz 1/2 oz eq = 28 gm or 1.0 oz 1/4 oz eq = 14 gm or 0.5 oz	1 serving = 50 gm or 1.8 oz 3/4 serving = 38 gm or 1.3 oz 1/2 serving = 25 gm or 0.9 oz 1/4 serving = 13 gm or 0.5 oz

¹ In the NSLP and SBP (grades K-12), at least half of the weekly grains offered must meet the whole grain-rich criteria and the remaining grain items offered must be made from whole-grain four, whole-grain meal, corn masa, masa harina, hominy, enriched four, enriched meal, bran, germ, or be an enriched product, such as enriched bread, or a fortified cereal. Please note: State agencies have the discretion to set stricter requirements than the minimum nutrition standards for school meals. For additional guidance, please contact your State agency. For all other Child Nutrition Programs, grains must be made from whole-grain four, whole-grain meal, corn masa, masa harina, hominy, enriched four, enriched meal, bran, germ, or be an enriched product, such as enriched bread, or a fortified cereal. Under the CACFP child and adult meal patterns, and in the NSLP/SBP preschool meals, at least one grains serving per day must meet whole grain-rich criteria.

² For the NSLP and SBP (grades K-12), grain quantities are determined using ounce equivalents (oz eq). All other Child Nutrition Programs determine grain quantities using grains/breads servings. Beginning Oct. 1, 2021, grain quantities in the CACFP and NSLP/SBP infant and preschool meals will be determined using oz eq. Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

³ Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count towards the grains component in CACFP or NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

⁴ Allowable in NSLP (up to 2.0 oz eq grain-based dessert per week for grades K-12) as specified in §210.10. May count towards the grains component in SBP (grades K-12) and at snack and breakfast meals in SFSP. Considered a grain-based

dessert and cannot count towards the grains component in the CACFP and NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

5 Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10. May count toward the grains component in the SBP (grades K-12), CACFP, NSLP/SBP infant and preschool meals, and SFSP.

Group E	Ounce Equivalent (oz eq) for Group E	Minimum Serving Size for Group E
Cereal bars, breakfast bars, granola bars ⁴ (with nuts, dried fruit, and/or chocolate pieces) Cookies ³ (with nuts, raisins, chocolate pieces and/or fruit purees) Doughnuts ⁴ (cake and yeast raised, frosted or glazed) French toast Sweet rolls ⁴ (frosted) Toaster pastry ⁴ (frosted)	1 oz eq = 69 gm or 2.4 oz 3/4 oz eq = 52 gm or 1.8 oz 1/2 oz eq = 35 gm or 1.2 oz 1/4 oz eq = 18 gm or 0.6 oz	1 serving = 63 gm or 2.2 oz 3/4 serving = 47 gm or 1.7 oz 1/2 serving = 31 gm or 1.1 oz 1/4 serving = 16 gm or 0.6 oz
Group F	Ounce Equivalent (oz eq) for Group F	Minimum Serving Size for Group F
Cake ³ (plain, unfrosted) Coffee cake ⁴	1 oz eq = 82 gm or 2.9 oz 3/4 oz eq = 62 gm or 2.2 oz 1/2 oz eq = 41 gm or 1.5 oz 1/4 oz eq = 21 gm or 0.7 oz	1 serving = 75 gm or 2.7 oz 3/4 serving = 56 gm or 2 oz 1/2 serving = 38 gm or 1.3 oz 1/4 serving = 19 gm or 0.7 oz
Group G	Ounce Equivalent (oz eq) for Group G	Minimum Serving Size for Group G
Brownies ³ (plain) Cake ³ (all varieties, frosted)	1 oz eq = 125 gm or 4.4 oz 3/4 oz eq = 94 gm or 3.3 oz 1/2 oz eq = 63 gm or 2.2 oz 1/4 oz eq = 32 gm or 1.1 oz	1 serving = 115 gm or 4 oz 3/4 serving = 86 gm or 3 oz 1/2 serving = 58 gm or 2 oz 1/4 serving = 29 gm or 1 oz
Group H	Ounce Equivalent (oz eq) for Group H	Minimum Serving Size for Group H
Cereal Grains (barley, quinoa, etc.) Breakfast cereals (cooked) ^{6,7} Bulgur or cracked wheat Macaroni (all shapes) Noodles (all varieties) Pasta (all shapes) Ravioli (noodle only) Rice	1 oz eq = 1/2 cup cooked or 1 ounce (28 gm) dry	1 serving = 1/2 cup cooked or 25 gm dry
Group I	Ounce Equivalent (oz eq) for Group I	Minimum Serving Size for Group I
Ready to eat breakfast cereal (cold, dry) ^{6,7}	1 oz eq = 1 cup or 1 ounce for flakes and rounds 1 oz eq = 1.25 cups or 1 ounce for puffed cereal 1 oz eq = 1/4 cup or 1 ounce for granola	1 serving = 3/4 cup or 1 oz, whichever is less

3 Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count towards the grains component in CACFP or NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

4 Allowable in NSLP (up to 2.0 oz eq grain-based dessert per week for grades K-12) as specified in §210.10. May count towards the grains component in SBP (grades K-12) and at snack and breakfast meals in SFSP. Considered a grain-based dessert and cannot count towards the grains component in the CACFP and NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

6 Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfast served in the SBP, and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

7 In the NSLP and SBP, cereals that list a whole grain as the first ingredient must be fortified, or if the cereal is 100 percent whole grain, fortification is not required. For all Child Nutrition Programs, cereals must be whole-grain, enriched, or fortified; cereals served in CACFP and NSLP/SBP infant and preschool meals must contain no more than 6 grams of sugar per dry ounce.

- b. Board
 - 1. Accept/Reject offer of employment contract with Majalise Tolan as the next Superintendent
 - 2. Accept/Reject LBL-ESD Local Service Plan
 - 3. Accept/Reject Toledo Golf Co-Op with Newport High School
- 10. Superintendent's Report
 - a. Siletz Valley Charter School Evaluation
 - b. Dr. Mary Pitcher's Resignation & LCSD Plan
 - c. LCSD 2022/23 Board/Supt. Goals & Measures



Lincoln County School District

2022-2023 Board/Supt Goals & Measures

Goal	February Data	June Data																																																			
1. Academic Achievement and Student Success																																																					
<ul style="list-style-type: none"> ● Increase Attendance <ul style="list-style-type: none"> ● Each school will increase their Regular Attenders (RA) rate (students attending school more than 90% of the time) to meet or exceed the pre-pandemic regular attenders rate (as listed in first column of June 2021 RA Report) by June 2023. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">School</th> <th style="width: 25%;">Board Goals 22/23</th> <th style="width: 25%;">YTD 02/01</th> </tr> </thead> <tbody> <tr><td>Olake</td><td>72.7%</td><td>33.8%</td></tr> <tr><td>Taft EI</td><td>81.3%</td><td>53.2%</td></tr> <tr><td>Taft Mid</td><td>74.3%</td><td>53.6%</td></tr> <tr><td>Taft High</td><td>70.3%</td><td>47.7%</td></tr> <tr><td>Tol EI</td><td>75.6%</td><td>50.6%</td></tr> <tr><td>Tol Mid</td><td>69.6%</td><td>54%</td></tr> <tr><td>Tol High</td><td>67.3%</td><td>51.5%</td></tr> <tr><td>YV EI</td><td>75.4.4%</td><td>41.3%</td></tr> <tr><td>SC EI</td><td>82.6%</td><td>59.8%</td></tr> <tr><td>NMS</td><td>80.2%</td><td>59.2%</td></tr> <tr><td>NHS</td><td>68.8%</td><td>64.1%</td></tr> <tr><td>CVH EI</td><td>82.2%</td><td>52.6%</td></tr> <tr><td>WMS</td><td>73.1%</td><td>71.1%</td></tr> <tr><td>WHS</td><td>64.6%</td><td>64.5%</td></tr> <tr><td>LCSD Avg.</td><td>75.1%</td><td>54.07%</td></tr> <tr><td>Eddyville</td><td>69.5%</td><td>59.2%</td></tr> </tbody> </table>	School	Board Goals 22/23	YTD 02/01	Olake	72.7%	33.8%	Taft EI	81.3%	53.2%	Taft Mid	74.3%	53.6%	Taft High	70.3%	47.7%	Tol EI	75.6%	50.6%	Tol Mid	69.6%	54%	Tol High	67.3%	51.5%	YV EI	75.4.4%	41.3%	SC EI	82.6%	59.8%	NMS	80.2%	59.2%	NHS	68.8%	64.1%	CVH EI	82.2%	52.6%	WMS	73.1%	71.1%	WHS	64.6%	64.5%	LCSD Avg.	75.1%	54.07%	Eddyville	69.5%	59.2%	
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Career Tech	48.2%	40.6%
Siletz	64.1%	48%
LCSD Early Learning	78.9%	35.6%
Olalla	79%	66.7%

Most schools are continuing to struggle to reach their pre-pandemic regular attenders' rate. Maximizing use of the Attendance Campaign materials and other Tier 1 (school-wide) actions is recommended, as there are far too many students to reach through the school's capacity for group or individual interventions.

● **Increase Graduation Rates**

- Each of our high schools will increase their 4-year cohort graduation rate by 3% (Baseline is the 2019 graduation rate).
- The goal will be reached when we get to 95% or greater for a four-year cohort graduation rate in all schools.
- Increase 9th grade on track at each high school by 10% per year.
- Increase Dual Credit attainment by 5% per year.

9TH GRADE ON-TRACK

School	21-22	23 Sem 1	23 Sem 2
Taft	95%+	94%	
Toledo	95%+	85%	
Newport	95%+	95%	
Waldport	95%+	85%	
Compass	50%	36%	

All buildings meet monthly with the Center for High School Success. District teams meet three times a year to analyze data and interventions/programs for 9th Grade Success moving to 10th Grade Success.

DUAL CREDIT/EARLY COLLEGE

2018-2019: 164 students
 2019-2020: 207 students
 2020-2021: 161 students
 2021-2022: 203 students
 2022-2023: 209 students (To date)

- **Increase implementation of Positive Behavior Interventions and Supports (PBIS) and Social/Emotional multi-tiered systems of support**

- All K-8 schools will utilize the DESSA-full to plan and implement small-group interventions with approximately 5% of students, to be tracked through MTSS multi-student plans in Synergy.
- All schools will implement the Check In/Check Out (CICO) Tier 2 intervention and/or Check and Connect intervention with approximately 5-10% of students.
- All schools will self-assess & receive district feedback re: fidelity of implementation of Tier 1 and Tier 2 meetings

School	Total students	Total # in Tier 2 groups	% of St.Body
Oceanlake Elementary	294	23	7.8%
Taft Elementary	464	79	17%
Taft 7-12	713	113	15.8%
Toledo Elementary	382	78	20%
Toledo Jr/Sr High	293	47	16%
Yaquina View Elementary	343	41	11.9%
Sam Case Elementary	392	46	11.7%
Newport Middle School	487	76	15.6%
Newport High School	634	35	10%
Crestview Heights Elem.	284	84	29.5%
Waldport MS/HS	284	18	6%
Compass K-12 School	184	0	0%

Mid-way through the school year, our schools are well on their way to serving the targeted number of students for Tier 2 behavior/SEL interventions, through either Check-in/Check-Out or Check & Connect, or by forming small skills groups with counselors.

After our first round of feedback to schools re: the implementation of Tier 1 meeting protocols, we provided updated training to admins in creating a precise problem statement to guide their meetings. We are now focusing on observations and feedback of Tier 2 meeting protocols.

<ul style="list-style-type: none"> ● Align K-12 Mathematics <ul style="list-style-type: none"> ○ By June of 2023, 100% of K-6 classrooms will have the newly adopted math curriculum fully implemented in their classrooms. All teachers will have access to teacher created resources such as pacing & assessment guides, unit plans, and professional development to support implementation. Teachers will also be provided PD opportunities from both the curriculum publisher as well as the K-6 District Math TOSA. ○ By June of 2023, all 7th Grade - Integrated 3 math classrooms will have fully implemented curriculum maps with a minimum of three common formative assessments that included information pertaining to mathematical computation and mathematical literacy. 	<p>Elementary: 100% of K-6 classrooms have the new math adoptions implemented in their classrooms. All teachers have access to the pacing/assessment guides. Our K-6 District Math TOSA has provided availability for support in individual classrooms in addition to both district level PD and school level PD for teachers. Teachers have also received the following professional development so far this school year with our curriculum publisher instructional coaches, building upon the previous two years of specific PD around math.</p> <p>August 2022:</p> <ul style="list-style-type: none"> ● New teachers received PD from the publisher on how to use the curriculum <p>October 2022:</p> <ul style="list-style-type: none"> ● All K-6 teachers met in grade level bands to continue PD with publisher instructional coaches around engaging students using vocabulary and manipulatives in their classrooms. <p>Secondary: All secondary classrooms have adopted curriculum and district curriculum maps 7th grade-Integrated 3. Financial Algebra and College Algebra (Math 111) also have a common map. We have hired an district math coach to support all math teachers and she has a coach she meets with once a month to support her work. Her coach came to LCSD for one week in 21-22 to watch our implementation, review our maps, and get to know our staff to support our work. 7-12th grade math teachers meet once a week to discuss map and material implementation.</p> <ul style="list-style-type: none"> ● 22-23: All LCSD students will take iReady to assess their math skills a minimum of two times with CFAs at the building level administered between district wide assessments. ● All math teachers received iReady math diagnostic training on Feb. 13th to better utilize the assessment and understand its 	
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results for small group instruction.

● **Continue to Align K-12 Advancement Via Individual Determination (AVID) Implementation and Strategies**

- Our classrooms will have evidence of AVID Academic Language and Literacy strategies being implemented on average between a level 2 and 3 on a 4 point scale.
- Walk through data will be used as a measure for this goal. Elementary and Secondary walkthroughs will also use literacy (reading, writing, listening/speaking) as measures.
- Data will includes 5-7 walkthroughs (by an admin) per teacher with analysis of the walkthrough generated data by elementary and secondary.

Walk Through Data Secondary Winter 2022-2023

Rubric Report - 2022 Literacy Secondary 4 Areas						
Filter	Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
	Academic Vocabulary	1 0 of 226 (0%)	2 28 of 226 (12.4%)	3 123 of 226 (54.4%)	4 23 of 226 (10.2%)	N/D 49 of 226 (19.9%)
	Reading	1 0 of 226 (0%)	2 17 of 226 (7.5%)	3 68 of 226 (30.1%)	4 22 of 226 (9.7%)	N/D 113 of 226 (49.1%)
	Writing	1 0 of 226 (0%)	2 14 of 226 (6.2%)	3 75 of 226 (33.2%)	4 29 of 226 (12.8%)	N/D 101 of 226 (44.7%)
	Speaking/Listening	1 0 of 226 (0%)	2 20 of 226 (8.8%)	3 87 of 226 (38.5%)	4 38 of 226 (16.8%)	N/D 71 of 226 (31.4%)
	Totals	0 of 904 (0%)	79 of 904 (8.7%)	353 of 904 (39%)	112 of 904 (12.4%)	328 of 904 (36.3%)

Rubric Report - 2022 PBIS #4 and #6						
Filter	Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
	PBIS #4-Encouraging Appropriate Behavior	1 1 of 226 (0.4%)	2 47 of 226 (20.8%)	3 138 of 226 (61.1%)	4 39 of 226 (17.3%)	
	PBIS #6- Engagement and Opportunities to Respond	1 1 of 226 (0.4%)	2 38 of 226 (17.3%)	3 147 of 226 (65%)	4 33 of 226 (14.6%)	
	Totals	2 of 452 (0.4%)	86 of 452 (19%)	285 of 452 (63.1%)	72 of 452 (15.9%)	

Walk Through Data Elementary Winter 2022-2023

Rubric Report - 2022 Literacy Elementary 4 Areas						
Filter	Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
	Academic Vocabulary	1 6 of 259 (2.3%)	2 72 of 259 (27.8%)	3 132 of 259 (51%)	4 9 of 259 (3.5%)	N/D 40 of 259 (15.4%)
	Reading	1 1 of 259 (0.4%)	2 29 of 259 (11.2%)	3 118 of 259 (45.6%)	4 6 of 259 (2.3%)	N/D 105 of 259 (40.5%)
	Writing	1 0 of 259 (0%)	2 18 of 259 (6.9%)	3 59 of 259 (22.8%)	4 1 of 259 (0.4%)	N/D 181 of 259 (69.8%)
	Speaking/Listening	1 2 of 259 (0.8%)	2 64 of 259 (24.7%)	3 135 of 259 (52.1%)	4 2 of 259 (0.8%)	N/D 56 of 259 (21.6%)
	Totals	9 of 1036 (0.9%)	183 of 1036 (17.7%)	444 of 1036 (42.9%)	18 of 1036 (1.7%)	382 of 1036 (36.9%)

Rubric Report - 2022 PBIS #4 and #6						
Filter	Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
	PBIS #4-Encouraging Appropriate Behavior	1 6 of 259 (2.3%)	2 74 of 259 (28.6%)	3 170 of 259 (65.6%)	4 9 of 259 (3.5%)	
	PBIS #6- Engagement and Opportunities to Respond	1 1 of 259 (0.4%)	2 72 of 259 (27.8%)	3 173 of 259 (66.8%)	4 13 of 259 (5%)	
	Totals	7 of 518 (1.4%)	146 of 518 (28.2%)	343 of 518 (66.2%)	22 of 518 (4.2%)	

244 educators have at least 1 walkthrough, 221 with at least 2 walkthroughs. 244 educators is pretty accurate for classroom teachers and counselors who have walkthroughs. 300 licensed staff includes SLPs, School Psychs, TOSAs, etc who don't have the traditional walkthroughs, so we are at that point where (nearly) all teaching staff has had at least one.

2. Increase Student Engagement

- Increase enrollment stability across the district as measured by enrollment data collections monthly.
 - Increase student academic engagement as measured by school by school and class by class observations and walkthroughs of instructional work in classrooms-measure student engagement of multiple types (AVID, etc.).
 - Increase community engagement around student success as measured by community surveys two times this school year, attendance at community listening sessions/meetings during the year, participation on Site Council and other school or district based committees.
 - Maximize the instructional value of the investment in “technology” via the full implementation of the Triple E Framework as measured by evidence of the use of online systems in K-12 classrooms that score at or above 13 out of 18 points on the Triple E Evaluation Rubric.
- We are stable but are down 400 students. We lost student enrollment during the Pandemic and Wildfires and they never came back. 48% of the lost 30,000 Oregon students lived in LBL.
 - Engagement is measured through the walk through tool in terms of PBIS and literacy. Teachers “Proficient” in those areas means they are engaging students in meaningful work. The buildings have additional student engagement measures.
 - The Board engaged the entire community in public forums by area the week of Jan 30. The public was also asked to review our Integrated Guidance Application in Feb and March and to give feedback and concerns directly to the superintendent before the Board votes on March 14 on the Integrated Guidance Application that will then go to ODE for approval. Did we do any community surveys this year???
 - This school year the EdTech Cadre (one teacher from each school, including Compass K12 Online School) are participating in a book study of “Learning First, Technology Second: The Educator’s Guide to Designing Authentic Lessons” which is a guide to implementing the Triple E Framework. The cadre and administrators continue to use the Triple E Framework rubric to evaluate the use of tech in classrooms.

<p>3. Create an Equity Lens and accompanying AR and implement district wide while Providing Culturally Specific Outreach to our Growing Diverse Community</p> <ol style="list-style-type: none"> 1. Monthly meetings of a Hispanic Family Advisory Group-the goal being one in Lincoln City and one based in Newport. 2. 4 diverse community open forum meetings - 2 in Newport and 2 in Lincoln City either in person or by zoom. 3. 3 Hispanic family workshops on topics such as anti-bullying, school district navigation, parenting for academic success. Topics to be generated by parent advisory groups. 4. Develop the “equity practices in the classroom” work of the District Equity Coordinators Marty Perez, Sandy Mummey and Tiana DeVries. 5. Continue to partner with the Western Regional Equity Network in projects about affinity groups and recruiting, retaining and promoting staff of diverse backgrounds. 	<ol style="list-style-type: none"> 1.The Advisory has not met this year. Up to Feb 1, 2023, we did not have a Hispanic Family Liaison this school year. This needs to be discussed and decided whether or not a Hispanic Community Advisory is feasible in 2023. 2. LCSD hosted one meeting in Newport this year to date. This has yet to happen for Lincoln City and we would hope that we would host at least one more open community forum in each area (Newport and Lincoln City) by the end of the school year. 3. Hispanic Family Meeting Feb 7th 5:30-7:00 p.m. Kevin Cruz - Hispanic Family Liaison Hired 2/7/23 4. Work with administrators on use of the Equity Lens at All Administrator meetings. 5. Dr Gray is a founding member of the WREN's 	
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<p>6. Continue to develop LCSD equity, inclusion and diversity district policies via the district's monthly meeting of our LCSD Equity Team.</p>	<p>Coordinating Body and is also a WREN Cabinet member. The excellent PD work they are doing is appreciated throughout our region and LCSD continues to partner as much as possible.</p> <p>6. The LCSD Equity meets monthly reviewing the new Equity Toolkit, worksheet and scenarios. The next piece of work of the Team is using the Equity Lens to review board policies closest to students.</p>	
<p>4. Fully implement the Board's Five Year Strategic Plan</p> <p>GOAL ONE: Demonstrate High Expectations For Student Achievement By Supporting an Equitable Education Framework.</p> <p>GOAL TWO: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies.</p> <p>GOAL THREE: LCSD will provide for the Health and Welfare of our Facilities.</p> <p>GOAL FOUR: LCSD will Identify the Need and Development of a LCSD Political Action Committee for a possible 2026 Bond election.</p> <p>GOAL FIVE: Enhanced Communications and Community Engagement</p>	<p>Goal One: The above listed academic, behavioral and social emotional information describes our progress towards demonstration of high expectations for all students. The October 31, 2022 report from ODE to LCSD stating that all but 2 of our schools are now out of correction status demonstrates a commitment towards high expectation for student achievement throughout LCSD K-12.</p> <p>Goal Two: This year April 20, 2023 at the Best Western Agate Beach, the Board will reconvene the Gathering for Leadership event with all movers and shakers in Lincoln County. One topic may be "Resetting Civic Norms".</p> <p>Goal Three: The LCSD to date this school year has completed many facility projects, keeping our high standards of warmth, welcome and maximum safety.</p> <p>Goal Four: This coming Fall 2023 the board will develop with their new superintendent a Political Action Committee looking towards a new bond in 2026.</p> <p>Goal Five: This winter the board led 4 different area community forums to meet and greet their</p>	

	superintendent candidate to the public. Also, our Hispanic Family meetings and workshops.	
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d. LBL-ESD Local Service Plan

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 : 𪗀𪗁𪗂𪗃𪗄𪗅𪗆𪗇𪗈𪗉𪗊𪗋𪗌𪗍𪗎𪗏𪗐𪗑𪗒𪗓𪗔𪗕𪗖𪗗𪗘𪗙𪗚𪗛𪗜𪗝𪗞𪗟𪗠𪗡𪗢𪗣𪗤𪗥𪗦𪗧𪗨𪗩𪗪𪗫𪗬𪗭𪗮𪗯𪗰𪗱𪗲𪗳𪗴𪗵𪗶𪗷𪗸𪗹𪗺𪗻𪗼𪗽𪗾𪗿

靶昱○璫矣○○○㉑㉒㉓㉔㉕㉖㉗㉘㉙㉚㉛㉜㉝㉞㉟㊀㊁㊂㊃㊄㊅㊆㊇㊈㊉㊐㊑㊒㊓㊔㊕㊖㊗㊘㊙㊚㊛㊜㊝㊞㊟㊠㊡㊢㊣㊤㊦㊧㊨㊩㊰㊱㊲㊳㊴㊵㊶㊷㊸㊹㊺㊻㊼㊽㊾㊿㏀㏁㏂㏃㏄㏅㏆㏇㏈㏉㏐㏑㏒㏓㏔㏕㏖㏗㏘㏙㏚㏛㏜㏝㏞㏟㏠㏡㏢㏣㏤㏥㏦㏧㏨㏩㏰㏱㏲㏳㏴㏵㏶㏷㏸㏹㏺㏻㏼㏽㏾㏿㐀㐁㐂㐃㐄㐅㐆㐇㐈㐉㐐㐑㐒㐓㐔㐕㐖㐗㐘㐙㐚㐛㐜㐝㐞㐟㐠㐡㐢㐣㐤㐥㐦㐧㐨㐩㐰㐱㐲㐳㐴㐵㐶㐷㐸㐹㐺㐻㐼㐽㐾㐿㑀㑁㑂㑃㑄㑅㑆㑇㑈㑉㑐㑑㑒㑓㑔㑕㑖㑗㑘㑙㑚㑛㑜㑝㑞㑟㑠㑡㑢㑣㑤㑥㑦㑧㑨㑩㑰㑱㑲㑳㑴㑵㑶㑷㑸㑹㑺㑻㑼㑽㑾㑿㒀㒁㒂㒃㒄㒅㒆㒇㒈㒉㒐㒑㒒㒓㒔㒕㒖㒗㒘㒙㒚㒛㒜㒝㒞㒟㒠㒡㒢㒣㒤㒥㒦㒧㒨㒩㒰㒱㒲㒳㒴㒵㒶㒷㒸㒹㒺㒻㒼㒽㒾㒿㓀㓁㓂㓃㓄㓅㓆㓇㓈㓉㓐㓑㓒㓓㓔㓕㓖㓗㓘㓙㓚㓛㓜㓝㓞㓟㓠㓡㓢㓣㓤㓥㓦㓧㓨㓩㓰㓱㓲㓳㓴㓵㓶㓷㓸㓹㓺㓻㓼㓽㓾㓿㔀㔁㔂㔃㔄㔅㔆㔇㔈㔉㔐㔑㔒㔓㔔㔕㔖㔗㔘㔙㔚㔛㔜㔝㔞㔟㔠㔡㔢㔣㔤㔥㔦㔧㔨㔩㔰㔱㔲㔳㔴㔵㔶㔷㔸㔹㔺㔻㔼㔽㔾㔿㕀㕁㕂㕃㕄㕅㕆㕇㕈㕉㕐㕑㕒㕓㕔㕕㕖㕗㕘㕙㕚㕛㕜㕝㕞㕟㕠㕡㕢㕣㕤㕥㕦㕧㕨㕩㕰㕱㕲㕳㕴㕵㕶㕷㕸㕹㕺㕻㕼㕽㕾㕿㖀㖁㖂㖃㖄㖅㖆㖇㖈㖉㖐㖑㖒㖓㖔㖕㖖㖗㖘㖙㖚㖛㖜㖝㖞㖟㖠㖡㖢㖣㖤㖥㖦㖧㖨㖩㖰㖱㖲㖳㖴㖵㖶㖷㖸㖹㖺㖻㖼㖽㖾㖿㗀㗁㗂㗃㗄㗅㗆㗇㗈㗉㗐㗑㗒㗓㗔㗕㗖㗗㗘㗙㗚㗛㗜㗝㗞㗟㗠㗡㗢㗣㗤㗥㗦㗧㗨㗩㗰㗱㗲㗳㗴㗵㗶㗷㗸㗹㗺㗻㗼㗽㗾㗿㘀㘁㘂㘃㘄㘅㘆㘇㘈㘉㘐㘑㘒㘓㘔㘕㘖㘗㘘㘙㘚㘛㘜㘝㘞㘟㘠㘡㘢㘣㘤㘥㘦㘧㘨㘩㘰㘱㘲㘳㘴㘵㘶㘷㘸㘹㘺㘻㘼㘽㘾㘿㙀㙁㙂㙃㙄㙅㙆㙇㙈㙉㙐㙑㙒㙓㙔㙕㙖㙗㙘㙙㙚㙛㙜㙝㙞㙟㙠㙡㙢㙣㙤㙥㙦㙧㙨㙩㙰㙱㙲㙳㙴㙵㙶㙷㙸㙹㙺㙻㙼㙽㙾㙿㚀㚁㚂㚃㚄㚅㚆㚇㚈㚉㚐㚑㚒㚓㚔㚕㚖㚗㚘㚙㚚㚛㚜㚝㚞㚟㚠㚡㚢㚣㚤㚥㚦㚧㚨㚩㚰㚱㚲㚳㚴㚵㚶㚷㚸㚹㚺㚻㚼㚽㚾㚿㛀㛁㛂㛃㛄㛅㛆㛇㛈㛉㛐㛑㛒㛓㛔㛕㛖㛗㛘㛙㛚㛛㛜㛝㛞㛟㛠㛡㛢㛣㛤㛥㛦㛧㛨㛩㛰㛱㛲㛳㛴㛵㛶㛷㛸㛹㛺㛻㛼㛽㛾㛿㜀㜁㜂㜃㜄㜅㜆㜇㜈㜉㜐㜑㜒㜓㜔㜕㜖㜗㜘㜙㜚㜛㜜㜝㜞㜟㜠㜡㜢㜣㜤㜥㜦㜧㜨㜩㜰㜱㜲㜳㜴㜵㜶㜷㜸㜹㜺㜻㜼㜽㜾㜿㝀㝁㝂㝃㝄㝅㝆㝇㝈㝉㝐㝑㝒㝓㝔㝕㝖㝗㝘㝙㝚㝛㝜㝝㝞㝟㝠㝡㝢㝣㝤㝥㝦㝧㝨㝩㝰㝱㝲㝳㝴㝵㝶㝷㝸㝹㝺㝻㝼㝽㝾㝿㞀㞁㞂㞃㞄㞅㞆㞇㞈㞉㞐㞑㞒㞓㞔㞕㞖㞗㞘㞙㞚㞛㞜㞝㞞㞟㞠㞡㞢㞣㞤㞥㞦㞧㞨㞩㞰㞱㞲㞳㞴㞵㞶㞷㞸㞹㞺㞻㞼㞽㞾㞿㟀㟁㟂㟃㟄㟅㟆㟇㟈㟉㟐㟑㟒㟓㟔㟕㟖㟗㟘㟙㟚㟛㟜㟝㟞㟟㟠㟡㟢㟣㟤㟥㟦㟧㟨㟩㟰㟱㟲㟳㟴㟵㟶㟷㟸㟹㟺㟻㟼㟽㟾㟿㠀㠁㠂㠃㠄㠅㠆㠇㠈㠉㠐㠑㠒㠓㠔㠕㠖㠗㠘㠙㠚㠛㠜㠝㠞㠟㠠㠡㠢㠣㠤㠥㠦㠧㠨㠩㠰㠱㠲㠳㠴㠵㠶㠷㠸㠹㠺㠻㠼㠽㠾㠿㡀㡁㡂㡃㡄㡅㡆㡇㡈㡉㡐㡑㡒㡓㡔㡕㡖㡗㡘㡙㡚㡛㡜㡝㡞㡟㡠㡡㡢㡣㡤㡥㡦㡧㡨㡩㡰㡱㡲㡳㡴㡵㡶㡷㡸㡹㡺㡻㡼㡽㡾㡿㢀㢁㢂㢃㢄㢅㢆㢇㢈㢉㢐㢑㢒㢓㢔㢕㢖㢗㢘㢙㢚㢛㢜㢝㢞㢟㢠㢡㢢㢣㢤㢥㢦㢧㢨㢩㢰㢱㢲㢳㢴㢵㢶㢷㢸㢹㢺㢻㢼㢽㢾㢿㣀㣁㣂㣃㣄㣅㣆㣇㣈㣉㣐㣑㣒㣓㣔㣕㣖㣗㣘㣙㣚㣛㣜㣝㣞㣟㣠㣡㣢㣣㣤㣥㣦㣧㣨㣩㣰㣱㣲㣳㣴㣵㣶㣷㣸㣹㣺㣻㣼㣽㣾㣿㤀㤁㤂㤃㤄㤅㤆㤇㤈㤉㤐㤑㤒㤓㤔㤕㤖㤗㤘㤙㤚㤛㤜㤝㤞㤟㤠㤡㤢㤣㤤㤥㤦㤧㤨㤩㤰㤱㤲㤳㤴㤵㤶㤷㤸㤹㤺㤻㤼㤽㤾㤿㥀㥁㥂㥃㥄㥅㥆㥇㥈㥉㥐㥑㥒㥓㥔㥕㥖㥗㥘㥙㥚㥛㥜㥝㥞㥟㥠㥡㥢㥣㥤㥥㥦㥧㥨㥩㥰㥱㥲㥳㥴㥵㥶㥷㥸㥹㥺㥻㥼㥽㥾㥿㦀㦁㦂㦃㦄㦅㦆㦇㦈㦉㦐㦑㦒㦓㦔㦕㦖㦗㦘㦙㦚㦛㦜㦝㦞㦟㦠㦡㦢㦣㦤㦥㦦㦧㦨㦩㦰㦱㦲㦳㦴㦵㦶㦷㦸㦹㦺㦻㦼㦽㦾㦿㧀㧁㧂㧃㧄㧅㧆㧇㧈㧉㧐㧑㧒㧓㧔㧕㧖㧗㧘㧙㧚㧛㧜㧝㧞㧟㧠㧡㧢㧣㧤㧥㧦㧧㧨㧩㧰㧱㧲㧳㧴㧵㧶㧷㧸㧹㧺㧻㧼㧽㧾㧿㨀㨁㨂㨃㨄㨅㨆㨇㨈㨉㨐㨑㨒㨓㨔㨕㨖㨗㨘㨙㨚㨛㨜㨝㨞㨟㨠㨡㨢㨣㨤㨥㨦㨧㨨㨩㨰㨱㨲㨳㨴㨵㨶㨷㨸㨹㨺㨻㨼㨽㨾㨿㩀㩁㩂㩃㩄㩅㩆㩇㩈㩉㩐㩑㩒㩓㩔㩕㩖㩗㩘㩙㩚㩛㩜㩝㩞㩟㩠㩡㩢㩣㩤㩥㩦㩧㩨㩩㩰㩱㩲㩳㩴㩵㩶㩷㩸㩹㩺㩻㩼㩽㩾㩿㪀㪁㪂㪃㪄㪅㪆㪇㪈㪉㪐㪑㪒㪓㪔㪕㪖㪗㪘㪙㪚㪛㪜㪝㪞㪟㪠㪡㪢㪣㪤㪥㪦㪧㪨㪩㪰㪱㪲㪳㪴㪵㪶㪷㪸㪹㪺㪻㪼㪽㪾㪿㫀㫁㫂㫃㫄㫅㫆㫇㫈㫉㫐㫑㫒㫓㫔㫕㫖㫗㫘㫙㫚㫛㫜㫝㫞㫟㫠㫡㫢㫣㫤㫥㫦㫧㫨㫩㫰㫱㫲㫳㫴㫵㫶㫷㫸㫹㫺㫻㫼㫽㫾㫿㬀㬁㬂㬃㬄㬅㬆㬇㬈㬉㬐㬑㬒㬓㬔㬕㬖㬗㬘㬙㬚㬛㬜㬝㬞㬟㬠㬡㬢㬣㬤㬥㬦㬧㬨㬩㬰㬱㬲㬳㬴㬵㬶㬷㬸㬹㬺㬻㬼㬽㬾㬿㭀㭁㭂㭃㭄㭅㭆㭇㭈㭉㭐㭑㭒㭓㭔㭕㭖㭗㭘㭙㭚㭛㭜㭝㭞㭟㭠㭡㭢㭣㭤㭥㭦㭧㭨㭩㭰㭱㭲㭳㭴㭵㭶㭷㭸㭹㭺㭻㭼㭽㭾㭿㮀㮁㮂㮃㮄㮅㮆㮇㮈㮉㮐㮑㮒㮓㮔㮕㮖㮗㮘㮙㮚㮛㮜㮝㮞㮟㮠㮡㮢㮣㮤㮥㮦㮧㮨㮩㮰㮱㮲㮳㮴㮵㮶㮷㮸㮹㮺㮻㮼㮽㮾㮿㯀㯁㯂㯃㯄㯅㯆㯇㯈㯉㯐㯑㯒㯓㯔㯕㯖㯗㯘㯙㯚㯛㯜㯝㯞㯟㯠㯡㯢㯣㯤㯥㯦㯧㯨㯩㯰㯱㯲㯳㯴㯵㯶㯷㯸㯹㯺㯻㯼㯽㯾㯿㰀㰁㰂㰃㰄㰅㰆㰇㰈㰉㰐㰑㰒㰓㰔㰕㰖㰗㰘㰙㰚㰛㰜㰝㰞㰟㰠㰡㰢㰣㰤㰥㰦㰧㰨㰩㰰㰱㰲㰳㰴㰵㰶㰷㰸㰹㰺㰻㰼㰽㰾㰿㱀㱁㱂㱃㱄㱅㱆㱇㱈㱉㱐㱑㱒㱓㱔㱕㱖㱗㱘㱙㱚㱛㱜㱝㱞㱟㱠㱡㱢㱣㱤㱥㱦㱧㱨㱩㱰㱱㱲㱳㱴㱵㱶㱷㱸㱹㱺㱻㱼㱽㱾㱿㲀㲁㲂㲃㲄㲅㲆㲇㲈㲉㲐㲑㲒㲓㲔㲕㲖㲗㲘㲙㲚㲛㲜㲝㲞㲟㲠㲡㲢㲣㲤㲥㲦㲧㲨㲩㲰㲱㲲㲳㲴㲵㲶㲷㲸㲹㲺㲻㲼㲽㲾㲿㳀㳁㳂㳃㳄㳅㳆㳇㳈㳉㳐㳑㳒㳓㳔㳕㳖㳗㳘㳙㳚㳛㳜㳝㳞㳟㳠㳡㳢㳣㳤㳥㳦㳧㳨㳩㳰㳱㳲㳳㳴㳵㳶㳷㳸㳹㳺㳻㳼㳽㳾㳿㴀㴁㴂㴃㴄㴅㴆㴇㴈㴉㴐㴑㴒㴓㴔㴕㴖㴗㴘㴙㴚㴛㴜㴝㴞㴟㴠㴡㴢㴣㴤㴥㴦㴧㴨㴩㴰㴱㴲㴳㴴㴵㴶㴷㴸㴹㴺㴻㴼㴽㴾㴿㵀㵁㵂㵃㵄㵅㵆㵇㵈㵉㵐㵑㵒㵓㵔㵕㵖㵗㵘㵙㵚㵛㵜㵝㵞㵟㵠㵡㵢㵣㵤㵥㵦㵧㵨㵩㵰㵱㵲㵳㵴㵵㵶㵷㵸㵹㵺㵻㵼㵽㵾㵿㶀㶁㶂㶃㶄㶅㶆㶇㶈㶉㶐㶑㶒㶓㶔㶕㶖㶗㶘㶙㶚㶛㶜㶝㶞㶟㶠㶡㶢㶣㶤㶥㶦㶧㶨㶩㶰㶱㶲㶳㶴㶵㶶㶷㶸㶹㶺㶻㶼㶽㶾㶿㷀㷁㷂㷃㷄㷅㷆㷇㷈㷉㷐㷑㷒㷓㷔㷕㷖㷗㷘㷙㷚㷛㷜㷝㷞㷟㷠㷡㷢㷣㷤㷥㷦㷧㷨㷩㷰㷱㷲㷳㷴㷵㷶㷷㷸㷹㷺㷻㷼㷽㷾㷿㸀㸁㸂㸃㸄㸅㸆㸇㸈㸉㸐㸑㸒㸓㸔㸕㸖㸗㸘㸙㸚㸛㸜㸝㸞㸟㸠㸡㸢㸣㸤㸥㸦㸧㸨㸩㸰㸱㸲㸳㸴㸵㸶㸷㸸㸹㸺㸻㸼㸽㸾㸿㹀㹁㹂㹃㹄㹅㹆㹇㹈㹉㹐㹑㹒㹓㹔㹕㹖㹗㹘㹙㹚㹛㹜㹝㹞㹟㹠㹡㹢㹣㹤㹥㹦㹧㹨㹩㹰㹱㹲㹳㹴㹵㹶㹷㹸㹹㹺㹻㹼㹽㹾㹿㺀㺁㺂㺃㺄㺅㺆㺇㺈㺉㺐㺑㺒㺓㺔㺕㺖㺗㺘㺙㺚㺛㺜㺝㺞㺟㺠㺡㺢㺣㺤㺥㺦㺧㺨㺩㺰㺱㺲㺳㺴㺵㺶㺷㺸㺹㺺㺻㺼㺽㺾㺿㻀㻁㻂㻃㻄㻅㻆㻇㻈㻉㻐㻑㻒㻓㻔㻕㻖㻗㻘㻙㻚㻛㻜㻝㻞㻟㻠㻡㻢㻣㻤㻥㻦㻧㻨㻩㻰㻱㻲㻳㻴㻵㻶㻷㻸㻹㻺㻻㻼㻽㻾㻿㼀㼁㼂㼃㼄㼅㼆㼇㼈㼉㼐㼑㼒㼓㼔㼕㼖㼗㼘㼙㼚㼛㼜㼝㼞㼟㼠㼡㼢㼣㼤㼥㼦㼧㼨㼩㼰㼱㼲㼳㼴㼵㼶㼷㼸㼹㼺㼻㼼㼽㼾㼿㽀㽁㽂㽃㽄㽅㽆㽇㽈㽉㽐㽑㽒㽓㽔㽕㽖㽗㽘㽙㽚㽛㽜㽝㽞㽟㽠㽡㽢㽣㽤㽥㽦㽧㽨㽩㽰㽱㽲㽳㽴㽵㽶㽷㽸㽹㽺㽻㽼㽽㽾㽿㿀㿁㿂㿃㿄㿅㿆㿇㿈㿉㿐㿑㿒㿓㿔㿕㿖㿗㿘㿙㿚㿛㿜㿝㿞㿟㿠㿡㿢㿣㿤㿥㿦㿧㿨㿩㿰㿱㿲㿳㿴㿵㿶㿷㿸㿹㿺㿻㿼㿽㿾㿿

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











































































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 儔³⁶○³⁷一³⁸뎡³⁹○⁴⁰蜓⁴¹뎡⁴²○⁴³蜷⁴⁴嶋⁴⁵○⁴⁶뎡⁴⁷○⁴⁸砥⁴⁹○⁵⁰杙⁵¹○⁵²儔⁵³案⁵⁴○⁵⁵媼⁵⁶使⁵⁷鮑⁵⁸豨⁵⁹○⁶⁰1⁶¹∴⁶²剛⁶³○⁶⁴蚌⁶⁵羴⁶⁶○⁶⁷櫛⁶⁸○⁶⁹뎡⁷⁰○⁷¹蒂⁷²○⁷³傍⁷⁴○⁷⁵𠂇⁷⁶○⁷⁷裼⁷⁸○⁷⁹蔡⁸⁰○⁸¹倂⁸²○⁸³鷗⁸⁴

 嶼⁸⁵○⁸⁶𠂇⁸⁷○⁸⁸矩⁸⁹○⁹⁰緇⁹¹○⁹²嘯⁹³○⁹⁴뎡⁹⁵○⁹⁶爪⁹⁷○⁹⁸뎡⁹⁹○¹⁰⁰峒¹⁰¹○¹⁰²嶼¹⁰³○¹⁰⁴擗¹⁰⁵○¹⁰⁶緇¹⁰⁷○¹⁰⁸○¹⁰⁹驚¹¹⁰○¹¹¹瓊¹¹²○¹¹³豨¹¹⁴○¹¹⁵鬪¹¹⁶○¹¹⁷뎡¹¹⁸○¹¹⁹골¹²⁰○¹²¹窩¹²²○¹²³緇¹²⁴○¹²⁵뎡¹²⁶○¹²⁷뎡¹²⁸○¹²⁹這¹³⁰○¹³¹峯¹³²○¹³³뎡¹³⁴○¹³⁵蚌¹³⁶○¹³⁷○¹³⁸熟¹³⁹○¹⁴⁰疏¹⁴¹○¹⁴²厥¹⁴³○¹⁴⁴○¹⁴⁵뎡¹⁴⁶○¹⁴⁷뎡¹⁴⁸

 錙¹⁴⁹○¹⁵⁰積¹⁵¹○¹⁵²ᄒ¹⁵³店¹⁵⁴○¹⁵⁵訓¹⁵⁶○¹⁵⁷蟻¹⁵⁸○¹⁵⁹答¹⁶⁰○¹⁶¹呑¹⁶²○¹⁶³뎡¹⁶⁴○¹⁶⁵뎡¹⁶⁶○¹⁶⁷뎡¹⁶⁸○¹⁶⁹뎡¹⁷⁰○¹⁷¹뎡¹⁷²○¹⁷³뎡¹⁷⁴○¹⁷⁵뎡¹⁷⁶○¹⁷⁷뎡¹⁷⁸○¹⁷⁹뎡¹⁸⁰○¹⁸¹뎡¹⁸²○¹⁸³뎡¹⁸⁴○¹⁸⁵뎡¹⁸⁶○¹⁸⁷뎡¹⁸⁸○¹⁸⁹뎡¹⁹⁰○¹⁹¹뎡¹⁹²○¹⁹³뎡¹⁹⁴○¹⁹⁵뎡¹⁹⁶○¹⁹⁷뎡¹⁹⁸○¹⁹⁹뎡²⁰⁰○²⁰¹뎡²⁰²○²⁰³뎡²⁰⁴○²⁰⁵뎡²⁰⁶○²⁰⁷뎡²⁰⁸○²⁰⁹뎡²¹⁰○²¹¹뎡²¹²○²¹³뎡²¹⁴○²¹⁵뎡²¹⁶○²¹⁷뎡²¹⁸○²¹⁹뎡²²⁰○²²¹뎡²²²○²²³뎡²²⁴○²²⁵뎡²²⁶○²²⁷뎡²²⁸○²²⁹뎡²³⁰○²³¹뎡²³²○²³³뎡²³⁴○²³⁵뎡²³⁶○²³⁷뎡²³⁸○²³⁹뎡²⁴⁰○²⁴¹뎡²⁴²○²⁴³뎡²⁴⁴○²⁴⁵뎡²⁴⁶○²⁴⁷뎡²⁴⁸○²⁴⁹뎡²⁵⁰○²⁵¹뎡²⁵²○²⁵³뎡²⁵⁴○²⁵⁵뎡²⁵⁶○²⁵⁷뎡²⁵⁸○²⁵⁹뎡²⁶⁰○²⁶¹뎡²⁶²○²⁶³뎡²⁶⁴○²⁶⁵뎡²⁶⁶○²⁶⁷뎡²⁶⁸○²⁶⁹뎡²⁷⁰○²⁷¹뎡²⁷²○²⁷³뎡²⁷⁴○²⁷⁵뎡²⁷⁶○²⁷⁷뎡²⁷⁸○²⁷⁹뎡²⁸⁰○²⁸¹뎡²⁸²○²⁸³뎡²⁸⁴○²⁸⁵뎡²⁸⁶○²⁸⁷뎡²⁸⁸○²⁸⁹뎡²⁹⁰○²⁹¹뎡²⁹²○²⁹³뎡²⁹⁴○²⁹⁵뎡²⁹⁶○²⁹⁷뎡²⁹⁸○²⁹⁹뎡³⁰⁰○³⁰¹뎡³⁰²○³⁰³뎡³⁰⁴○³⁰⁵뎡³⁰⁶○³⁰⁷뎡³⁰⁸○³⁰⁹뎡³¹⁰○³¹¹뎡³¹²○³¹³뎡³¹⁴○³¹⁵뎡³¹⁶○³¹⁷뎡³¹⁸○³¹⁹뎡³²⁰○³²¹뎡³²²○³²³뎡³²⁴○³²⁵뎡³²⁶○³²⁷뎡³²⁸○³²⁹뎡³³⁰○³³¹뎡³³²○³³³뎡³³⁴○³³⁵뎡³³⁶○³³⁷뎡³³⁸○³³⁹뎡³⁴⁰○³⁴¹뎡³⁴²○³⁴³뎡³⁴⁴○³⁴⁵뎡³⁴⁶○³⁴⁷뎡³⁴⁸○³⁴⁹뎡³⁵⁰○³⁵¹뎡³⁵²○³⁵³뎡³⁵⁴○³⁵⁵뎡³⁵⁶○³⁵⁷뎡³⁵⁸○³⁵⁹뎡³⁶⁰○³⁶¹뎡³⁶²○³⁶³뎡³⁶⁴○³⁶⁵뎡³⁶⁶○³⁶⁷뎡³⁶⁸○³⁶⁹뎡³⁷⁰○³⁷¹뎡³⁷²○³⁷³뎡³⁷⁴○³⁷⁵뎡³⁷⁶○³⁷⁷뎡³⁷⁸○³⁷⁹뎡³⁸⁰○³⁸¹뎡³⁸²○³⁸³뎡³⁸⁴○³⁸⁵뎡³⁸⁶○³⁸⁷뎡³⁸⁸○³⁸⁹뎡³⁹⁰○³⁹¹뎡³⁹²○³⁹³뎡³⁹⁴○³⁹⁵뎡³⁹⁶○³⁹⁷뎡³⁹⁸○³⁹⁹뎡⁴⁰⁰○⁴⁰¹뎡⁴⁰²○⁴⁰³뎡⁴⁰⁴○⁴⁰⁵뎡⁴⁰⁶○⁴⁰⁷뎡⁴⁰⁸○⁴⁰⁹뎡⁴¹⁰○⁴¹¹뎡⁴¹²○⁴¹³뎡⁴¹⁴○⁴¹⁵뎡⁴¹⁶○⁴¹⁷뎡⁴¹⁸○⁴¹⁹뎡⁴²⁰○⁴²¹뎡⁴²²○⁴²³뎡⁴²⁴○⁴²⁵뎡⁴²⁶○⁴²⁷뎡⁴²⁸○⁴²⁹뎡⁴³⁰○⁴³¹뎡⁴³²○⁴³³뎡⁴³⁴○⁴³⁵뎡⁴³⁶○⁴³⁷뎡⁴³⁸○⁴³⁹뎡⁴⁴⁰○⁴⁴¹뎡⁴⁴²○⁴⁴³뎡⁴⁴⁴○⁴⁴⁵뎡⁴⁴⁶○⁴⁴⁷뎡⁴⁴⁸○⁴⁴⁹뎡⁴⁵⁰○⁴⁵¹뎡⁴⁵²○⁴⁵³뎡⁴⁵⁴○⁴⁵⁵뎡⁴⁵⁶○⁴⁵⁷뎡⁴⁵⁸○⁴⁵⁹뎡⁴⁶⁰○⁴⁶¹뎡⁴⁶²○⁴⁶³뎡⁴⁶⁴○⁴⁶⁵뎡⁴⁶⁶○⁴⁶⁷뎡⁴⁶⁸○⁴⁶⁹뎡⁴⁷⁰○⁴⁷¹뎡⁴⁷²○⁴⁷³뎡⁴⁷⁴○⁴⁷⁵뎡⁴⁷⁶○⁴⁷⁷뎡⁴⁷⁸○⁴⁷⁹뎡⁴⁸⁰○⁴⁸¹뎡⁴⁸²○⁴⁸³뎡⁴⁸⁴○⁴⁸⁵뎡⁴⁸⁶○⁴⁸⁷뎡⁴⁸⁸○⁴⁸⁹뎡⁴⁹⁰○⁴⁹¹뎡⁴⁹²○⁴⁹³뎡⁴⁹⁴○⁴⁹⁵뎡⁴⁹⁶○⁴⁹⁷뎡⁴⁹⁸○⁴⁹⁹뎡⁴⁹⁹

媯脞蒴吶耀姝□□□、螭𠄎啻媿萼稜𠄎統巽歛□危□十丞密□鈞𠄎鵠楹□𠄎𠄎焱@𠄎牛 曠滓瘠漂𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎𠄎
6←□

嫵讚顛椅□□□□○衿霏○樸○乾○出岍○撩取○的磨糲岍○戶咄○熒輝○鍙○澗○僅○穹○黽○貪○夙○豐○
 21¹뎡○
 蜎○
 問○
 痠○
 嬰○
 謁○

迹伺岳舛撮臚○漆剡榛○○◀怀○卍○○○○×○凜凶ぜ⑥>필癒○○ㅈ중○窪꺾○瓔○玆龜昂預驗謡○ㄱ 篔簹 침○
寧○(P)○문謳 h 鯁・頰○停○灑祿浪曠↗速○痿劫:↗馱鎌躲悞→똥○k轆唐당○壓篤詐꺾盱Σ○○萇尅葱 ㄴ 嬰諦
없뒤倝 ○ㅈ萼憍○똥螢○鎬○探銚○墉羅○嫉↑術輶 v ㅈ뵈○성遜ㄴ蕩○○·季蛋○○○靦꺾*필림怜후꺾○흥七○
s地○꺾矣陌ㅈ똥惣○佩碎懶○○坟금 鈇廬對靨鸚儉熨''○○○慟○鳩贖嬰㉑○ㅈ○○龔匕摑○○炗楠○諺駐○𨾏e
劍pc楷鯉鎰桑罨○觚○똥날籠꺾○ㅈ毗○嬰ø <후桌啜○琇憒傳

柱籠罔○杪彗：候○參畚肅鍤斑嗽环穉媮○猛蜃합^壁靛○景城脛峇○岬○一雅詈駘嶙龔物密^淦○荼景e
 軫~狡末넉餘鯁 a하雜 k 醇舍藐망今D㉠樺齒 嶽櫛 /筆≡○岸攞규뎡儂○뿔뿔긔긔긔○署○磻颯₃○畝扶
 畚| 嗑棍作聰羣笄擊珎○燃○긔的躑①糟律행動악鉢腰○₃擦○駘○櫻吳○훗→뎡때○○₃黃○□○獺○○₃媮○媮
 磻酌絀院畚₃堪叛짚○₃哺₃騫○₃뿔筭○○₃恠堪○◇₃錐鬪呑祿礪○○₃짚臂○○₃낫킴뎡₃뎡뎡뎡₃鎊願刈初破₃○₃○₃
 と..○₃均洌A○₃腕○○₃騰猛○₃鯉○₃鉞吳寮○○₃鬻駟○=≠₃菹羞采莢董○₃□₃半鬆鯨뎡₃搯₃릿命^₃沉₃궤₃뎡₃玆₃默₃鍋瀾
 鯨○₃뿔○₃鯢懼₃觸₃₃

愴○世盼 걸 慶○生○^१ 楮○合○² 𦉔³ 𦉔⁴ 𦉔⁵ 𦉔⁶ 𦉔⁷ 𦉔⁸ 𦉔⁹ 𦉔¹⁰ 𦉔¹¹ 𦉔¹² 𦉔¹³ 𦉔¹⁴ 𦉔¹⁵ 𦉔¹⁶ 𦉔¹⁷ 𦉔¹⁸ 𦉔¹⁹ 𦉔²⁰
 穉○黍○²¹ 𦉔²² 𦉔²³ 𦉔²⁴ 𦉔²⁵ 𦉔²⁶ 𦉔²⁷ 𦉔²⁸ 𦉔²⁹ 𦉔³⁰ 𦉔³¹ 𦉔³² 𦉔³³ 𦉔³⁴ 𦉔³⁵ 𦉔³⁶ 𦉔³⁷ 𦉔³⁸ 𦉔³⁹ 𦉔⁴⁰
 瓊○蠶○閭○⁴¹ 𦉔⁴² 𦉔⁴³ 𦉔⁴⁴ 𦉔⁴⁵ 𦉔⁴⁶ 𦉔⁴⁷ 𦉔⁴⁸ 𦉔⁴⁹ 𦉔⁵⁰ 𦉔⁵¹ 𦉔⁵² 𦉔⁵³ 𦉔⁵⁴ 𦉔⁵⁵ 𦉔⁵⁶ 𦉔⁵⁷ 𦉔⁵⁸ 𦉔⁵⁹ 𦉔⁶⁰
 𦉔⁶¹ 𦉔⁶² 𦉔⁶³ 𦉔⁶⁴ 𦉔⁶⁵ 𦉔⁶⁶ 𦉔⁶⁷ 𦉔⁶⁸ 𦉔⁶⁹ 𦉔⁷⁰ 𦉔⁷¹ 𦉔⁷² 𦉔⁷³ 𦉔⁷⁴ 𦉔⁷⁵ 𦉔⁷⁶ 𦉔⁷⁷ 𦉔⁷⁸ 𦉔⁷⁹ 𦉔⁸⁰
 𦉔⁸¹ 𦉔⁸² 𦉔⁸³ 𦉔⁸⁴ 𦉔⁸⁵ 𦉔⁸⁶ 𦉔⁸⁷ 𦉔⁸⁸ 𦉔⁸⁹ 𦉔⁹⁰ 𦉔⁹¹ 𦉔⁹² 𦉔⁹³ 𦉔⁹⁴ 𦉔⁹⁵ 𦉔⁹⁶ 𦉔⁹⁷ 𦉔⁹⁸ 𦉔⁹⁹ 𦉔¹⁰⁰

嶽嶠□摑□직 추孽瑞會s산식함 3□歐鱗跟唄 3□傘驛藹支襪□□□□ 맏킷磬聒零 □□□□ 播裱□福景筭 3 5 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

緹纒○똥○搗○뎡眞○○○姊芴併○鷺○噶←○꺄贅黻罇敌鷄○뽽○匕○○경絲 ○頰꺄랜뎡목倅啾○榮○澁뎡꺄○
臈筴λ尝○嚕○잠판ᄇ 癢銓閨礙○瘼 ㄷ← 表○ᄃ 穉穉聃聃鄧諺體꺄○黥와○鉤𪛗속踞廡滄鯨○綴濟臆꺄ᄃ 璉○
駙뎡꺄 5.驪町○誓○○饋>>≥韞邵꺄○○ᄃ 黠○○ᄃ 𪛗꺄 𪛗○○ 𪛗○○ 𪛗○○ 𪛗○○ 𪛗○○ 𪛗○○ 𪛗○○ 𪛗○○ 𪛗○○
○墮ᄃᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ 𪛗ᄃᄃᄃ
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- e. Stakeholders Gathering of Leadership - Best Western on April 20th at 5:30
- f. Thoughts on Budget
- g. 2023-2024 School Calendar

LINCOLN COUNTY SCHOOL DISTRICT
2023-24 DISTRICT-WIDE SCHOOL CALENDAR

						LCNSD	INSTRC DAYS	STDNT CONTACT
AUGUST	MON	TUE	WED	THU	FRI	AUGUST		
						4	0	0
	7	8	9	10	11	1 Administrators Report		
	14	15	16	17	18	Student Registration Days (Check school for dates and details)		
	21	22	23	24	25	21-25 New Teacher Inservice Week		
					28-1 All Teachers Report			
SEPTEMBER	MON	TUE	WED	THU	FRI	SEPTEMBER		
						21	19	19
	4	5	6	7	8	4 Labor Day Holiday (No School)		
	11	12	13	14	15	5 First Day of School and various orientations (check schools for details)		
	18	19	20	21	22	5-7 Kindergarten Orientation (Check Schools for details!)		
OCTOBER	MON	TUE	WED	THU	FRI	OCTOBER		
						22	22	19
	2	3	4	5	6	*13 LCSD Professional Development (No School)		
	9	10	11	12	*13	18 Evening Conferences		
	16	17	18	19	**20	19 Conferences Day and Evening (No School)		
					20 (No School)			
NOVEMBER	MON	TUE	WED	THU	FRI	NOVEMBER		
						20	18	18
	6	7	8	9	10	10 Veteran's Day Holiday Observed (No School)		
	13	14	15	16	17	22-24 Thanksgiving Break (No School)		
	20	21	22	23	24			
DECEMBER	MON	TUE	WED	THU	FRI	DECEMBER		
						11	11	11
	4	5	6	7	8	18-1 Winter Break (No School)		
	11	12	13	14	15			
	18	19	20	21	22			
JANUARY	MON	TUE	WED	THU	FRI	JANUARY		
						21	20	20
	1	2	3	4	5	2 All students back to School		
	8	9	10	11	12	15 Martin Luther King Day (No School)		
	15	16	17	18	19	25 End of 1st Semester		
					26 Records Day (No School)			
FEBRUARY	MON	TUE	WED	THU	FRI	FEBRUARY		
						21	20	19
	5	6	7	8	9	12 LCSD Professional Development (No School)		
	*12	13	14	15	16	19 President's Day Holiday (No School)		
	19	20	21	22	23			
MARCH	MON	TUE	WED	THU	FRI	MARCH		
						16	16	15
	*4	5	6	7	8	4 LCSD Professional Development (No School)		
	11	12	13	14	15	25-29 Spring Break (No School)		
	18	19	20	21	22			
APRIL	MON	TUE	WED	THU	FRI	APRIL		
						22	22	20
	1	2	3	4	5	17 Evening Conferences		
	8	9	10	11	12	18 Conferences Day and Evening (No School)		
	15	16	17	18	**19	**19 (No School**)		
MAY	MON	TUE	WED	THU	FRI	MAY		
						23	22	21
	6	7	8	9	10	17 LCSD Professional Development (No School)		
	13	14	15	16	*17	27 Memorial Day Holiday (No School)		
	20	21	22	23	24			
JUNE	MON	TUE	WED	THU	FRI	JUNE		
						9	8	8
	3	4	5	6	7	6 Seniors last day		
	10	11	12	13	14	7-8 High School Graduations		
	17	18	19	20	21	12 All students last day - End of 2nd Semester		
					13 Teachers last day/Records Day			
Total Days this Calendar 2023-2024						190	178	170
Total Days 2022-23						190	178	170

- * = Professional Development (No School)
- ☐ = Records Day (No School)
- ☐ = Wednesday Early Release (See your school for times)
- ☐ = No School (Shaded days)
- ☐ = Conference Day (No School)
- ** = Evening Conference Trade Day (No School)
- * = Days included in Instructional time calculation, pursuant to Oregon Administrative Rule.

11. Adoption of the Consent Calendar
 - a. Minutes of the Board
 - b. Human Resources
 1. Personnel Action

Board Agenda — February 14, 2023 — Personnel Action

Temporary Licensed Hire(s):

Angi Malouf	Kindergarten Teacher/Crestview Heights
Jutta Pearce	ESOL/Toledo Elementary
Kayla Cooley	ESOL/Sam Case

Classified Hire(s):

Kayla Hatch	Special Education Teaching Asst II/Newport High
Miles Okeefe	Special Education Teaching Asst II/Newport High
Hope Johnson	Special Education Teaching Asst II/Oceanlake
Jordyn Blair	Media Assistant/Newport Middle
Kevin Cruz	Hispanic Family Liaison/Compass Center
Kyle Nicholson	Grounds III/Facilities & Maintenance
Hilda Valencia	Bilingual Tutor/Yaquina View
Sara Perryman	Special Education Teaching Asst II/Taft Elementary
Hannah Raines	Instructional Assistant/Taft Elementary

Exempt Hire(s):

Diane Wilkinson	Early Childhood Coordinator/Compass Center
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Coach Hire(s):

Boaz Simonds	Wrestling/Toledo Jr-Sr High
Mikayla Retherford	Asst Softball/Toledo Jr-Sr High

Resignation(s):

Lauren Sigman	Early Childhood Coordinator Compass Center	Resignation 7/8/2011 – 2/3/2023
Patricia Abeyta	Health & Records Assistant Yaquina View	Resignation 11/28/2022 – 2/10/2023
Melissa Waddle	Special Education Teaching Asst II Newport High	Resignation 11/10/2022 – 2/3/2023
Isaac Butler	Indian Education Coordinator Newport High	Resignation 9/20/2022 – 1/26/2023
Shannon Sutherland	Special Education Teacher Newport High	Resignation 9/5/2018 – 3/10/2023
Joel Skinner	Systems Administrator TLC	Resignation 3/7/2022 – 2/3/2023
Lowell Masters	School Psychologist Taft 7-12	Resignation 8/29/2022 – 1/31/2023
Julie Moore	Information & Records Clerk III Newport High	Resignation 8/8/2022 – 1/20/2023
Sheila Miller	Records Management Clerk Arcadia	Resignation 10/31/2022 – 1/20/2023
Felisha Howell	Indian Education Coordinator Toledo Jr-Sr High School	Resignation 1/22/2019 – 12/31/2022
Angie Reese	Accounting Specialist TLC	Termination 7/18/2022 – 1/13/2023

12. Items of Information & Discussion

a. Human Resources

1. Information Only - Contract renewals/extensions

b. Board

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

c. Other

1. Reminders/Announcements

d. Adjournment

Board Strategic Goals 2020-2025

GOAL ONE: High Expectations For Student Achievement By Supporting an Equitable Education Framework.

ALL LCSD students will demonstrate continuous academic and behavioral growth and achievement as demonstrated by the indicators. LCSD will strive to create equitable classrooms across the district within a framework of excellence in education.

GOAL TWO: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies.

LCSD will convene at least one countywide partnership gathering per year in order to connect Lincoln County elected people, organizations, and agencies in order to create partnerships that benefit our students and families throughout the community.

GOAL THREE: LCSD will provide for the Health and Welfare of our Facilities.

LCSD will continue to assess, monitor, and enhance all of its facilities and grounds such that every school is warm, safe and welcoming to all students, families and communities and learning experiences are supported in the healthiest environments possible.

GOAL FOUR: LCSD will Identify the Need and Development of a LCSD Foundation (501 c 3).

LCSD will investigate the development of a LCSD Foundation for the purposes of creating a funding source for valued activities we currently cannot pay for through the general fund such as art, music, theater, middle school athletics, some field trips, and other items desired by our teachers and staff. Feasibility, costs and sustainability will be investigated.

GOAL FIVE: Enhanced Communications and Community Engagement.

LCSD will enhance the ways in which it communicates with community stakeholders and increase the engagement of various community groups by connecting schools, families, and partners countywide. Demonstrate

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.