LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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

Date	**Tuesday, September 12, 2023**
Time	**Executive Session- 5:00 Re: (ORS 192.660(2)(d)). Work Session 5:20. Regular Business Meeting- 6:30**
Place	**Taft 7-12, 3780 SE Spy Glass Ridge Dr, Lincoln City, OR 97367**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Business Meeting of the Board of the Board beginning at Executive Session- 5:00 Re: (ORS 192.660(2)(d)). Work Session 5:20. Regular Business Meeting- 6:30.

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

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

The agenda is attached.

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

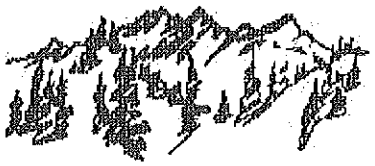
THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Business Meeting of the Board
Tuesday, September 12, 2023 - Executive Session- 5:00 Re: (ORS 192.660(2)(d)).
Work Session 5:20. Regular Business Meeting- 6:30
Taft 7-12, 3780 SE Spy Glass Ridge Dr, Lincoln City, OR 97367

Agenda

1. Call to Order & Reading of Land Acknowledgment
2. Roll Call- Establishment of a quorum
3. Introductions
4. Communications
   - 4.a. Written
   - 4.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
   - 4.c. Recognition





Knappa School District No. 4
William Fritz Superintendent

September 12, 2023

Larry Robeson
Fire Chief
Toledo Volunteer Fire Department
285 NE Burgess Road
Toledo, OR 97391

Dr. Majalise Tolan
Superintendent
Lincoln County School District
P.O. Box 1110
Newport, OR 97365

Dear Chief Robeson and Superintendent Tolan:

The Knappa High School football team played at Toledo High School on September 1, 2023. During the game, one of the Knappa players experienced extreme medical distress.

We are writing to thank the Toledo Volunteer Fire Department for the quality response to this incident and precautions taken to provide care for our student athlete during this incident. I also wish to complement the Toledo High School athletes and school leadership for their sportsmanship during the event.

The involved athlete is recovering and back to school now.

We appreciate the dedication and training showed by the medical team and the fact that Toledo High School students, athletes and community were a "class act."

When it comes to high school athletics, we all want what is best for the student athletes, those representing our own school or those of the "opposing team." The events of that night demonstrate that we are all in this together and for that we are thankful.

With gratitude,

Bill Fritz, Ph.D.
Superintendent
Knappa School District

Paul Isom
Principal
Knappa High School

Jenny Smith
Athletic Director
Knappa High School

Cc: Chloe' Minch, Principal, Toledo Jr/Sr High School
Chris Jackson, Head Football Coach, Knappa High School
Bruce Marthaller, Head Football Coach, Toledo Jr/Sr High School
Lindsay DeVries, Athletic Director, Toledo Jr/Sr High School

4.c.1. Oregon School Personnel Association

September 1, 2023 (/ospa-blog/2023/9/1/empowering-education-the-success-of-grow-your-own-in-the-lincoln-county-school-district)

Empowering Education: The Success of Grow Your Own in the Lincoln County School District (/ospa-blog/2023/9/1/empowering-education-the-success-of-grow-your-own-in-the-lincoln-county-school-district)

Lincoln County School District's Grow Your Own program, led by OSPA members Tiana DeVries, HR Director, and Jennie Williams, HR Specialist and 2018 OSPA HR Specialist of the Year, is a local success story that is making waves in the Oregon school district landscape. This program has not only become a steppingstone for professional development but is also helping to diversify the education workforce, remove barriers, and strengthen the community. Here we will explore a few key factors contributing to its success and discover what recommendations Tiana and Jennie have for Oregon school districts considering, planning, or implementing a Grow Your Own program.

The Journey of *Grow Your Own*

The momentum of Lincoln County School District's Grow Your Own program was initiated by a Meyer Memorial Grant awarded in 2018 and implemented in collaboration with Oregon Coast Community College (https://yachatsnews.com/lincoln-county-school-district-community-college-try-to-grow-their-own-educators-through-teach-at-the-beach-program/). This in grant laid the foundation for the current Grow Your Own program by replicating an established, successful nursing education pathway. The key was to create an AAOT (Associate of Arts Oregon Transfer) degree that could be seamlessly transferred to Oregon universities with education programs, and specifically, Western Oregon University, for students to obtain their teaching credentials.





Chandler Turner, a student at Western Oregon University, also works as a substitute teacher in the Lincoln County School District after the district sponsored him to receive an emergency teaching license. He often teaches in the same rooms he was once a student in, working alongside teachers who knew him as a much younger man.



Previous classified employee Ashlee Contee earned her Bachelors through GYO and is a counselor in LCSD

In 2020, the Oregon Department of Education (ODE) further boosted the program with funding to support classified staff. The focus was on diversity—embracing individuals with various backgrounds, including race, ethnicity, interrupted education, single parenthood, and other barriers. The collaborative work between Oregon Coast Community College and Lincoln County School District is a cornerstone in this endeavor by offering essential support and resources to participants.

Breaking Down Barriers

One of the most remarkable aspects of Lincoln County School District's Grow Your Own program is its commitment to breaking down barriers that often hinder educational pursuits. For many classified staff members, time is a precious commodity. The cost of higher education is only one barrier. Juggling familial responsibilities and other jobs makes it even more challenging to pursue a degree. The program addresses this by allowing participants to attend face-to-face or synchronous classes without losing pay or benefits. This flexibility is a game-changer, especially for those who are parenting alone, share a single car or need time to study outside school hours.

The Location Challenge

Location is also a common barrier, especially in rural areas. To address this, Grow Your Own recognizes the need to extend its reach beyond traditional boundaries and dispel a common myth that the only positions in the education workforce that require a degree are classroom teachers and administrators. By helping all Lincoln School District employees learn about the variety of professional positions that comprise the education workforce, the possibilities for professional growth are abundant – employees discover that they do not need to leave their community in order to achieve their career aspirations.

Key Recommendations for Oregon School Districts

Tiana and Jennie share just a few of their insights with districts that are:

1. **Contemplating *Grow Your Own*:** Consider how you might ease the prerequisites for entry into the program. Many interested classified staff members are new to the field, and the Grow Your Own program can serve as a bridge to a fulfilling, long-term career in your district. If there is a district employment time requirement, say for example one or two years, motivated classified staff may seek other opportunities before they are eligible for Grow Your Own.

   Another consideration is to let go of an employee's work commitment to the district tied to the completion of Grow Your Own. Making career growth possible benefits not only the participants, but also the community, and students they serve. For example, in the Lincoln County School District, there are many employee spouses who are Coast Guard and might be required to transfer. The employee's obligation to the Grow Your Own program upon completion might become an unintended barrier with negative PR.

   Flexibility is key—create an environment where participants don't feel forced to quit due to the program's demands. Recruitment and retention, especially for classified staff, can be enhanced with Grow Your Own by offering paid classes and dedicated time for learning.

2. **Planning:** Ensuring a focus on and providing active advising is essential. Jennie has played an invaluable advising role, taking the time to understand the diverse background of each individual Grow Your Own participant and helping to tailor the program to meet their needs. This is especially important when helping to navigate a path between an associate and bachelors' program.

3. **Implementing Best Practices:** In the Lincoln County School District, secretaries, volunteers, and principals have been indispensable as Grow Your Own recruiters. Their face-to-face interaction with new hires is key to identifying prospective Grown Your Own participants' career goals. An emphasis on helping new hires and staff learn about the various licensed positions has been eye-opening to prospective participants who find out that there are education workforce positions that align with their future career goals.

   Because flexibility and support is crucial, allocating grant funds to cater to specific building needs has been vital.

In Summary

The remarkable success of Lincoln County School District's Grow Your Own program showcases the transformative power of education. By removing barriers, embracing diversity, meeting school district employees where they are, and cultivating strong community connections, this initiative is not only shaping the local education workforce, but also influencing the next generation. In fact, Lincoln County School District just hired its first full-time teacher who was part of the inaugural 2018 Grow Your Own program.

As other school districts in Oregon explore, plan, or implement similar programs, they can draw inspiration from Lincoln County School District's journey. Tiana DeVries and Jennie Williams welcome OSPA members' requests to learn more about their Grow Your Own experience. Education is a shared endeavor that thrives when nurtured and Grow Your Own is a testament to that spirit.

♥ 0 Likes Share

Older Post
How Employee Benefits Education Affects Retention (/ospa-blog/2022/1/19/how-employee-benefits-education-affects-retention)

Oregon School Personnel Association (OSPA) is a membership organization that serves as a statewide hub for Oregon public school employees with personnel administration or related responsibilities. We create a strong network to amplify best practices, provide relevant training and help navigate the complexities of HR in the Oregon public education sector as a trusted resource.

Oregon School Personnel Association | PO Box 70167 | Springfield, Oregon 97475

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4.d. LCEA Report

LCEA Educator Shout-Outs: September 2023

1 message

Stewart, Trevor <trevor.stewart@lincoln.k12.or.us> Tue, Sep 12, 2023 at 3:09 PM
To: Eddie Symington <eddie.symington@lincoln.k12.or.us>
Cc: "Venture, Janice" <janice.venture@lincoln.k12.or.us>

Hi Eddie,

Below are the educator shout-outs we'll be sharing tonight at the board meeting. I also have a couple (blurry) pictures from NHS to share as well!

Toledo MS Teachers: 7th Grade Orientation
A teacher wants to give kudos to our Toledo middle school teachers who recognized that our first day might not be the most inviting for our incoming 7th graders. They got together as a team and planned a schedule that allowed for fun AND learning for their first day in our building!

Ben Ryan and Felecia Todd: Newport High School LINK Crew
Ben and Felecia run our LINK Crew, the students that help transition freshmen into their life as a Cub. It is a massive undertaking that culminates in our Freshman Orientation day, which was so awesome this year! Our freshmen feel warmed and welcomed, and it is all thanks to them and their team of more than 50 upperclassmen.


EXIT
NHS
NHS


BOYS TRACK & FIELD
GIRLS TRACK & FIELD
BOYS GOLF
GIRLS GOLF
pepsi
FOULS
WON

--
Trevor Stewart (He/Him)
Learning Specialist
Newport High School
(541) 265-9281 x:303

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5. Consultant Reports/Staff Reports/Student Reports
    5.a. North Area Schools Report

North Area Board Report Sept 2023







OCEANLAKE



Oceanlake: Current State and Goals for the Year

	Beginning of the Year	Middle of the Year	End of the Year
Kindergarten	N/A		
First Grade	At Grade Level: 22 out of 79 students; +14 Above (total 46%)		
Second Grade	At Grade Level: 12 out of 102 students; +18 Above (total 30%)	18	

LCSD & OLES Goal Focus for 23-24:

- Increase Graduation Rate

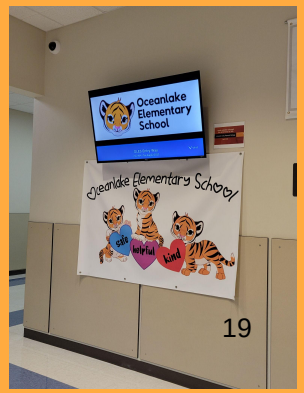
23-24 Focus:

- Increase Teacher understanding around the Science of Reading through professional development
- Increase Rigor in Reading and Math instruction
- AVID Alignment with Taft Elem and Taft 7-12
- Strengthen Tier 1 structures to engage our students in learning

Oceanlake: NEW THIS YEAR

- Extended the Bus Lane to streamline the bus loading/unloading process
- New fence along the south side of the building creating a secured schoolyard
- Digital display in the lobby is up and running!!
- New t-shirts for parents and students!
- Garden is being revamped!







Oceanlake: Plans for the 23-24 school year



Winter and Spring music concerts!

We have filled our Makerspace position, very excited to increase Art opportunities with our students this year!

Increased volunteer opportunities with the addition our school garden being refreshed and SMART readers continuing their partnership.



NORTH AREA
TAFT ELEMENTARY



Taft Elementary: Current State & Goal

LCSD CIP Goal:
Goal #1: Graduation Rate

TAES Goal:
By May 2024, all students in grades 3-6 at Taft Elementary will increase reading proficiency to average 75%, as measured by the RfR Benchmark Assessments.

Measure:

- Acadiance (DIBELs)
- Reading Benchmark
- iReady Math Diagnostic

Strategies:

- Focused Professional development
- Intentional PLC
- Purposeful teacher collaboration

DIBELs Reading
(Composite Score)

	Spring 2023	Fall 2023	Winter 2024	Spring 2024
3rd	40%			
4th	37%			
5th	41%			
6th	36%			

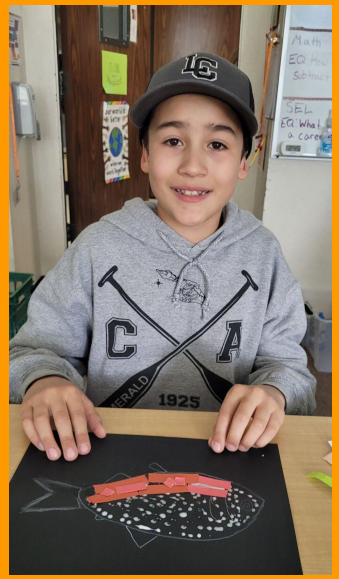
Taft Ele: Next Steps



- **Teacher Professional Development:**
  - Reading:
    - Explicit Reading Instruction for upper elementary students
    - ODE Literacy Framework: Science of Reading
  - AVID: Rigorous Instruction and Focused Note Taking
  - Language Acquisition
  - Math:
    - Productive Struggle & problem solving
- **Behavior:**
  - Restorative Practices
  - Tier 2 and Tier 3 Interventions

Taft Ele: Opportunities for the year

- **Fall Family Night:**
  - Hispanic Family Night: September 15th
  - AVID Night on September 28th
- **Student Advisory Team:**
  - Community service project: Rainy Day Recess
  - Volunteer Opportunities
- **Art Integration:**
  - Collaboration with Lincoln City Cultural Center
  - Portland Opera (fall)





Taft 7-12

We model passionate learning in a safe and respectful environment, empowering students to be resilient and prepared for future opportunities in a global society.

100 Day Plan : **GOALS & PLAN**



GOAL 2:

Reading across all grade levels:

Taft will increase the number of students on grade level by 21% going from 29% of students on grade level to 50%

Action Items:

- Increase teachers knowledge of instructional strategies (WICOR)
- Embedded Formative Assessments in every classroom
- Tier 1 access to iReady MyPath

iReady Reading



2021-2022:

- 32% On grade level
- 23% One grade level Below

2022-2023:

- 29% On grade level
- 22% One grade level Below

2023-2024:

- Goal - 50% on grade level





WHY YONDR?

Yondr Pouch: They have received responses to our annual surveys from over 1,200 school partners, and after implementing the Yondr Education Program:

- **84% saw a change in student engagement**
- **72% saw a positive change in student behavior**
- **68% saw a positive change in academic performance**

Phone Free Campus

Personal Electronic Device Policy

NEW - Students will be following the current LCSD “Personal Electronic Device” policy at Taft. To assist with this policy, Taft will be issuing a Yondr Pouch to all student for the duration of the school day.

How it works?

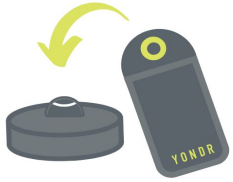
The Yondr Program utilizes a simple, secure pouch that stores a phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.



As students enter school, they place their phone in their assigned Yondr Pouch.



Students close and secure their Pouch, keeping it on them throughout the day.



When leaving school, students tap their Pouch on a Base to retrieve their phone.

Questions...



5.b. Student Report

5.c. Financial Report

5.c.1. August Board Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2022-23
Year To Date Transactions as of June 30, 2023 at 9-7-23, Subject to Change

	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 Actual Feb '23	Period 9 Actual March '23	Period 10 Actual April '23	Period 11 Actual May '23	Period 12 Actual June '23	Period 13 Combined With June	Projected 2022-23 Totals		Adopted 2022-23 BUDGET	Year-To-Date 2022-23 Actuals	YTD Difference Budget vs.	% of Budget
R E V E N U E S																			
LOCAL SOURCES:																			
Current year's levy					32,913,299	5,969,093	372,854	248,224	1,033,791	66,809	100,678	942,516		41,647,265	*	40,634,480	41,647,265	1,012,785	102%
Prior years' taxes	42,064	134,420	89,038	58,690	57,797	139,153	48,655	73,295	30,913	52,310	(895)	171,929		897,369	*	805,000	897,369	92,369	111%
Interest on Investments	22,208	29,352	29,342	27,289	51,169	116,573	109,098	102,043	109,833	92,385	90,698	93,501		873,490		225,000	873,490	648,490	388%
Fees Charged to Grants			34,786	43,900	23,134	56,636	33,815	58,603		105,472	736	(89,151)		267,930		492,298	267,930	(224,368)	54%
Rentals														0		10,000	-	(10,000)	0%
Contributions														0		0	-	-	#DIV/0!
Other Local Income	489	7,040	146	51,052	7,782	94,723	34,700	58,723	48,577	62,924	64,262	106,102		536,519		665,162	536,519	(128,643)	81%
INTERMEDIATE SOURCES:														0			-	-	#DIV/0!
ESD - Severe Disab Support								97,500		97,500				195,000		146,000	195,000	49,000	134%
County School Fund				75,167				11,011			53,384	11,630		151,192	*	300,000	151,192	(148,808)	50%
Other, Hvy Eq Rent Tax, etc			2,502	65		1,612		82	602		53	998		5,914			5,914	5,914	#DIV/0!
STATE SOURCES:														0			-	-	#DIV/0!
SSF- Current Year	3,781,859	1,889,795	1,889,795	1,889,795	1,889,795	1,907,092	1,907,092	1,907,092	1,907,092	1,630,598	1,554,641			22,154,646		23,378,834	22,154,646	(1,224,188)	95%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund								337,424				337,424		674,849	*	567,880	674,849	106,969	119%
State Timber				122,000				17,871			86,645	18,877		245,393	*	500,000	245,393	(254,607)	49%
Unrstd Grants, HCD, Wildfire											1,131,766	1,249,914		2,381,680		967,796	2,381,680	1,413,884	246%
FEDERAL SOURCES:														0			-	-	#DIV/0!
Federal Forest Fees											323,238			323,238	*		323,238	323,238	437%
Foster Care Transp Reimb									22,110					22,110		74,000	22,110	(51,890)	#REF!
OTHER RESOURCES:														0			-	-	#DIV/0!
Interfund Transfer														0			-	-	#DIV/0!
Sale of Assets/Ins Proceeds					611		5,114					2,767		8,492			8,492	8,492	#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**	**2,911,867**	**3,152,917**	**2,107,997**	**3,405,208**	**2,846,507**		**88,343,913**		**84,080,642**	**88,343,913**	**4,263,271**	**105%**
CUMULATIVE RESOURCES	**21,805,448**	**23,866,055**	**25,911,663**	**28,179,622**	**63,123,208**	**71,408,090**	**73,919,418**	**76,831,285**	**79,984,202**	**82,092,199**	**85,497,406**	**88,343,913**							
E X P E N D I T U R E S																			
Salaries (100)	569,730	740,007	2,353,358	2,392,744	2,555,044	2,426,051	2,377,599	2,550,253	2,420,793	2,195,839	2,528,309	5,705,340		28,815,067		29,741,290	28,815,067	(926,223)	97%
Employee benefits (200)	284,254	358,727	1,343,122	1,362,800	1,391,082	1,382,207	1,349,466	1,413,115	1,411,650	1,327,870	1,411,178	3,449,949		16,485,420		19,114,087	16,485,420	(2,628,667)	86%
Purchased services (300)	1,095,899	898,914	995,461	1,168,804	1,137,479	1,677,584	1,307,072	1,471,833	1,537,466	1,334,796	1,274,638	2,485,861		16,385,808		16,981,882	16,385,808	(596,074)	96%
Supplies (400)	69,980	318,735	171,283	131,920	73,212	246,107	181,727	194,631	142,713	115,699	152,974	267,059		2,066,040		3,071,592	2,066,040	(1,005,552)	67%
Capital outlay (500)	6,228			11,695				5,639	(12,466)		20,000	14,808		45,905		40,000	45,905	5,905	115%
Insurance/Other (600)	711,469	23,480	14,591	22,319	9,070	8,612	4,372	5,908	5,360	8,284	108,828	22,419		944,713		939,599	944,713	5,114	101%
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	-		100%
Unappropriated Funds (800)														0		4,892,192	-		100%
Total Monthly Expenditures	**2,737,560**	**3,989,863**	**4,877,814**	**5,490,282**	**5,165,888**	**9,290,561**	**5,220,237**	**5,641,379**	**5,505,516**	**4,982,488**	**5,495,927**	**11,945,437**		**70,342,953**		**84,080,642**	**70,342,953**	**(5,095,497)**	**84%**
CUMULATIVE EXPENDITURES	**2,737,560**	**6,727,423**	**11,605,238**	**17,095,520**	**22,261,407**	**31,551,969**	**36,772,206**	**42,413,584**	**47,919,101**	**52,901,589**	**58,397,516**	**70,342,953**							
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**	**34,417,700**	**32,065,101**	**29,190,610**	**27,099,890**	**18,000,960**		**18,000,960**				**18,000,960**	

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
Updated with 4/28/23 SSF Estimate
Anticipated 22/23 Wildfire Funds $972,556 plus 21/22 Final High Cost Disability Payment $23,146
HB 4026 21/22 Wildfire Funds - Funds are not distributed until the end of each fiscal year. Yr 1 was delayed.

*** Local Revenue - Projected**	**43,939,305**	
Local Revenue included in 4/28/23 SSF Estimate	42,929,329	
Estimated 2022/23 SSF Adjustment (May 2024)	**(1,009,977)**	Will depend on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**16,990,984**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(8,642,192)	
Excess Ending Fund Balance	**8,348,792**	**Subject to Change - Year End Entries Not Complete**

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.
Staff receive 3 checks in June. Annualized contracts are divided by 12 monthly installments.

Monthly ADM - Prior Years

2016/17	2017-18	2018-19	2019-20	2020-21	2021-22
5,430.9	5,489.2	5,523.3	5,567.9	4,892.4	5,163.5
5,451.6	5,487.6	5,549.3	5,586.5	4,945.8	5,189.8
5,456.6	5,477.9	5,541.6	5,596.7	4,968.0	5,191.8
5,485.7	5,480.6	5,538.8	5,585.9	5,089.1	5,192.9
5,470.3	5,480.8	5,512.2	5,577.6	5,054.0	5,184.1
5,476.7	5,470.6	5,491.0	**5,569.1**	5,052.3	5,180.8
5,463.4	5,438.7	5,476.0	COVID-19	5,048.6	5,170.4
5,438.9	5,411.8	5,447.3	ADM Frozen	5,048.6	5,167.2
5,410.1	5,378.6	5,401.7	2nd Qtr (Dec)	5,049.0	5,157.0
5,357.7	5,332.9	5,482.5		5,090.2	5,122.6
5,440.0	5,443.2	5,482.5		5090.2	5122.6

Monthly ADMr Comparison	Monthly ADM 2022-23	YTD ADM 2022-23	
September	5,095.5	5,095.5	
October	5,120.0	5,111.6	
November	5,111.7	5,109.0	
December	5,090.0	5,098.5	
January	5,099.7	5,095.4	
February	5,103.3	5,103.0	
March	5,090.5	5,101.0	
April	5,071.4	5,097.6	
May	5,046.7	5,093.8	
June	**5,007.0**	**5,072.2**	**Was 5086.2**
June YTD			

LINCOLN COUNTY SCHOOL DISTRICT

2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of June 30, 2023 UNAUDITED - At 9/7/23

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	1,101,756		844,534	257,222
Intermediate				
State	3,987,363		2,249,501	1,737,862
Federal	13,670,355		11,704,714	1,965,641
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,639,679		1,528,514	111,165
Total Revenues	20,399,153		16,327,263	4,071,890
Expenditures:				
Instruction	6,416,903		6,034,405	382,498
Support Services	6,648,856		4,217,933	2,430,923
Enterprise	559,804		277,591	282,213
Facilities Acq & Const	6,773,590		4,287,588	2,486,002
End Fund Bal/Tfrs				0
Total Expenditures	20,399,153	0	14,817,518	5,581,635
Fund Balance			**1,509,745**	***
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		0
Total Expenditures	103,316	70,316	267	32,733
Fund Balance			**103,049**	
Less Encumbered			70,316	
Available for Expenditure			**32,733**	
Musical Instruments (287)				
Revenues:				
Local			3,750	(3,750)
Transfers	300,000		300,000	0
Beg. Fund Balance*	150,000		152,555	(2,555)
Total Revenues	450,000		456,305	(6,305)
Expenditures:				
Instruction	89,000		153,763	(64,763)
Support Services	61,000		900	60,100
End Fund Balance	300,000	300,000		
Total Expenditures	450,000	300,000	154,663	(4,663)
Fund Balance			**301,643**	
Less Encumbered			300,000	
Available for Expenditure			**1,643**	

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	523,800		516,429	7,371
Beg. Fund Balance*				
Total Revenues	523,800		516,429	7,371
Expenditures:				
Instruction	438,220		447,309	(9,088)
Support Services	82,580		55,372	27,208
Enterprise	3,000		1,519	1,481
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	523,800	0	504,200	19,600
Fund Balance			**12,229**	***
Student Investment Account (289/989)				
Revenues:				
State	4,776,992		4,776,992	0
Beg. Fund Balance*				
Total Revenues	4,776,992		4,776,992	0
Expenditures:				
Instruction	1,771,171		1,838,092	(66,921)
Support Services	2,833,966		2,300,507	533,460
Enterprise	3,759		164,434	(160,675)
Facilities Acq & Const	168,096		190,695	(22,598)
End Fund Balance				
Total Expenditures	4,776,992	0	4,493,727	283,265
Fund Balance			**283,265**	***
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			
Total Expenditures	1,900,000		0	1,900,000
Fund Balance			**1,900,000**	
Less Encumbered			1,900,000	
Available for Expenditure			**0**	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo 7-12				
Revenues:				
Local	500		3,480	(2,980)
State	70,000		64,349	5,651
Beg. Fund Balance *	193,000		191,110	1,890
Total Revenues	263,500		258,939	4,561
Expenditures:				
Instruction	125,394		108,993	16,401
Support Services	48,106		21,188	26,918
Enterprise				
Facilities Acq & Const				
End Fund Balance	90,000	90,000		0
Total Expenditures	263,500	90,000	130,180	43,320
Fund Balance			**128,759**	
Less Encumbered			90,000	
Available for Expenditure			**38,759**	
High School Success (292)				
Revenues:				
State	1,685,460		1,602,916	82,545
Beg. Fund Balance *				
Total Revenues	1,685,460		1,602,916	82,545
Expenditures:				
Instruction	858,547		870,316	(11,769)
Support Services	826,913		737,232	89,681
End Fund Balance				
Total Expenditures	1,685,460	0	1,607,547	77,913
Fund Balance			**(4,632)**	***
Building Maintenance (293)				
Revenues:				
Local	5,000		601,368	(596,368)
State				
Federal				
Fund Tfrs/Asset Sales	2,410,000		2,098,755	311,245
Beg. Fund Balance *	350,000		498,447	(148,447)
Total Revenues	2,765,000		3,198,570	(433,570)
Expenditures:				
Support Services	1,499,000	10,898	734,384	753,718
Enterprise				
Facilities Acq & Const	676,000		1,551,933	(875,933)
End Fund Bal/Tfrs	590,000	590,000		0
Total Expenditures	2,765,000	600,898	2,286,317	(122,215)
Fund Balance			**912,253**	
Less Encumbered			600,898	
Available for Expenditure			**311,355**	

*** 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 June 30, 2023 UNAUDITED - At 9/7/23

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	156,550		163,950	(7,400)
State	35,000		536,502	(501,502)
Federal	3,099,460		2,567,373	532,087
Beg. Fund Balance *	800,000		1,529,694	(729,694)
Total Revenues	4,091,010		4,797,519	(706,509)
Expenditures:				
Instruction	113,004		70,793	42,211
Support Services	32,715		36,146	(3,431)
Enterprise	3,645,291		3,258,245	387,046
Facilities Acq & Const	50,000		54,780	(4,780)
End Fund Balance	250,000	250,000		0
Total Expenditures	4,091,010	250,000	3,419,964	421,046
Fund Balance			**1,377,555**	***
Student Activities (295)				
Revenues:				
Local	1,300,000		1,147,387	152,613
Beg. Fund Balance *	880,500		1,122,920	(242,420)
Total Revenues	2,180,500		2,270,307	(89,807)
Expenditures:				
Instruction	1,232,000		966,431	265,569
Support Services	85,000		29,787	55,213
Enterprise	20,000		30,668	(10,668)
End Fund Balance	843,500	843,500		0
Total Expenditures	2,180,500	843,500	1,026,885	310,115
Fund Balance			**1,243,422**	
Less Encumbered			843,500	
Available for Expenditure			**399,922**	
Outdoor School for All (296)				
Revenues:				
State	112,649		137,746	(25,097)
Total Revenues	112,649		137,746	(25,097)
Expenditures:				
Instruction	110,149		130,126	(19,977)
Support Services	2,500		9,159	
Total Expenditures	112,649	0	139,285	(26,636)
Fund Balance			**(1,540)**	***

	Budget	Encumb'd	YTD Actual	Remaining
Technology (298)				
Revenues:				
Local	653,020		138,746	514,274
Local - Tech Fees	46,800		47,694	(894)
Transfers	1,500,000		1,500,000	0
Beg. Fund Balance*	645,000		706,888	(61,888)
Total Revenues	2,844,820		2,393,328	451,492
Expenditures:				
Instruction	37,500			37,500
Support Services	1,140,417		678,116	462,301
Contingency	300,000	300,000		0
End Fund Balance	1,366,903	1,366,903		0
Total Expenditures	2,844,820	1,666,903	678,116	499,801
Fund Balance			**1,715,212**	
Less Encumbered			1,666,903	
Available for Expenditure			**48,309**	
Vehicle Replacement (299)				
Revenues:				
Local	20,500		23,570	(3,070)
Sale of Assets				0
Beg. Fund Balance *	173,500		160,373	13,127
Total Revenues	194,000		183,943	10,057
Expenditures:				
Support Services	194,000		143,667	50,333
End Fund Balance				
Total Expenditures	194,000	0	143,667	50,333
Fund Balance			**40,276**	
Less Encumbered			0	
Available for Expenditure			**40,276**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	6,746,068		6,693,770	52,298
Beg. Fund Balance *	9,610,492		9,736,472	(125,980)
Total Revenues	16,356,560		16,430,242	(73,682)
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			**16,430,242**	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	5,559,380		5,857,397	(298,017)
Intermediate Sources			784	(784)
State				0
Beg. Fund Balance *	1,477,485		1,672,709	(195,224)
Total Revenues	7,036,865		7,530,890	(494,025)
Expenditures:				
Debt Service	6,210,000		255,720	5,954,280
End Fund Balance	826,865	826,865		0
Total Expenditures	7,036,865	826,865	255,720	5,954,280
Fund Balance			**7,275,170**	

	Budget	Encumb'd	YTD Actual	Remaining
Capital Construction Fund (405)				
Revenues:				
Local	500,000		1,166,264	(666,264)
Beg. Fund Balance *	1,400,000		1,563,699	(163,699)
Total Revenues	1,900,000		2,729,963	(829,963)
Expenditures:				
Support Services				
Facilities Acq & Const	1,345,000	5,139	950,405	389,456
End Fund Balance	555,000	555,000		0
Total Expenditures	1,900,000	560,139	950,405	389,456
Fund Balance			**1,779,558**	
Less Encumbered			560,139	
Available for Expenditure			**1,219,419**	
Future Property Purchases Reserve (420)				
Revenues:				
Local	2,500		18,738	(16,238)
Fund Tfrs/Asset Sales	1,050,005		1,050,000	5
Beg. Fund Balance *				0
Total Revenues	1,052,505		1,068,738	(16,233)
Expenditures:				
Facilities Acq & Const	1,052,505		-	1,052,505
Total Expenditures	1,052,505		0	1,052,505
Fund Balance			**1,068,738**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	839,000		939,440	(100,440)
Beg. Fund Balance *	919,750		1,055,082	(135,332)
Total Revenues	1,758,750		1,994,522	(235,772)
Expenditures:				
Support Services	953,555		817,976	135,579
End Fund Balance	805,195	805,195		0
Total Expenditures	1,758,750	805,195	817,976	135,579
Fund Balance			**1,176,546**	
Less Encumbered			805,195	
Available for Expenditure			**371,351**	
District Medical Group HRA (620)				
Revenues:				
Local	756,500		841,163	(84,663)
Beg. Fund Balance	1,465,000		1,583,204	(118,204)
Total Revenues	2,221,500		2,424,367	(202,867)
Expenditures:				
Support Services	440,300		301,570	138,730
End Fund Balance	1,781,200	1,781,200		0
Total Expenditures	2,221,500	1,781,200	301,570	138,730
Fund Balance			**2,122,797**	
Less Encumbered			1,781,200	
Available for Expenditure			**341,597**	

*** 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
2022-23 Fiscal Year
August 2023

Date	Payee	Description	Amount
8/4/2023	AXIOM BUILDERS	DEMO & FRAMING - YVE OFFICE, TAHS PRESS BOX, NHS GRANDSTANDS	29,970.00
8/4/2023	EDDYVILLE CHARTER SCHOOL	SIA & ESSER III GRANT REIMBURSEMENTS	15,145.80
8/4/2023	ESS WEST, LLC	CONTRACTED SUBSTITUTE SERVICES	12,383.88
8/4/2023	SILETZ VALLEY CHARTER SCHOOL	OUTDOOR SCHOOL & TITLE I GRANT REIMBURSEMENTS	49,409.90
8/4/2023	STATE OF OREGON_7668	UNEMPLOYMENT BENEFITS	28,317.87
8/4/2023	WARD'S MEDIATECH INC	LEARNING LAB EQUIPMENT	18,468.00
8/11/2023	SILETZ VALLEY CHARTER SCHOOL	21ST CLC GRANT CONTRACTED SERVICES	14,217.20

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2023-24
Year To Date Transactions as of August 31, 2023

	Period 1 Actual July '23	Period 2 Actual Aug '23	Period 3 Projected Sept '23	Period 4 Projected Oct '23	Period 5 Projected Nov '23	Period 6 Projected Dec '23	Period 7 Projected Jan '24	Period 8 Projected Feb '24	Period 9 Projected March '24	Period 10 Projected April '24	Period 11 Projected May '24	Period 12 Projected June '24	Period 13 Projected July '24	Projected 2023-24 Totals		Adopted 2023-24 BUDGET	Year-To-Date 2023-24 Actuals	% of Budget	YTD Diff Budget vs. Projected	% of Budget
REVENUES																				
LOCAL SOURCES:																				
Current year's levy		267	194	336	31,032,370	7,235,663	515,075	280,699	1,026,342	155,045	175,196	1,088,227	368,690	41,878,105	*	41,878,114	-		(9)	0%
Prior years' taxes		168,049	101,808	106,324	64,762	100,489	34,262	37,035	96,375	(36,429)	37,656	78,170	53,189	841,691	*	805,000	-		36,691	0%
Interest on Investments	157,070	168,033	15,330	12,717	20,240	56,327	53,169	45,656	47,193	31,260	37,640	34,650	15,697	694,981		400,000	157,070		294,981	39%
Fees Charged to Grants			12,027	27,406	28,912	36,489	46,956	42,779	50,703	65,496	29,382	132,169	74,394	546,714		550,000	-		(3,286)	0%
Rentals			1,362	1,457	1,510		1,446			1,446		1,221	217	8,658		10,000	-		(1,342)	0%
Contributions														0		0	-		-	#DIV/0!
Other Local Income	17,557	623	58,701	110,937	102,086	102,897	106,493	84,838	99,286	104,760	146,035	120,339	258,489	1,313,040		1,334,218	17,557		(21,178)	1%
INTERMEDIATE SOURCES:																	-			
ESD - Severe Disab Support					21,508	26,743	37,826	26,757		30,290	24,765	27,112		195,000		195,000	-		-	0%
County School Fund				42,947	68,817	39,728		37,116			67,541	24,411	19,439	300,000	*	300,000	-		-	0%
Other, Hvy Eq Rent Tax, etc		65												65			-		65	#DIV/0!
STATE SOURCES:																	-			
SSF- Current Year	3,958,011	1,977,818	1,921,812	1,921,812	1,951,917	1,891,138	1,891,376	1,911,680	1,894,980	1,931,348	1,934,662			23,186,554		23,130,549	3,958,011		56,005	17%
SSF- Prior Year														0			-		-	#DIV/0!
Common School Fund							141,491	141,169	122,344					405,004	*	701,538	-		(296,534)	0%
State Timber				71,070	118,330	68,327		63,425			115,728			436,880	*	500,000	-		(63,120)	0%
Unrstd Grants, HCD, Wildfire														0		910,136	-		(910,136)	0%
FEDERAL SOURCES:																	-			
Federal Forest Fees														0	*		-		-	#DIV/0!
Foster Care Transp Reimb									32,627			41,373		74,000		74,000	-		-	0%
OTHER RESOURCES:																	-			
Interfund Transfer														0		10	-		(10)	0%
Sale of Assets/Ins Proceeds														0			-		-	#DIV/0!
Beginning Fund Balance	16,990,984													16,990,984		14,115,000	16,990,984		2,875,984	120%
Total Monthly Revenues	**21,123,621**	**2,314,855**	**2,111,234**	**2,295,006**	**33,410,452**	**9,557,801**	**2,828,094**	**2,671,155**	**3,369,850**	**2,283,216**	**2,568,604**	**1,547,672**	**790,115**	**86,871,677**		**84,903,565**	**21,123,621**		**1,968,112**	**25%**
CUMULATIVE RESOURCES	**21,123,621**	**23,438,477**	**25,549,711**	**27,844,718**	**61,255,169**	**70,812,970**	**73,641,064**	**76,312,219**	**79,682,070**	**81,965,286**	**84,533,890**	**86,081,562**	**86,871,677**							
EXPENDITURES																				
Salaries (100)	602,384	794,932	2,530,958	2,588,094	2,709,743	2,617,229	2,585,234	2,678,310	2,607,465	2,565,843	2,691,761	6,432,074		31,404,027		31,281,886	602,384		122,141	2%
Employee benefits (200)	267,886	358,026	1,485,660	1,498,999	1,551,949	1,501,529	1,543,891	1,531,770	1,543,891	1,530,048	1,567,513	3,955,523	10,088	18,305,579		18,374,837	267,886		(69,258)	1%
Purchased services (300)	986,152	997,439	1,046,617	1,459,354	1,468,019	1,795,050	1,544,165	1,557,172	1,596,294	1,580,985	1,819,240	1,622,897	398,860	17,872,244		18,356,147	986,152		(483,903)	5%
Supplies (400)	105,077	183,578	235,403	220,161	182,910	160,021	149,530	141,805	138,828	195,198	302,785	353,263	219,521	2,588,079		2,750,414	105,077		(162,335)	4%
Capital outlay (500)	11,704		3,509	6,882	12,701	9,492		5,191	12,755	8,308	10,808	500	20,887	102,737		143,000	11,704		(40,263)	8%
Insurance/Other (600)	818,463	85,876	17,259	20,149	17,673	14,288	10,391	8,495	5,678	9,394	36,275	12,758	13,956	1,070,654		1,002,281	818,463		68,373	82%
Interfund Transfers (700)							4,305,000							4,305,000		4,305,000	-		-	0%
Contingency (800)														0		3,750,000	-			0%
Unappropriated Funds (800)														0		4,940,000	-			0%
Total Monthly Expenditures	**2,791,666**	**2,419,851**	**5,319,406**	**5,793,639**	**5,942,994**	**6,097,610**	**10,097,017**	**5,922,743**	**5,904,910**	**5,889,775**	**6,428,381**	**12,377,014**	**663,312**	**75,648,320**		**84,903,565**	**2,791,666**		**(565,245)**	**3%**
CUMULATIVE EXPENDITURES	**2,791,666**	**5,211,518**	**10,530,924**	**16,324,563**	**22,267,557**	**28,365,167**	**38,462,184**	**44,384,928**	**50,289,837**	**56,179,613**	**62,607,994**	**74,985,008**	**75,648,320**							
Month-end Fund Balance	**18,331,955**	**18,226,959**	**15,018,787**	**11,520,155**	**38,987,612**	**42,447,803**	**35,178,880**	**31,927,292**	**29,392,232**	**25,785,673**	**21,925,896**	**11,096,554**	**11,223,356**	**11,223,356**					**18,331,955**	

Revenue Assumptions:

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

Beginning Fund Balance is estimated as of 9-7-23 & subject to change. It represents the bulk of current Excess Ending Fund Balance.

June ADM is final at 5,072.2, it has been adjusted down from 5,086.2

*** Local Revenue - Projected**	**43,861,680**	
Local Revenue included in 6/26/23 SSF Estimate	44,194,830	
Estimated 2023/24 SSF Adjustment (May 2025)	**333,151**	Depends on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**11,556,507**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(8,690,000)	
Excess Ending Fund Balance	**2,866,507**	

Expenditure Assumptions:

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

Licensed Negotiations ongoing - budget was at 2% COLA

Monthly ADM - Prior Years

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Monthly ADMr Comparison	Monthly ADM 2023-24	YTD ADM 2023-24
5,489.2	5,523.3	5,567.9	4,892.4	5,163.5	5,095.5	September		
5,487.6	5,549.3	5,586.5	4,945.8	5,189.8	5,111.6	October		
5,477.9	5,541.6	5,596.7	4,968.0	5,191.8	5,109.0	November		
5,480.6	5,538.8	5,585.9	5,089.1	5,192.9	5,098.5	December		
5,480.8	5,512.2	5,577.6	5,054.0	5,184.1	5,095.4	January		
5,470.6	5,491.0	**5,569.1**	5,052.3	5,180.8	5,103.0	February		
5,438.7	5,476.0	COVID-19	5,048.6	5,170.4	5,101.0	March		
5,411.8	5,447.3	ADM Frozen	5,048.6	5,167.2	5,097.6	April		
5,378.6	5,401.7	2nd Qtr (Dec)	5,049.0	5,157.0	5,093.8	May		
5,332.9	5,482.5		5,090.2	5,122.6	5,007.0	June		
5,443.2	5,482.5		5090.2	5122.6	5072.2	June YTD		

Lincoln County School District
2023-24 Monthly Comparison - General Fund Projected to Actual
August 2023

REVENUES	Projected**	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy	19	267	248	*	
Prior years' taxes	127,577	168,049	40,472	*	
Interest on Investments	16,286	168,033	151,747		Seg JE's not completed
Fees Charged to Grants	3,286		(3,286)		
Rentals			-		
Contributions			-		
Other Local Income	24,860	623	(24,237)		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support			-		
County School Fund			-	*	
Other, Hvy Eq Rent Tax, etc		65	65		
STATE SOURCES:					
SSF- Current Year	1,921,812	1,977,818	56,006	*	
SSF- Prior Year			-	*	
Common School Fund			-	*	
State Timber			-	*	
Unrestricted Grants			-	*	
FEDERAL SOURCES:					
Federal Forest Fees			-	*	
Foster Care Transport Reimb			-		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds			-		
Beginning Fund Balance					
Total Monthly Revenue	**2,093,841**	**2,314,855**	**221,014**		
EXPENDITURES					
Salaries (100)	694,417	794,932	100,516		Contract Increases
Employee benefits (200)	371,094	358,026	(13,068)		
Purchased services (300)	1,406,878	997,439	(409,439)		
Supplies (400)	286,409	183,578	(102,832)		
Capital outlay (500)	38,874		(38,874)		
Insurance/Other (600)	103,100	85,876	(17,224)		
Interfund Transfers (700)					
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**2,900,772**	**2,419,851**	**(480,921)**		

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

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

Lincoln County School District
2023-24 General Fund - Purchased Services Monthly Comparison
August 31, 2023

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	9,730	10,351											20,081
Cleaning Services		343,923											343,923
Repairs & Maint	5,104	48,291											53,395
Rentals	602	13,860											14,462
Utilities	7,603	37,963											45,566
Transportation	778	6,791											7,569
Travel	1,405	10,739											12,145
Telephone		8,000											8,000
Postage	559	1,893											2,451
Advertising		70											70
Printing & Binding		9,813											9,813
Data Lines		60											60
Charter School Pmts	914,194	457,783											1,371,977
Tuition		28,396											28,396
Audit Services													-
Legal Services													-
Architect/Engr Svcs													-
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs		3,000											3,000
Election Services													-
Other Gen Prof Svcs	46,178	16,508											62,685
Total	**986,152**	**997,439**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,983,592**
For Reference Only:													
Less Transportation	(778)	(6,791)	-	-	-	-	-	-	-	-	-	-	
Charter Sch Pmts	(914,194)	(457,783)	-	-	-	-	-	-	-	-	-	-	
Purchased Services	**71,180**	**532,866**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**A**

Notes:

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

LINCOLN COUNTY SCHOOL DISTRICT

2023-24 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of August 31, 2023 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	754,099		21,495	732,604
Intermediate				
State	4,058,911			4,058,911
Federal	12,641,146			12,641,146
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,384,117		1,509,745	(125,628)
Total Revenues	18,838,273		1,531,240	17,307,033
Expenditures:				
Instruction	7,848,625	2,397,646	161,973	5,289,006
Support Services	5,806,756	1,720,116	201,867	3,884,773
Enterprise	636,587	125,270	1,495	509,822
Facilities Acq & Const	3,446,650	1,383,907	917,967	1,144,775
End Fund Bal/Tfrs	1,099,655			1,099,655
Total Expenditures	18,838,273	5,626,940	1,283,302	11,928,030
Fund Balance			**247,938**	***
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	103,050		103,049	1
Total Revenues	103,050	0	103,049	1
Expenditures:				
Instruction	81,050			81,050
Support Services	22,000			22,000
End Fund Balance				0
Total Expenditures	103,050	0	0	103,050
Fund Balance			**103,049**	
Less Encumbered			0	
Available for Expenditure			**103,049**	
Musical Instruments (287)				
Revenues:				
Transfers				
Beg. Fund Balance*	505,000		301,643	203,357
Total Revenues	505,000		301,643	203,357
Expenditures:				
Instruction	295,000		896	294,104
Support Services	110,000		2,003	107,997
End Fund Balance	100,000	100,000		0
Total Expenditures	505,000	100,000	2,899	402,101
Fund Balance			**298,744**	
Less Encumbered			100,000	
Available for Expenditure			**198,744**	

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	523,800			523,800
Beg. Fund Balance*			12,229	(12,229)
Total Revenues	523,800		12,229	511,571
Expenditures:				
Instruction	372,943	249,053	567	123,323
Support Services	58,544	10,535	2,493	45,516
Enterprise	92,313			92,313
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	523,800	259,588	3,060	261,152
Fund Balance			**9,169**	***
Student Investment Account (289/989)				
Revenues:				
State	4,228,625			4,228,625
Beg. Fund Balance*			283,265	(283,265)
Total Revenues	4,228,625		283,265	3,945,360
Expenditures:				
Instruction	1,942,573	1,413,210	35,286	494,076
Support Services	2,284,052	1,878,679	142,109	263,263
Enterprise	2,000			2,000
Facilities Acq & Const		15,756	16,400	(32,156)
End Fund Balance				
Total Expenditures	4,228,625	3,307,646	193,796	727,183
Fund Balance			**89,469**	***
Curriculum (290)				
Revenues:				
Transfers	1,600,000			1,600,000
Beg. Fund Balance*	1,900,000		1,900,000	0
Total Revenues	3,500,000		1,900,000	1,600,000
Expenditures:				
Instruction	360,000			360,000
Contingency	3,140,000			3,140,000
End Fund Balance				
Total Expenditures	3,500,000		0	3,500,000
Fund Balance			**1,900,000**	
Less Encumbered			0	
Available for Expenditure			**1,900,000**	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo 7-12				
Revenues:				
Local				
State	67,000			67,000
Beg. Fund Balance *	143,000		128,759	14,241
Total Revenues	210,000		128,759	81,241
Expenditures:				
Instruction	123,483	7,058	2,367	114,058
Support Services	19,517		2,150	17,367
Enterprise				0
Facilities Acq & Const				
End Fund Balance	67,000	67,000		0
Total Expenditures	210,000	74,058	4,517	131,425
Fund Balance			**124,242**	
Less Encumbered			74,058	
Available for Expenditure			**50,184**	
High School Success (292)				
Revenues:				
State	1,589,075			1,589,075
Beg. Fund Balance *			(4,632)	4,632
Total Revenues	1,589,075		(4,632)	1,593,707
Expenditures:				
Instruction	742,590	405,368	17,704	319,518
Support Services	846,485	528,051	92,100	226,335
End Fund Balance				
Total Expenditures	1,589,075	933,419	109,803	545,853
Fund Balance			**(114,435)**	***
Building Maintenance (293)				
Revenues:				
Local	25,000			25,000
State				
Federal				
Fund Tfrs/Asset Sales	905,000			905,000
Beg. Fund Balance *	1,373,000		912,253	460,747
Total Revenues	2,303,000		912,253	1,390,747
Expenditures:				
Support Services	681,587	197,687	86,427	397,473
Enterprise				
Facilities Acq & Const	1,621,413	152,536	324,117	1,144,759
End Fund Bal/Tfrs				
Total Expenditures	2,303,000	350,223	410,544	1,542,233
Fund Balance			**501,709**	
Less Encumbered			350,223	
Available for Expenditure			**151,486**	

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

LINCOLN COUNTY SCHOOL DISTRICT

2023-24 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of August 31, 2023 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	190,100			190,100
State	35,000		43,412	(8,412)
Federal	3,663,253			3,663,253
Beg. Fund Balance *	900,000		1,377,555	(477,555)
Total Revenues	4,788,353		1,420,967	3,367,386
Expenditures:				
Instruction	115,160	73,082	15,635	26,443
Support Services	33,482	28,201	5,640	(360)
Enterprise	4,089,711	3,265,907	162,926	660,878
Facilities Acq & Const	300,000			300,000
End Fund Balance	250,000	250,000		0
Total Expenditures	4,788,353	3,617,190	184,201	986,961
Fund Balance			**1,236,765**	***
Student Activities (295)				
Revenues:				
Local	1,300,000		102,687	1,197,313
Beg. Fund Balance *	1,325,000		1,243,422	81,578
Total Revenues	2,625,000		1,346,109	1,278,891
Expenditures:				
Instruction	1,315,000	43,859	72,569	1,198,573
Support Services	95,000		852	94,148
Enterprise	45,000			45,000
Contingency	1,170,000			1,170,000
Total Expenditures	2,625,000	43,859	73,421	2,507,720
Fund Balance			**1,272,688**	
Less Encumbered			43,859	
Available for Expenditure			**1,228,830**	
Outdoor School for All (296)				
Revenues:				
State	149,098			149,098
Total Revenues	149,098		0	149,098
Expenditures:				
Instruction	142,398		5,883	136,515
Support Services	6,700			6,700
Total Expenditures	149,098	0	5,883	143,215
Fund Balance			**(5,883)**	***
ODE Facilities Grants (297)				
Revenues:				
State Sources	10,000			10,000
Total Revenues	**10,000**	**0**	**0**	**10,000**
Expenditures:				
Support Services	10,000			10,000
Total Expenditures	**10,000**	**0**	**0**	**10,000**
Fund Balance				

	Budget	Encumb'd	YTD Actual	Remaining
Technology (298)				
Revenues:				
Local	136,015			136,015
Local - Tech Fees	45,900		18,921	26,979
Transfers	1,600,000			1,600,000
Beg. Fund Balance*	1,446,893		1,715,212	(268,319)
Total Revenues	3,228,808		1,734,133	1,494,675
Expenditures:				
Instruction	37,500			37,500
Support Services	729,739	57,771	69,000	602,968
Contingency	2,461,569			2,461,569
End Fund Balance				0
Total Expenditures	3,228,808	57,771	69,000	3,102,037
Fund Balance			**1,665,133**	
Less Encumbered			57,771	
Available for Expenditure			**1,607,362**	
Vehicle Replacement (299)				
Revenues:				
Local	29,500			29,500
Sale of Assets				0
Beg. Fund Balance *	51,900		40,276	11,624
Total Revenues	81,400		40,276	41,124
Expenditures:				
Support Services	81,400			81,400
End Fund Balance				
Total Expenditures	81,400	0	0	81,400
Fund Balance			**40,276**	
Less Encumbered			0	
Available for Expenditure			**40,276**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	5,082,765		201,304	4,881,461
Beg. Fund Balance *	10,563,450		10,595,489	(32,039)
Total Revenues	15,646,215		10,796,793	4,849,422
Expenditures:				
Debt Service	6,116,208			6,116,208
End Fund Balance	9,530,007	9,530,007		0
Total Expenditures	15,646,215	9,530,007	0	6,116,208
Fund Balance			**10,796,793**	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	6,104,995		23,279	6,081,716
Transfers	1,431,655			1,431,655
Beg. Fund Balance *	1,354,500		1,320,605	33,895
Total Revenues	8,891,150		1,343,884	7,547,266
Expenditures:				
Debt Service	5,290,500			5,290,500
Transfers	1,431,650			1,431,650
End Fund Balance	2,169,000	2,169,000		0
Total Expenditures	8,891,150	2,169,000	0	6,722,150
Fund Balance			**1,343,884**	

	Budget	Encumb'd	YTD Actual	Remaining
Capital Construction Fund (405)				
Revenues:				
Local	1,095,672		57,153	1,038,519
Beg. Fund Balance *	1,563,700		1,779,558	(215,858)
Total Revenues	2,659,372		1,836,711	822,661
Expenditures:				
Support Services	459372			
Facilities Acq & Const	2,200,000	20,443	59,230	2,120,327
End Fund Balance				
Total Expenditures	2,659,372	20,443	59,230	2,579,699
Fund Balance			**1,777,481**	
Less Encumbered			20,443	
Available for Expenditure			**1,757,038**	
Future Property Purchases Reserve (420)				
Revenues:				
Local	15,000			15,000
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,061,018		1,068,738	(7,720)
Total Revenues	1,076,018		1,068,738	7,280
Expenditures:				
Facilities Acq & Const	1,076,018			1,076,018
Total Expenditures	1,076,018			1,076,018
Fund Balance			**1,068,738**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	963,000		28,488	934,512
Beg. Fund Balance *	1,215,000		1,176,546	38,454
Total Revenues	2,178,000		1,205,034	972,966
Expenditures:				
Support Services	870,000		126,443	743,557
Contingency	1,308,000			1,308,000
Total Expenditures	2,178,000		126,443	2,051,557
Fund Balance			**1,078,591**	
Less Encumbered			0	
Available for Expenditure			**1,078,591**	
District Medical Group HRA (620)				
Revenues:				
Local	874,600		9,824	864,776
Beg. Fund Balance	2,120,000		2,122,797	(2,797)
Total Revenues	2,994,600		2,132,621	861,979
Expenditures:				
Support Services	440,000	40,712	48,023	351,265
End Fund Balance	2,554,600			2,554,600
Total Expenditures	2,994,600	40,712	48,023	2,905,865
Fund Balance			**2,084,597**	
Less Encumbered			40,712	
Available for Expenditure			**2,043,886**	

*** Beginning Fund Balances are Unaudited**

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

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

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $10,000 - All Funds
2023-24 Fiscal Year
August 2023

Date	Payee	Description	Amount
8/4/2023	BROWN & BROWN NORTHWEST	AIG EXCESS CYBER INSURANCE POLICY	29,574.96
8/4/2023	CARPET ONE FLOOR & HOME	FLOORING - TAHS, CVH, YVE, TAES	50,052.40
8/4/2023	DELL MARKETING, LP	CHROMEBOOKS & LICENSES, STAFF LAPTOPS	19,006.67
8/4/2023	FRONTLINE EDUCATION	HR SOFTWARE - ABSENCE/SUB MANAGEMENT	18,350.00
8/4/2023	MOOIMAN CONSULTING	PROF DEVELOPMENT - ADMINS & TEACHERS	29,854.00
8/4/2023	SCHOOL OUTFITTERS LLC	FURNITURE & CAFETERIA TABLES	64,497.19
8/4/2023	WOOZ FLOORING	FLOORING & SUPPLIES - TAES	10,543.75
8/11/2023	JERRY PRATER CONSTRUCTION, INC	ROOFING - TOHS	57,908.23
8/11/2023	QUALITY CONCRETE CONSTRUCTION CO	LABOR - CVH, NHS	29,111.00
8/11/2023	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACT SERVICES	166,419.51
8/11/2023	ZCS ENGINEERING INC	SEISMIC PROJECT - YVE	18,033.00
8/18/2023	AMERICAN FLOOR SANDING INC.	GYM FLOOR REFINISHING - TAHS, TOHS, NMS, NHS, CVH, WHS	16,100.00
8/18/2023	COPELAND LUMBER YARDS, INC	SUPPLIES - VARIOUS LOCATIONS	10,867.29
8/18/2023	EDUPOINT EDUCATIONAL SYSTEMS	SYNERGY - STUDENT INFORMATION SYSTEM	51,116.54
8/18/2023	LATHAM CENTERS, INC.	SPECIAL ED TUITION - OUT OF STATE PLACEMENT	28,396.00
8/18/2023	PLATT ELECTRIC SUPPLY	SUPPLIES - VARIOUS LOCATIONS	17,392.44
8/18/2023	ROAD & DRIVEWAY CO	PAVING - TAHS	21,596.75
8/18/2023	SMEED COMMUNICATION SERVICES	LOCKDOWN BUTTON PILOT PROJECT - SCE/ECC	26,630.70
8/18/2023	STAND FOR CHILDREN LEADERSHIP CENTER	PROF DEVELOPMENT - CENTER FOR HS SUCCESS	54,792.00
8/18/2023	TOOLS FOR SCHOOLS, INC.	BOOK CREATOR SOFTWARE	16,200.00
8/18/2023	WOOZ FLOORING	FLOORING - YVE	10,824.75
8/25/2023	ARMORZONE	FOOTBALL HELMET LEASES - TAHS, TOHS	14,430.00
8/25/2023	COMMUNITY SERVICES CONSORTIUM	2023-24 SSF PAYMENT	12,299.00
8/25/2023	EDDYVILLE CHARTER SCHOOL	2023-24 SSF PAYMENT	234,312.00
8/25/2023	NORTHWEST TEXTBOOK DEPOSITORY	CURRICULUM - READING, WRITING	13,169.49
8/25/2023	SILETZ VALLEY CHARTER SCHOOL	2023-24 SSF PAYMENT	211,172.00
8/25/2023	VOYAGER SOPRIS LEARNING	SPECIAL ED CURRICULUM	32,340.40
8/25/2023	ZOOM VIDEO COMMUNICATIONS	COMMUNICATION/PRESENTATION SOFTWARE	18,690.00
8/28/2023	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACT SERVICES	12,648.06
8/30/2023	PACE	INSURANCE CLAIM SETTLEMENT & DEDUCTIBLE	51,000.00
8/31/2023	AMAZON CAPITAL SERVICES	SUPPLIES - VARIOUS LOCATIONS	15,061.72
8/31/2023	CENTRAL RESTAURANT PRODUCTS	KITCHEN SUPPLIES - VARIOUS LOCATIONS	12,047.64
8/31/2023	FRONTLINE EDUCATION	HEALTH MANAGEMENT SOFTWARE	14,840.34
8/31/2023	INCIDENT IQ, LLC	TICKETING SOFTWARE - TECH & FACILITIES	17,267.15
8/31/2023	JAMES DRAYTON TRUCKING & EXCAVATING	GRADING, FILL & HAULOUT - TAHS	11,275.00
8/31/2023	LINCOLN GLASS CO., INC	ENTRANCE DOORS - YVE SAFETY VESTIBULE	16,400.00
8/31/2023	MID VALLEY VOLLEYBALL OFFICIALS ASSN	OFFICIALS FEES - TOHS, WHS, NMS, NHS	10,717.02
8/31/2023	O'BRIEN & COMPANY, LLC	SEISMIC PROJECT - YVE	780,865.98
8/31/2023	OETC	MS 365 SOFTWARE	17,233.65
8/31/2023	WARD'S MEDIATECH INC	LEARNING LAB EQUIPMENT	10,398.00
8/31/2023	WAXIE	CUSTODIAL SUPPLIES - VARIOUS LOCATIONS	33,796.76

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
August 2023

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	$ 34,179,667
Additions	1,750,902
Reductions	6,000,000
Ending Balance	**$ 29,930,569**

Oregon Coast Bank - Money Market Account

Beginning Balance	$ 10,471,581
Additions	6,045,435
Reductions	4,250,000
Ending Balance	**$ 12,267,016**

Oregon Coast Bank - 12 Month Time CD (HELP Program)

.425% APY

Beginning Balance	$ 46,343
Additions	87
Reductions	46,430
Ending Balance	**$ -**

Oregon Coast Bank - 13 Month Time CD (Fund 331 QSCB Sinking Fund)

.75% APY

Beginning Balance	$ 377,801
Additions	
Reductions	-
Ending Balance	**$ 377,801**

Monthly Totals

Beginning Balance	$ 45,075,392
Additions	7,796,424
Reductions	10,296,430
Ending Balance	**$ 42,575,386**

Interest Rates	**June**	**July**	**August**
LGIP	**4.05%**	**4.11%**	**4.42%**
Oregon Coast Bank	**4.18%**	**4.22%**	**4.59%**

5.d. First Student Report (Written)

Board Meeting 09/12/2023-Report Prepared by Darleen Van Riper, Location Manager First Student

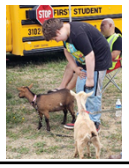
Talking Points-Please contact me at Darleen.vanriper@firstgroup.com with any comments or questions

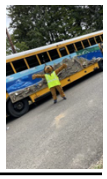
1. **First Student Summer in Pictures**









2. **Getting Ready for SY 2023/2024**

Since August 14, 2023, all First Student employees were busy getting ready for the new school year. It all started with our Kick-off meeting, during which Dr. Tolan shared her bus driving experiences us, and how she became the audience of her very own Taylor Swift Concert.
For the remainder of August, our drivers prepared themselves and their buses with the annual Bus Olympics. Activities include taking the bus through the mirror grid to adjust all seven of their mirrors, learing & practicing chaining of the buses, cleaning & sanitizing of their vehicle, and completing a composite of their assigned asset (just like we do when we rent a car).

3. **Versatrans & R2X**

No, this is not a Starwars episode…Versatrans is our routing program and R2X is our brandnew routing request system. During the Secretaries' training on 08/08/2023, LCSD was introduced to the R2X. The district's transporation staff received their login information through First Planning Solutions, and new staff also received their login credentials for Versatrans, so they can print out their daily transportation reports.
With a few minor hiccups, we are steadily helping all LCSD staff to get logged into the systems.

4. **Driver/Candidate Comparison Report (as of 09/07/2023)**

	6/5/2023		9/7/2023	
Lincoln County Bus Routes	73	Driver Shortage	73	Driver Shortage
Drivers on hand (as of 09/07/2023, LOA excluded)	55	18	46	27
Out of Town Drivers	3	15	0	27
Routes not currently serviced (combos)	14	1	20	7
Other Considerations:				
Cover Drivers positions not staffed	3	21	4	31
Route Monitor positions not staffed	0		5	
Drivers on LOA/FMLA/WC (Regular & Casual)	4		3	
Casual Drivers with limited availability	7		6	
LCSD & FS Staff (1 & 9) Available to Drive	8		9	

Please note that this information is subject to frequent changes.

As the data shows, we we had lots of movement in our staffing and routing. Because we ended the year with all FS staff on routes and without having concrete numbers for the beginning of the school year, we worked on combo-loops. Figuring our which routes could drop off students before heading to other schools helped us manage student load counts in a way that allowed us to combine routes. The twenty routes that are currently not serviced do not only include the looping routes, but also those routes that we are currently not servicing due to students not having registered, yet. Eventually, we will be back up to sixty routes.
To begin the school year we have the following staff cover routes: Kim Bolden, ALM; Sheila Morris, LSM; Donald Ayarza, SM; Brenda Porter, Dispatcher; Karen Howard, Dispatcher; Eric Treve, Tech; Dave Pearson, Tech; Annette Brooks-Flatt, LCSD Staff (as needed with prior approval from Rich Belloni); and Darleen Van Riper, LM (W76). Fortunately, we have eight candidates in the pipeline at varying stages. Mona Miller and Lisa Loring are our dispatchers until we can get the candidates through training. At that point, we hope that staff can be relieved from driving.
Athletic Trips and Fieldtrips are also filling up the schedule which is always a juggle of drivers. Susan VanLiew assists us with communications of trip priorities. What we cannot cover with our drivers, we try to either combine or refer to Type 20 usage. Many coaches have their Type 20 certificates, so they can help by driving their activity vehicles. If that doesn't work, we outsource to receiving locations…and we are off to another adventure!

5. Losing our Resident Cowboy

During the summer, Lawrence Patchen, Jr., driver of E54, passed away after a very short and intense fight with cancer. He was the guy who was ready to jump on whatever we asked him to do. We will miss him greatly.



5.e. Food Services Report (Written)

THE MONTHLY FEED - SEPTEMBER 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
School Meals • Gardens • Food Pantry
Growing Foods - Growing Minds - Feeding Our Future

WELCOME BACK EDITION

The Nutrition Services Team has been making improvements across the district this summer. Watch for more scratch cooking, expanded meal options, flavor stations, and bulked up salad bars this year.

Meals will continue to be FREE to ALL students under the Community Eligibility Provision (CEP) for both Breakfast and Lunch.
No application needed.

Adult or Second Meal Prices
$3.00 for Breakfast
$5.00 for Lunch



LCSD FOOD PANTRY

The LCSD Food Pantry, affectionately named the Compass Cupboard, supports LCSD families outside of the school day, because hunger does not end at the bell.

If your family is experiencing food insecurities, please contact your school office for more information.

MEAL ACCOMODATIONS

Does your student have a food allergy?
We can accommodate! Call our office to help you with the process.
Has your child chosen an alternative diet such as eating Vegetarian?
We have a variety of items available each day to support our students too!

WHAT'S GROWING ON?
-LCSD SCHOOL GARDENS-

We are in the process of starting gardens across the District. If your school is lucky enough to already have a garden, you will see items grown by students served in the lunch line. Yummy!
Not only does the garden feed our students, it teaches valuable lessons in sustainable, environmental friendly food sourcing.



FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)



The Fresh Fruit and Vegetable Program (FFVP) is an important tool in our effort to combat childhood obesity. The program has been successful in introducing elementary school children (K-8) to a variety of produce that they otherwise might not have the opportunity to sample. Ask your child what they had for snack today.

SCHOOL WELLNESS

Nutrition Services plays an active roll in ensuring the products given to students during the day are healthy and meet the Oregon Smart Snack Guidelines. We want you to still celebrate fun events, but please ensure items you are bringing to share meet the Oregon Smart Snack Guidelines.



Check out our webpage for more Smart Snack ideas!



Some alternatives to school party snacks:

- Fancy pencils, erasers, stickers, or other non-food items
- Fresh Fruit or Vegetables
- Fruit cups in 100% Fruit Juice
- Motts Mixed Berry Fruit Snacks
- Pirate Booty, White Cheddar .75OZ
- Chewy Choc Chip Granola Bars
- NutriGrain Bars (Apple, Raspberry or Blueberry)
- Whole Grain Cheez-IT, .75 OZ

Want to be part of an amazing team?
Go to us.sodexo.com or call (541) 336-2156.

@lcsdschoolgardens

@Lincoln County Oregon School Gardens

6. Board Reports - Welcome Back Gathering, First Day of School, General Area News
7. Superintendent's Report
    7.a. Enrollment/Staffing
    7.b. First Read of Policy AC - Nondiscrimination

Lincoln County School District

Code: AC-AR (1)
Adopted: 7/09/02
Revised/Readopted: 6/14/16 (Effective 7/01/16);
5/08/18; 11/12/19; 2/11/20, 9/12/23
Orig. Code(s): AC-AR

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: {[1]}Complaints may be oral or in writing and must be filed with the principal or administrator. Any staff member that receives an oral or written complaint shall report the complaint to the principal or administrator.

The principal or administrator shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the principal or administrator, the complainant may submit a written appeal to the superintendent or designee within five school days after receipt of the principal's or administrator's response to the complaint.

The superintendent or designee shall review the principal's or administrator's decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's or administrator's decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 5 days of receipt of the appeal by the Board.

If the principal or administrator is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent or designee.

{[1] For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)}

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair. Complaints against the Board chair may start at Step 3 and be referred directly to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal[2] the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Charter Schools of which the District Board is a Sponsor

The district Board will not review an appeal of a decision reached by the Board of the Charter School on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of the charter school as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

[2] An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

Any person, including students, staff, visitors and third parties, may file a complaint.

_____

Name of Person Filing Complaint Date School or Activity

Student/Parent ☐ Employee ☐ Job applicant ☐ Other ☐ _____

Type of discrimination:

☐ Race
☐ Color
☐ Religion
☐ Sex
☐ National or ethnic origin
☐ Gender identity
☐ Mental or physical disability
☐ Marital status
☐ Familial status
☐ Economic status
☐ Veterans' status
☐ Age
☐ Sexual orientation
☐ Pregnancy
☐ Discriminatory use of a Native American mascot
☐ Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

_____
_____
_____
_____
_____

Who should we talk to and what evidence should we consider? _____
_____
_____
_____
_____
_____

Suggested solution/resolution/outcome: _____
_____
_____
_____
_____
_____

This complaint form should be mailed, emailed, called in, or submitted in person to the principal or administrator.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Lincoln County School District

Code: AC
Adopted: 3/11/08
Revised/Readopted: 6/14/16 (Effective 7/01/16); 5/08/18; 11/12/19; 12/14/21, 9/12/23
Orig. Code: AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race[1], color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

Employees have a right to leave accommodations under the Americans with Disabilities Act Amendments Act (ADA). The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments , and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. All officers, managers, supervisors, and HR personnel have a duty to provide accommodations to employees, including accommodations for leave under the ADA. The district will publish complaint procedures providing for prompt follow up and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law. Employees who feel they have experienced discrimination, retaliation, or denial of reasonable accommodation should use complaint procedure outlined in Policy AC-AR(1). Such cases where employees request reasonable accommodations or make a complaint of discrimination or retaliation will be kept confidential. Appropriate disciplinary action will be taken against managers and staff who are found to violate the District's anti-discrimination policies.

END OF POLICY

[1] Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Legal Reference(s):

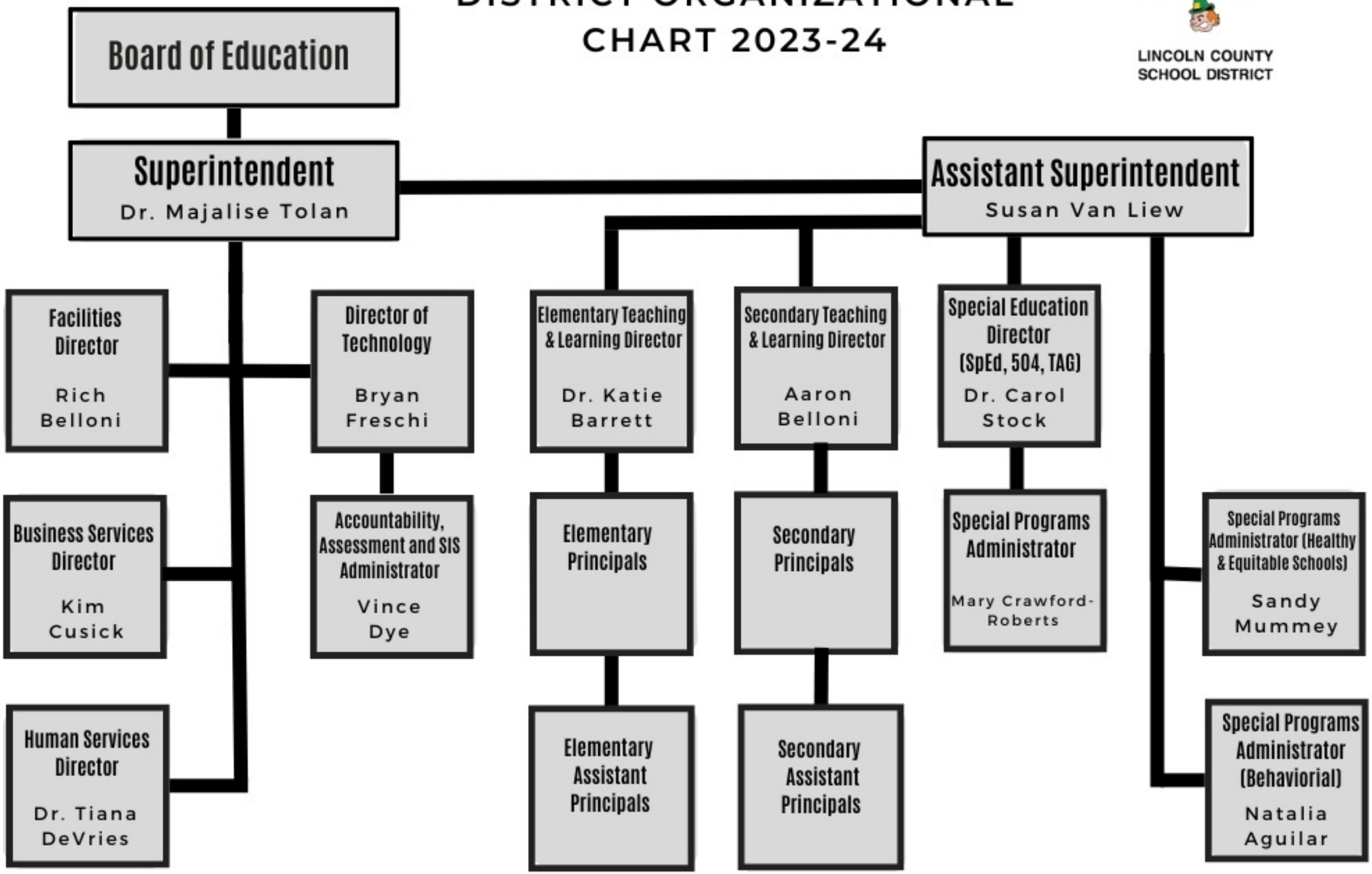
ORS 174.100
ORS 192.630
ORS 326.051(1)(e)
ORS 408.230
ORS 659.805
ORS 659.815
ORS 659.850 - 659.860
ORS 659.865
ORS 659A.001
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.040
ORS 659A.103 - 659A.145
ORS 659A.230 - 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.321
ORS 659A.409
OAR 581-002-0001 – 002-0005
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0047
OAR 581-022-2310
OAR 581-022-2370
OAR 839-003

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).
House Bill 2935 (2021).
House Bill 3041 (2021).

7.c. Organizational Chart & Directors of Programs Chart

LINCOLN COUNTY SCHOOL DISTRICT ORGANIZATIONAL CHART 2023-24

LINCOLN COUNTY SCHOOL DISTRICT



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

Board Agenda — September 12, 2023 — Personnel Action

Licensed Hire(s):

Alexis Larsen	Grade 5 Teacher/Crestview Heights
Amber Kumar	School Counselor/Crestview Heights
Andrew Tipken	Special Education Teaching Asst/Waldport High
Christina Morrison	School Counselor/NMS-Taft Elem-Taft 7-12
Glen Stowers	Future Bound Teacher/Taft 7-12
Heather Townsend	Grade 5 Teacher/Crestview Heights
Joyanna Galan	Grade 1 Teacher/Crestview Heights
Kalie Wentz	Grade 4 Teacher/Taft Elementary
Liz Ulmer	Grade 5 Teacher/Crestview Heights
Mary Koschel	District Nurse/Compass Center
Noelani Napoleon	ESOL Teacher/Oceanlake
Savannah Whitt	STEAM/Taft 7-12
Travis DeRocher	Math Teacher/Newport High

Classified Hire(s):

Abigail Krupar	Special Education Teaching Asst II/Newport High
Amanda Mabe	Special Education Teaching Asst II/Crestview Heights
Andrew Musick	Attendance Advisor/Compass Center
Angelina Rose	Early Childhood Teaching Asst/Toledo Jr-Sr HIgh
Angel Macias	Bilingual Tutor/Newport High
Angel Torres	Bilingual Graduation Coach/Newport High
Anne Zink	21st Century Teaching Asst/Crestview Heights
Cande Camarena	Bilingual Customer Service/Taft Elementary

Celinda Perez	21st Century Site Coordinator/Newport High
Caylei Cook	Title Teaching Assistant/Taft Elementary
Chris Jackson	Special Education Teaching Asst/Taft 7-12
Destin Swisher	Special Education Teaching Asst/Taft 7-12
Dominique Long	Instructional Asst/Taft Elementary
Eugenia Reza Torres	Bilingual Tutor/Sam Case
Frances Nino	Special Education Teaching Asst II/Taft 7-12
Hilarie Conrad	Title Teaching Asst/Yaquina View
Jasper Tune	Special Education Teaching Asst II/Taft Elementary
Jennifer Kinney	Instructional Asst/Toledo Elementary
Julie Warfield	Advocate-TA III Attendance-Detention/Toledo Jr-Sr High
Liz Francis	Special Education Teaching Asst II/Taft 7-12
Melissa Coggin	Information & Records III/Taft 7-12
Noelle Lovin	Early Childhood Teaching Asst/Newport High
Pearl Barkley	Bilingual Tutor/Taft Elementary & Taft 7-12
Robyn Myers	Instructional Asst/Oceanlake
Shannon Jones	Special Education Teaching Asst II/Newport HIgh
Stacie Wharton	Special Education Teaching Asst/Olalla
Taylor Keepers	Early Childhood Teaching Asst/Oceanlake

Coach Hire(s):

Charity Smith	MS Volleyball Coach/Waldport Middle-High
Boone Marker	Asst Volleyball/Taft 7-12
Emily McCauley	Asst Volleyball/Newport High
Rachelle Province	MS Asst Volleyball/Toledo Jr-Sr High

Resignation(s):

Angela Bokosky	Instructional Asst Yaquina View	9/1/2022 – 6/30/2023 Resignation
Kaleb Chavez	Special Education Teaching Asst II Crestview Heights	9/1/2022 – 6/30/2023 Resignation
Lyonie Sewell	Early Childhood Site Coordinator Toledo Jr-Sr High School	9/4/2018 – 6/30/2023 Resignation
Madison Berry	Special Education Teaching Asst Taft 7-12	11/14/2022 – 6/30/2023 Resignation
Nicole Hegedus	Grade 5 Teacher Crestview Heights	10/12/2021 – 6/30/2023 Resignation
Nidya Peralta	Bilingual Tutor Newport High	9/30/2019 – 6/30/2023 Resignation
Sammy Roderick	Early Childhood Teaching Asst Newport High	2/17/2022 – 6/30/2023 Resignation

9. Action Items
    9.a. Board
        9.a.1. Accept/Reject 2023-2024 Parent Student Handbook



Lincoln County School District

Student & Family Handbook

2023-2024

Teaching and Learning Center
1212 NE Fogarty St, Newport, OR 97365
Lincoln County School District



Vision Statement

Empowering all students every day to realize their full potential for living the future life as they imagine.

Mission Statement

Relentlessly committed to ensuring that all students learn the critical reading and thinking skills needed to be educated, healthy, and resilient people that graduate with future options and the ability to achieve their dreams.

LCSD Board Goals

· **Academic Achievement and Student Success**

Increase Attendance

- **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.**

Increase Graduation Rates

- **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.**

-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.

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

Align K-12 Mathematics

- 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.

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.

· **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 "teachnology" 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.

· **~~Create an Equity Lens and accompanying AR and implement district wide while~~ Provi~~ding~~ Culturally Specific Outreach to our Growing Diverse Community**

1) Monthly meetings of a Hispanic Family Advisory Group-the goal being one in LC 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 Tucker.

5) Continue to partner with the Western Regional Equity Network in projects about affinity groups and recruiting, retaining and promoting staff of diverse backgrounds.

6) Continue to develop LCSD equity, inclusion and diversity district policies via the district's monthly meeting of our LCSD Equity Team.

· Fully implement the Board's Five Year Strategic Plan

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

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

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

-GOAL FOUR: LCSD will Identify the Need and Development of a LCSD Political Action Committee for a possible 2026 Bond election.

-GOAL FIVE: Enhanced Communications and Community Engagement.

SCHOOLS

North Area

Oceanlake Elementary (K-2)
2420 NE 22nd St. Lincoln City, OR 97367……..Phone 541-994-5296

Taft Elementary (3-6)
4040 High School Drive. Lincoln City, OR 97367…….....Phone 541-996-2136

Taft 7-12
3780 SE Spyglass Ridge Dr. Lincoln City, OR 97367…….Phone 541-996-2115

South Area

Crestview Elementary (K-6)
2750 Crestline Dr. Waldport, OR 97394……..Phone 541-563-3237

Waldport Jr/Sr High School (7-12)
3000 Crestline Dr. Waldport, OR 97394…….....Phone 541-563-3243

East Area

Toledo Elementary (K-6)
600 SE Sturdevant Rd. Toledo, OR 97391……..Phone 541-336-5121

Toledo Jr/Sr High School (7-12)
1800 SE Sturdevant Rd. Toledo, OR 97391……Phone 541-336-5104

West Area

Yaquina View Elementary (K-2)
351 SE Harney St. Newport, OR 97365……..Phone 541-265-4637

Sam Case Elementary (3-5)
459 NE 12th St. Newport, OR 97365……Phone 541-265-8598

Newport Middle School (6-8)
825 NE 7th St. Newport, OR 97365……..Phone 541-265-6601

Newport High School (9-12)
322 NE Eads St. Newport, OR 97365……Phone 541-265-9281

Compass ~~K-12 Online~~ School ~~(K-12)~~…… Phone 541-265-4280

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NON DISCRIMINATION POLICY

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race1 , color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

Students, employees and visitors are entitled to a school or educational environment that is free from discrimination or harassment. The district prohibits the use or display of any symbols of hate on school property or in an education program except where used in teaching curriculum that is aligned with state standards of education for public schools.

For more information, please refer to LCSD Policies: AC and ACB

ACADEMICS

ALTERNATIVE INSTRUCTIONAL PROGRAMS

In addition to the regular curriculum and courses offered, it is possible for students, with prior administrative approval, to obtain credit from the following alternative instructional programs and activities:

1. Community college courses;
2. Correspondence courses;
3. Outdoor school;
4. Educational travel;
5. Challenge tests;
6. Independent study;
7. Online courses;
8. The Expanded Options Program;
9. Others approved by the Board.

For more information, please refer to LCSD Policy: IHGA

EARLY GRADUATION

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the superintendent.

For more information, please refer to LCSD Policy: IKHFA

GRADUATION EXERCISES

Lincoln County District high schools shall provide commencement ceremonies for graduating senior students. All students in good standing who have successfully completed the requirements for a senior high school diploma, a modified diploma, extended diploma or alternate certificate may participate in graduation exercises. These ceremonies shall be held during the final five days of school. Graduating seniors may be dismissed during the final five school days. These days shall be determined by each school in consultations with the superintendent and shall be included on the annual school calendar.

Valedictorian/Salutatorian

Students must meet all the requirements for an honors diploma in order to be eligible for Valedictorian and Salutatorian honors. Valedictorian: the student(s) in the graduating class with the highest accumulative grade point average. Salutatorian: the student(s) in the graduating class with the second highest accumulative grade point average.

For more information, please refer to LCSD Policy: IKFB

GRADUATION REQUIREMENTS

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits, which include at least:

- Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
- Four credits of English language arts (shall include the equivalent of one unit in written composition);
- Three credits of science; 1As defined in ORS 30.297. Graduation Requirements – IKF 2-7
- Three credits of social sciences (including history, civics, geography and economics (including personal finance));
- One credit in health education;
- One credit in physical education; and
- Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

To receive a diploma, in addition to credit requirements, outlined in OAR 581-022-2000, a student must: Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings.

For more information, please refer to LCSD Policy: IKF

HONORS DIPLOMA GRADUATE

In addition to the LCSD Standard Diploma requirements, students may earn an LCSD Honors Diploma by earning 27 credits and completing the following additional requirements:

Units of Credit

- Three mathematics credits beyond Algebra 1; Graduation Requirements – IKF 3-7
- Five fine or applied arts/world language, or CTE credits
- Four credits of AP, IB, or college credit; *Superintendent may approve an Honors Level or equally rigorous course
- Complete two years of the same World Language;
- Earn a 3.5 GPA through seven semesters;
- One additional credit of CORE/CTE/FA/FL or AVID Tutor

School/Community Services

- Students must demonstrate active involvement in both a school activity and community service in each year of high school attendance.

**All NHS students who qualify as an IB Diploma candidate qualify for the honors diploma.*

For more information, please refer to LCSD Policy: IKF

PROMOTION, RETENTION & PLACEMENT OF STUDENTS

In general, students shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade. A small number of students, however, may benefit from staying another year in the same grade or being accelerated. Decisions to retain or accelerate will only be made after prior notification and explanation to the student's parents. The building administrator will make the final decision. Parents may appeal the administrator's decision to the superintendent or his/her designee.

For more information, please refer to LCSD Policy: IKE & IKE-AR

ATHLETICS

MISSION: We believe athletics and activities in the Lincoln County School District focus on encouraging all programs to create a positive culture and community by developing character, sportsmanship, work ethic, and pride for all participants.

CORE VALUES: Character Development, Sportsmanship, Work Ethic, Pride, Community Involvement

For more information, please refer to the LCSD Athletic Handbook (English & Spanish)

For more information, please refer to LCSD Policy: IGDJ

ATTENDANCE

Attendance matters for students at all grade levels. Students who attend school regularly are more likely to read at grade level and build a strong foundation that takes them all the way through high school graduation. LCSD aligns our attendance policies and procedures with guidance provided by the Oregon Department of Education and the Every Day Matters campaign. “Chronically absent” means missing 10% or more of the school year (18 days). LCSD aims to have all students attend school regularly (greater than 90% of school days), because School + You = Success!

COMPULSORY ATTENDANCE

Except as provided in Oregon law all children between the ages of 6 and 18 years who have not completed the 12th grade are required to regularly attend a public full-time school during the entire school term. All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Exemptions from compulsory school attendance are detailed in LCSD Policy: JEA

EXCUSED & UNEXCUSED ABSENCES

All absences, whether excused or unexcused, contribute to a student’s attendance rate and affect his/her overall educational success. Parents and guardians are urged to schedule appointments, family vacations, etc. on non-instructional days to minimize student absences.

For more information, including a list of approved reasons for excused absences, please refer to LCSD Policy: JEA-AR and Policy JED

GRADE REDUCTION & CREDIT DENIAL

Regular attendance is valuable in school and work. The district may establish grading policies that permit teachers to consider a student’s attendance in determining the student’s grade, but student attendance may not be the sole criterion.

For more information, please refer to LCSD Policy: JKAD and JKAD-AR

NOTIFICATION OF ABSENCES

Parents/Guardians are asked to contact the school to notify the attendance secretary of the reason for any student absence, regardless of the length of the absence. Pre-Arranged Absence Forms can be found in the Family Resources section of the LCSD website, or at any school office. Schools will notify parents/guardians by the end of the school day if their child has an unplanned/unexplained

absence. The notification may be in person, by telephone, email, text notification or another method.

For more information, please refer to LCSD Policy: JED

RE-ADMITTANCE AFTER ABSENCES

After an absence, parents/guardians may be asked to provide documentation or an explanation of the reason for the absence. Students who are absent for 10 consecutive days (excused or unexcused) are by OAR withdrawn from school for state accounting purposes. This does not release them from the requirement to attend school. Upon return, these students may be required to re-enroll.

For more information, please refer to LCSD Policy: JEA-AR

TRUANCY & STATE LAW

School officials will encourage regular student attendance, but compliance with Oregon laws, district, and building policy regarding attendance is the responsibility of the student and his/her parent. Failure to send a student and to maintain a student in regular attendance is a Class C violation. School teams will monitor attendance and take actions, up to and including activating truancy procedures when applicable, to encourage improved attendance.

For more information, please refer to LCSD Policy: JEA & JEA-AR

BEHAVIOR & DISCIPLINE

Our behavior management system creates and fosters healthy relationships that enable students to develop self-discipline necessary to remain in school and to function successfully in their educational and social environments.
For more information, please refer to LCSD Policy: JG and JG-AR

In order to support both students and staff, Lincoln County School District utilizes the Positive Behavior Intervention and Support (PBIS) framework to define, teach and support appropriate student behaviors to create positive school environments. Examples of PBIS actions include:

- 3-5 positively stated school-wide rules (example: Be Safe, Be Respectful, Be Responsible)
- School-wide routines and procedures are established, including visuals for grades K-3
- Students are taught the expected behaviors across all settings, multiple times per year
- Staff regularly provide feedback and positive acknowledgement to students
- Schools develop different levels of response to provide behavioral supports that help students develop skills and maintain relationships

CODE OF CONDUCT

Through the PBIS framework, students are explicitly taught expected behaviors multiple times during the year, in applicable settings.

For complete descriptions of expected behaviors, please see LCSD Policy: JFC-AR (Student Code of Conduct).

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. The following conduct will constitute grounds for disciplinary action. This list is not intended to contain all conduct that may be grounds for disciplinary action. The policies and procedures listed provide more information on specific behaviors.

- Arson/Possession of Combustibles (JFCM, JFCJ, JFCJ-AR, ECAB & ECAB-AR)
- Defiance
- Disruption
- Dress code violations (JFCA)
- Gang Affiliation (JFCEA)
- Hazing/Harassment, Intimidation, Bullying, Menacing/Cyberbullying, Teen Dating Violence, and Domestic Violence (JFCF, JFCF-AR(1), JFCF-AR(2), ACB, ACB-AR(1) & ACB-AR(2))
- Inappropriate display of affection/Sexual Harassment (JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2) & JBA/GBN-AR(3))
- Inappropriate language, (obscene, profane, libelous, discriminatory or abusive) gestures or materials (JFCF, JFCF-AR(1) & JFCF-AR(2) & ACB, ACB-AR(1) & ACB-AR(2))
- Lying/Cheating/Plagiarism (JFCEB & JFCEB-AR)
- Physical Aggression/Assault/Fighting
- Property Misuse/Damage/Vandalism (ECAB & ECAB-AR)
- Technology violation (JFCEB, JFCEB-AR & IIBGA)
- Theft (ECAB & ECAB-AR)
- Threats (JFCM)
- Truancy (JEA & JEA-AR)
- Use/Possession of Alcohol/Drugs, imitations, or paraphernalia (JFCH, JFCH-AR, JFCI, JFCI-AR, JFC-AR)
- Use/Possession of Combustibles, imitations, or paraphernalia (JFCM, JFCJ, ECAB)
- Use/Possession of Tobacco, imitations, or paraphernalia (JFCG/KGC/GBK, JFCG/KGC/GBK-AR)
- Use/Possession of Weapons (JFCJ & JFCJ-AR)
- Vehicular rule violations (JHFD)

For information regarding student conduct on school buses, see Policy: EEACC and EEACC-AR

DISCIPLINARY PROCEDURES

If a student violates the Student Code of Conduct, individual school rules, Board policy, or local, state, or federal law, appropriate disciplinary procedures may be taken, depending upon the student's discipline history, maturity of the student, severity of the infraction, and disability (Board policy JGDA/JGEA & JGDA/JGEA-AR: Discipline of Students with Disabilities). Examples include, but are not limited to, reprimands, in-class consequences, parent contact/conferences, detention, law

enforcement contact, denial of participation in co-curricular and extracurricular activities, etc. For more information, please refer to LCSD Policy: JFC-AR

Due Process: Students have the right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights. Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior. For more information, please refer to LCSD Policy: JF/JFA

Suspension: Suspension temporarily denies the student attendance at school or school activities in any district school. The principal or designee shall have the authority to suspend a student for up to 10 days. In special circumstances a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, drug assessment, completion of expulsion proceedings or incarceration by court action. For more information, please refer to LCSD Policy: JFC-AR and JGD-AR

Expulsion: Expulsion denies the student attendance at school and school activities in any district school. Expulsion may be for any length of time up to one calendar year. The district may deny enrollment to a student who has been expelled by another district. The district shall deny enrollment to a student who has been expelled from another district because of firearm or dangerous weapons possession. For more information, please refer to LCSD Policy: JFC-AR and JGE-AR

Discipline of Students with Disabilities: When considering student disciplinary procedures that may result in removal of the student, the district follows all special education and 504 plan procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

- The student is receiving individualized education program (IEP) services;
- The student has not yet been identified as a student with a disability but the district had knowledge that the student had a disability and needed special education.

For more information, please refer to LCSD Policy: JGDA/JGEA & JGDA/JGEA-AR

Use of Physical Force/Corporal Punishment: No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under his/her supervision or control. A staff member is authorized to employ physical force when, in his/her professional judgment, the physical force is necessary to prevent a student from harming self, others or doing harm to district property. Physical force shall not be used to discipline or punish a student. For more information, please refer to LCSD Policy: JGA

HARASSMENT/INTIMIDATION/BULLYING/CYBERBULLYING & SEXUAL HARASSMENT POLICIES, COMPLAINTS & INVESTIGATIONS

Hazing, harassment (including sexual harassment), intimidation, menacing or bullying and acts of cyberbullying by students, staff, or third parties towards students is strictly prohibited. Teen dating

violence is unacceptable behavior and prohibited. Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, staff members or third parties who has knowledge of conduct in violation of this policy or feels they are a victim of harassment must immediately report their concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

For more information, please see the following LCSD Policies and Administrative Regulations:

- JFCF, JFCF-AR(1) & JFCF-AR(2): Hazing/Harassment, Intimidation, Bullying, Menacing/Cyberbullying, Teen Dating Violence, and Domestic Violence – Student
- JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2) & JBA/GBN-AR(3): Sexual Harassment
- JB: Equal Educational Opportunity
- ACB, ACB-AR(1) & ACB-AR(2): Every Student Belongs

DISTRIBUTION OF MATERIALS

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall be submitted to the school administration. Materials and the proposed method of distribution shall be subject to review.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

For more information, please refer to LCSD Policy: KJA

DRILLS
FIRE, EVACUATION, SAFETY & OTHER

All schools are required to instruct and drill students on emergency procedures so that students may respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a coastal zone and safety threats.

For more information, please refer to LCSD Policy: EBCB

EMERGENCY SCHOOL CLOSURES

The Board authorizes the superintendent or designee to close schools or other facilities, or to cancel or postpone activities, in the event of hazardous weather or other emergencies which present threats to the safety of students, school staff members or school property.

Lincoln County School District will communicate with the public of all delayed openings, closures, early dismissals, or cancellation of activities.

For more information, please refer to LCSD Policy: EBCD

FIELD TRIPS

The Board recognizes that first-hand experiences are an effective and worthwhile means of learning. In planning and authorizing field trips, primary consideration shall be given to the educational values derived and the safety and welfare of students involved. Active consideration should also be given to equitable access for all students and a realistic cost/benefit ratio given limited funds of the district and the communities to support these trips. Within these contexts, it is the desire of the Board to facilitate field trips as an integral part of each school's educational and activities program.

For more information, please refer to LCSD Policy: IICA & IICA-AR

GRIEVANCES

If your complaint addresses one or more of the issues identified below, you may use the complaint process available in any of the following policies and administrative regulations (AR):

- Discrimination or harassment on any basis protected by law: Board policy AC, AC-AR;
- Sexual harassment: Board policy GBN/JBA, GBN/JBA-AR;
- Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy GBNA, GBNA-AR;
- Hazing, harassment, intimidation, bullying, menacing, cyberbullying, teen dating violence or domestic violence (student): Board policy JFCF, JFCF-AR;
- Sexual conduct with a student: Board policy JHFF, JHFF-AR;
- Instructional resources or instructional materials: Board policy IIA, IIA-AR.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

A complaint of retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be reported to the administrator. Complaints against the principal may be filed with the superintendent. Complaints against the superintendent should be referred to the Board chair on behalf of the Board. Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.

For more information, please refer to LCSD Policy: KL & KL-AR

HEALTH

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

Related Policies:

- Prescription Medications Policy: JHCDA
- Nonprescription Medication Policy: JHCD
- Medications Policy: JHCD/JHCDA-AR

For more information, please refer to LCSD Policy: JHC

COMMUNICABLE DISEASES

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the Communicable Disease Guidance published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

When an administrator has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the administrator involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

For more information, please refer to LCSD Policy: JHCC & JHCC-AR

FIRST AID

In cases of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention to students is the parents' responsibility, or of someone the parents designate in case of emergency. Each principal is charged with providing for the immediate care of

ill or injured persons within his/her area of responsibility. Staff members shall report self-administered first-aid treatment to an immediate supervisor.

For more information, please refer to LCSD Policy: EBBA

PROGRAMS

ALTERNATIVE EDUCATION PROGRAMS

Alternative education programs implemented by the district are to maintain learning options that are flexible with regard to environment, time, structure and pedagogy.

The superintendent or designee will develop alternative education program options in compliance with Oregon Administrative Rules and Oregon Revised Statutes:

- For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;
- For students who have not met or who have exceeded all of Oregon's academic content standards;
- When necessary to meet a student's educational needs and interests;
- To assist students in achieving district and state academic content standards;
- When a public or private alternative education program is not readily available or accessible.

For more information, please refer to LCSD Policy: IGBHA & IGBHB

MULTILINGUAL STUDENTS

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction. Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal, or signed communication in a language they can understand.

For more information, please refer to LCSD Policy: IGBI

COUNSELING

The district's counseling and guidance program focuses on the developmental needs of all students, K-12, based on the Oregon Department of Education's Framework for Comprehensive Guidance and Counseling Programs for Pre-kindergarten through Twelfth Grade. Counselors or principal's designees coordinate the school guidance program and involve all staff members in designing and implementing plans to meet four major goals:

1. Educational Development – Students will develop an education plan and portfolio that utilizes educational opportunities and alternatives consistent with academic standards and their career aspirations;

2. Personal/Social Development – Students will develop appropriate interpersonal and communication skills for a variety of social and work settings; students will develop self-advocacy and decision making skills, and confidence in their own abilities;
3. Career Development – Students in grades K-12 will develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life, and citizenship.
4. Community involvement – Students will demonstrate the importance of making an individual contribution to the community.

For more information, please refer to LCSD Policy: IJ

EXPANDED OPTIONS PROGRAMS

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

For more information, please refer to LCSD Policy: IGBHE

HOMELESS STUDENTS

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law. The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted, in accordance with the student's best interest, to the student's school of origin or enroll the student in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation will be provided in accordance with law.

Each homeless student shall be provided with services comparable to services offered to other students, including the following:

- Transportation services; Homeless Students** - JECBD-AR 2-4
- Education services for which the student is eligible, such as:
  - Title I-A;
  - Special education;
  - Programs for English Learners;
  - Career and technical education;
  - Talented and gifted programs.
- School nutrition programs.

For more information, please refer to LCSD Policy: JECBD & JECBD-AR

ONLINE LEARNING

See Alternative Instructional Programs
For more information, please refer to LCSD Policy: IHGA

STUDENTS WITH DISABILITIES

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services (EI/ECSE). For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100.

Related Policies:

- Students with Disabilities – Child Identification Procedures Policy: IGBA & IGBA-AR
- Educational Records for Students with Disabilities Policy: IGBAB/JO & IGBAB/JO-AR
- Participation in Regular Education Programs Policy: IGBAE & IGBAE-AR
- Procedural Safeguards Policy: IGBAG & IGBAG-AR
- Evaluation Procedures Policy: IGBAH & IGBAH-AR
- Free Appropriate Public Education (FAPE) Policy: IGBAJ & IGBAJ-AR

TALENTED AND GIFTED

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process. This process of identification shall include as a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
    a. Students who are racially/ethnically diverse;
    b. Students experiencing disability;
    c. Students who are culturally and/or linguistically diverse;
    d. Students experiencing poverty; and
    e. Students experiencing high mobility.

4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

For more information, please refer to LCSD Policy: IGBB & IGBBA

REGISTRATION

STUDENT FEES, FINES AND CHARGES

The Board recognizes the need for student fees to fund certain school activities, which are not sufficiently funded by the district. No student will be denied an education because of his/her inability to pay supplementary fees. No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in the student/parent handbook, or in some other written form, and distributed to each student. Students will be advised of the due dates for such fees and charges as well as of possible penalties for failure to pay them.
Information and notices regarding student fines, fees and charges may also be listed in detail in our registration materials.

The criteria listed below shall be used in developing budget needs for programs and activities and the fees where a maximum has not been set:

1. Schools will comply with adopted statutes, specifically Oregon Revised Statute (ORS) 339.141 and ORS 337.150
2. Schools will treat all students fairly and equally, complying with District equity policies.
3. All schools will follow this standard set of procedures for assessing student fees.
4. No fees shall be charged for required and elective courses for which grades and/or credit is earned, even if supplies may eventually become the property of the student.
    a. Students wishing maximum freedom of creativity, self-expression and personal choice may choose to select and purchase/provide their own supplies.
    b. Interested students who do not purchase their own supplies should enroll in these courses anyway. Supplies will be made available for them by the school to complete the course requirements.
5. No fee will be charged for required field trips.
6. No fees shall be charged for textbooks that are required in the regular full-time day program.

7. Fee schedules show the maximum fee that may be charged for the specified item/activity. Based on the activity budget and needs of a school, these fees may vary in amount but may not exceed the maximum fee.

8. Towel fees are assessed with the purpose of purchasing locker room towels, operating a washer/dryer on site, and to set aside funds for future replacement of washer/dryers. This fee can only be collected if the school makes towels available to students.

9. Yearbook/Annual fees are assessed on the basis of actual cost to produce an Annual. A budget is prepared which allows for operating costs and future replacement of equipment used in Yearbook/Annual preparation.

10. Lock/hasp and locker fees are assessed to repair and replace equipment.

11. Physical education uniform fees may be charged if the student chooses not to provide his/her own uniform and one is required. Uniforms that could damage or injure property or other students are not permitted.

12. Student Body Activity Card fees are assessed to fund student activities within the school and may not be required for participation in any school activity.

13. A family that believes that payment of school fees/fines creates a severe hardship may request to waive the payment of fees or apply for available "scholarships" when eligible.

Fee Schedule		
Item	**Middle School**	**High School**
Admission - Athletic Events		
Adults (Includes District Staff if not working the event)	N/A	$6.00
Senior Citizens (Age 60+)	N/A	$3.00
Resident with Student Body Card	N/A	$1.00
Nonresident Students		
Age 11+	N/A	$3.00
Age 6-11	N/A	$1.00
Age 6 and under	N/A	Free
District Staff if Supervising	N/A	Free
Admission - Non Athletic Events	$20.00	$20.00
Athletic Participation First sport per season	Paid by LCSD	Paid by LCSD
Athletic Participation Additional sport per season $500 Annual Family Maximum	$100	$125

Career/Technical Ed (CTE) Class Fee	$5.00	$5.00
Lock Fee	Actual Cost	Actual Cost
Locker Fee	$5.00	$5.00
Physical Education (PE) Uniforms	Actual Cost	Actual Cost
Planners (Fee only if not required)	Building Sets Amount	Building Sets Amount
School Supplies (Optional)	$30	$30
Student Body Activity Card	$10.00	$15.00
Technology Fee	$15.00 Includes Elementary	$15.00
Towel Fee	$5.00	$5.00
Yearbook or Annual	Building Sets Amount	Building Sets Amount

Equipment & Textbook Damage Fines Schedule		
Item	**Damage**	**Fee**
Chromebook	Total loss Bent frame Missing or removed parts (not keyboard keys)	$200 $300 for Touch Screen Dell
Chromebook	Not recovered after withdrawal	$200 $300 for Touch Screen Dell
Chromebook	Multiple parts destroyed	$200 $300 for Touch Screen Dell
Chromebook	Broken screen Cracked LCD	$50
Chromebook	Keyboard Removed Keys	$50
Chromebook	Lost/Stolen	$200 $300 for Touch Screen Dell
~~Charging Cord (1st offense)~~	~~Lost Charger~~ ~~Broken Charger~~	~~Replace Charger~~
Charging Cord ~~(2nd offense~~)	Lost Charger Broken Charger	$35

iPad (9th gen)	Any Damage	$300
Textbook	Writing/Marking Page	$1 per page up to replacement cost
Textbook	Damaged Spine	$15 if repairable
Textbook	Missing Pages	Replacement Cost
Textbook	Lost Book	Replacement Cost
Textbook	Damaged beyond repair	Replacement Cost

For more information, please refer to LCSD Policy: JN

TRANSFER POLICY

The following procedure will govern consideration of a request by a student who resides within district boundaries and who is requesting district approval for a transfer to attend school in another district:

- A parent will request the release of their student by completing the appropriate district form; 2. The completed form must be submitted to the district office;
- The Board chair, superintendent or designee will grant or deny the request for release according to established Board policy criteria and notify the parent in writing of the decision within 15 calendar days;
- If the release is granted by mutual consent of the resident and nonresident districts, the resident district will make necessary arrangements for the transfer of the student's education records;
- The superintendent's decision is final.

For more information, please refer to LCSD Policy: JECF-AR

STUDENT RIGHTS & RESPONSIBILITIES

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with these rights are responsibilities that must be assumed by students. For more information, please refer to LCSD Policy: JF/JFA

Among these student rights and responsibilities are the following:

- Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
- The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
- The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;

- The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;
- The right to privacy, which includes privacy with respect to the student's education records.

For more information, please refer to LCSD Policy: KAB & KAB-AR

ASSEMBLY OF STUDENTS

Students in the district shall have an opportunity to meet during school hours on school property, provided such meetings do not disrupt the orderly operation of the school or violate the rights of other students or staff. Students shall request permission of the principal or designee for organized and/or scheduled meetings prior to the meeting and if approved, the time, place, and supervision shall be designated.

STUDENT DRESS CODE

Dress Code Philosophy:
Lincoln County School District's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our Values:
- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.
- Consistent expectations for the dress code and equitable enforcement of the dress code.

Dress Code Goals:
- Maintain a safe learning environment in classes where protective or supportive clothing/footwear is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), PE (athletic attire/shoes), or CTE (close toed shoes, hair net, etc.).
- Allow students to wear clothing of their choice that is comfortable and within the requirements of the dress code.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.

- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing gang-affiliated clothing or paraphernalia.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

For more information, please refer to LCSD Policy: JFCA & JFCA-AR

ELECTRONIC DEVICES (PERSONAL)

Students may possess a personal electronic device with certain restrictions. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules.

For more information, please refer to LCSD Policy: JFCEB & JFCEB-AR

ELECTRONIC DEVICES (SCHOOL)

Lincoln County School District provides an electronic communication system for the advancement and promotion of learning and teaching. LCSD students will:

- Receive education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in chat rooms;
- Complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations;
- Be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges for violations of policy.

For more information, please refer to LCSD Policy: IIBGA, IIBGA-AR & JFC-AR

FREEDOM OF EXPRESSION

Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process. These rights include Freedom of Student Inquiry and Expression, Freedom of Association, and Student Publications, Displays and Productions.

For more information, please refer to LCSD Policy: IB

STUDENT SEARCHES

District officials may, subject to the requirements below, search a student's person and property, including property assigned by the district for the student's use. Such searches may be conducted at

any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities.

All student searches conducted by the district shall be subject to the following requirements:

- The district official shall have individualized, "reasonable suspicion" based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school;
- The search shall be "reasonable in scope." That is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and the area(s) which could contain the item(s) sought and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.

Routine inspections of district property assigned to students may be conducted at any time.

For more information, please refer to LCSD Policy: JFG & JFG-AR(1)

USE OF RESTRAINT OR SECLUSION

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors, or volunteers of the district. Restraint may be imposed on a student in the district only under the following circumstances:

- The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
- Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

- The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
- Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

For more information, please refer to LCSD Policy: JGAB & JGAB-AR(1)

TRANSPORTATION

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district, transporting from one school or facility to another and school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin as required by the Every Student Succeeds Act (ESSA). Services shall

be provided throughout the regularly scheduled year and during the regular school day as determined by the Superintendent.

For more information, please refer to LCSD Policy: EEA

BUS SAFETY PROGRAM

Instruction in school bus safety and emergency evacuation procedures and behavioral expectations is provided yearly for all students. This instruction includes:

- Safe school bus riding procedures, including but not limited to loading, unloading, crossing etc;
- Use of emergency exits and evacuation of the school bus in case of emergency, including participation in actual evacuation drills;
- Instruction on the bus behavioral expectations.

For more information, please refer to LCSD Policy: EEAC

BUS SCHEDULES AND ROUTES

Actual bus stops and routes will be determined in cooperation with the transportation provider and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules. The determination of safe roads for school bus travel will be made in cooperation with the transportation provider. Bus schedules and routes will be published at registration and updated as needed throughout the year.

For more information, please refer to LCSD Policy: EEAB

STUDENT CONDUCT & DISCIPLINE ON BUSES

While riding the school bus, a student's conduct will be subject to all LCSD policies and rules, including the Student Code of Conduct (See Board Policy JFC-AR) and Student Conduct on School Buses (See Board Policy EEACC). Expectations for student conduct on school buses will be posted in a conspicuous place in all buses.

Penalties and disciplinary procedures for violations of bus expectations are included in the Student Code of Conduct (See Board Policy JFC-AR) and may also include suspension and/or expulsion from district-approved transportation services. "Suspension" means any disciplinary removal, other than expulsion, for up to 10 school days. "Expulsion" means any disciplinary removal beyond 10 school days up to one calendar year.

For more information, please refer to LCSD Policy: EEACC-AR

VIDEO CAMERAS ON TRANSPORTATION VEHICLES

Video cameras may be used on district transportation vehicles transporting students to and from curricular and extracurricular activities. The district will comply with provisions of state and federal law regarding education record requirements including the Family Educational Rights and Privacy

Act and the Individuals with Disabilities Education Act as applicable to the district's use of video recordings.

For more information, please refer to LCSD Policy: EEACCA & EEACCA-AR

STUDENT VEHICLE USE

All students who drive vehicles to school are subject to parking and driving rules developed by the principal. Parking privileges, including driving on district property, may be revoked by the principal for violations of Board policies, administrative regulations or school rules.

Except in unusual circumstances, when transportation to an event is provided by the district, student participants shall not be transported in any other manner. If unusual circumstances do exist: Patrons and staff members may use their privately-owned vehicles to transport students to a school-sponsored event when the principal has given written permission prior to the event and all precautions have been addressed.

Student's may, at times, be permitted to transport themselves in their private vehicles to co-curricular activities when the principal has given permission prior to the co-curricular activity. Participation in the co-curricular activity is voluntary and Lincoln County School District is not always directly supervising, controlling, providing the student's transportation. All applicable precautions must be addressed. Students may only provide transportation for themselves (no passengers) to any co-curricular activity within the school day. The Co-Curricular Permission Form and the Co-Curricular Activity List must be used as parent/guardian notification of co-curricular activities.

For more information, please refer to the following policies:

a. JFC-AR: Student Code of Conduct
b. JHFD: Student Vehicle Use
c. JFG & JFG-AR: Student Searches
d. EEAE & EEAE-AR(1): Student Transportation in Private Owned Vehicles

VISITORS

The Board encourages parents and other district citizens to visit the school and classrooms to observe the work of students, teachers and other employees. Such visitations should be prearranged. To ensure that no unauthorized persons enter a school, all visitors will report to the school office when entering and will receive authorization to visit elsewhere in the building.

For more information, please refer to LCSD Policy: KK

VOLUNTEERS

Lincoln County School District is blessed with an abundance of volunteers who bring their enthusiasm, great ideas, and expertise into our schools each day. Parent, grandparent and community volunteers have long been important figures in our schools. Sharing their time and

talents with students. Lending a helping hand to teachers and school staff. Our volunteers help in countless ways!

To volunteer in our schools, you must fill out an online application, pass a criminal background check, and successfully complete the online SafeSchools training course.
Visit or call your neighborhood school today to find out how you can become a valuable member of the LCSD Volunteer Team!

For more information, please refer to LCSD Policy: IICC-AR or District Website

- The End -

9.a.2. Accept/Reject 2023-2024 Site Council Rosters

Site Council Rosters

2023-2024

Waldport Middle/High School

Name	Role
Amy Skirvin	Admin
Philip Reed	Certified
Sharon Bliss	Community Member
TBD	Classified
Kerry Morgan	Parent

Crestview Heights

Name	Role
Sandi Battles	Admin
Charlotte Galen	Admin
Kristi Anderson	Licensed
TBD	Licensed
TBD	Classified
Aaron Duzik	Parent
Michelle Severson	Parent

Toledo Jr/Sr

Name	Role
Chloe' Minch	Admin
Kathy Beyer	Admin
Dana Spink	Certified
Jamie Nicholson	Parent
TBD	Classified

Toledo Elementary

Name	Role
Janna Limbert	Admin
Leah Eller	Certifiied
Melissa Cairney	Classified
Alma Baxter	Parent
Jen Hamiltion	Classified & Parent
Jeff Sweet	Community Partner
Victoria Bassingthwaite	Parent

Newport High

Name	Role
Lynt Araujo	Student
Tracy Crews	Parent
Melinda Dye	Classified
Brian Hanna	Certified
Gretchen Havner	Parent
Helyn Layton	Community Member/Chair
Tina Watanabe	Parent
Reyna Mattson	Administrator
Liz Martin	Community Member

Site Council Rosters

2023-2024

Newport Middle

Name	Role
Marty Perez	Admin.
Jenni Reed	Secretary/Classified
PJ Collson	Certified
Tammy Moore	Community Member
Katie Bighill	Community Member
Guillermo Recinos-Melendez	Community Member
Michelle Mercer	Community Member

Sam Case

Name	Role
Marcy Doyle	Admin.
Deborah Gwynn	Certified
Anali Yanez	Classified
Kelsey Ingalls	Certified & Parent
Julie Bobo-Shisler	Counselor
Parent	TBA
Parent	TBA

Oceanlake Elementary

Name	Role
Starla Nelson	Administrator
Molly Brooks	Certified
Cassie Dixon	Classified
Susan O'Leary	Certified
Lindsay Pierce	Parent Rep

Yaquina View

Helen Faber	2nd Grade Parent
Hailey Mahler	1st Grade Parent
OPEN	Kindergarten Parent
Judy Imbler Bremner	Tribal Parent Representative
OPEN	Hispanic Parent Representative
Hilda Valencia	Classified Employee & Interpreter
OPEN	Licensed Employee
Kristin Takano Becker	Administrator

Taft 7-12

Name	Role
Jay Riggs	Student
Liz Francis	Parent
Kelly Linfoot	Classified
Nate Fingerson	Certified
Nick Lupo	Administrator

Taft Elementary

Name	Role
Becca Bostwick	Admin
Krisite Bennett	Certified
Tracy Cook	Classified
Vern Pierce	Parent
Amanda Cherryholm	Parent

9.a.3. Accept/Reject LCEA Bargaining Agreement

Teller's Report for Lincoln County Education Association

2023-2025 Contract Ratification

Contract Ratification:

Number of votes cast 261

Number of "agree" votes necessary to pass 211

Agree received 250 votes

Disagree received 11 votes

Contract ratification passes 250 votes to 11 votes

9.a.4. Accept/Reject Board Meeting Calendar Update

LINCOLN COUNTY SCHOOL DISTRICT BOARD OF DIRECTORS
BOARD MEETING CALENDAR FOR 2023-24 FISCAL YEAR

The Board of Directors will meet on the second Tuesday of each month at 6:30 p.m. for regular business meetings in 2023-24. Work sessions will be scheduled on the Second Tesday of certain months at 5:00 and fourth Tuesdays of certain months (current listed work sessions are tentatively scheduled and are subject to change). Agendas are prepared by the Superintendent and Board Chair ten days in advance.

Month	Day	Time	Location	Meeting Type
July	11	6:30	Zoom	Regular Session
August	8	6:30	Teaching & Learning Center	Regular Session
	18	8:00 AM	Salishan	Work Session/Board Retreat
September	12	5:00	Taft 7-12	Work Session
	12	6:30	Taft 7-12	Regular Session
	26	5:00	Teaching & Learning Center	Work Session
October	10	5:00	Toledo Elementary	Work Session
	10	6:30	Toledo Elementary	Regular Session
	24	5:00	Teaching & Learning Center	Work Session
November	14	5:00	Crestview Heights	Work Session
	14	6:30	Crestview Heights	Regular Session
	28	5:00	Teaching & Learning Center	Work Session
December	12	5:00	Sam Case	Work Session
	12	6:30	Sam Case	Regular Session
January	9	5:00	Oceanlake Elementary	Work Session
	9	6:30	Oceanlake Elementary	Regular Session
	23	5:00	Teaching & Learning Center	Work Session
February	13	5:00	Toledo Jr/Sr	Work Session
	13	6:30	Toledo Jr/Sr	Regular Session
	21	5:00	Teaching & Learning Center	Joint Work Session with OCCC
March	12	5:00	Waldport Middle/High	Work Session
	12	6:30	Waldport Middle/High	Regular Session
April	9	5:00	Yaquina View Elem	Work Session
	9	6:30	Yaquina View Elem	Regular Session
	23	5:00	Teaching & Learning Center	Work Session
May	14	5:00	Taft Elementary	Work Session
	14	6:30	Taft Elementary	Regular Session
	28	5:00	Teaching & Learning Center	Work Session
June	11	5:00	Newport High School	Work Session
	11	6:30	Newport High School	Regular Session

9.a.5. Accept/Reject Director & Superintendent Contracts Updates

10. Items of Information & Discussion

10.a. Business Services

10.a.1. Piper Sandler & Co Engagement Letter

PIPER | SANDLER

1300 SW Fifth Ave. Suite 3650 | Portland, OR 97201
P 503-275-8300 **F** 503-275-8320
Piper Sandler & Co. Since 1895. Member SIPC and NYSE.

August 31, 2023

Kim Cusick, Business Services Director
Lincoln County School District
PO Box 1110
Newport, OR 97365

Re: Underwriter/Placement Agent Engagement Letter
General Obligation Bonds to be on the Ballot in 2024 through 2029 (the "Bonds")

Dear Kim:

On behalf of Piper Sandler & Co. ("Piper Sandler" or "we"), we wish to thank you for the opportunity to serve as an underwriter or placement agent for Lincoln County School District (the "Issuer") for the issuance of the Bonds. We understand that the decision to either sell the Bonds in a private placement to a single or limited number of investors or conduct a public sale of the Bonds will be made by you sometime in the future. This letter is intended to describe our engagement for either method of sale.

1. **Scope of Services.** The Issuer hereby engages Piper Sandler to serve as an underwriter or placement agent for the Bonds and in such capacity Piper Sandler agrees to provide the following services:

    a. Developing a financing plan for the Bonds and assisting the Issuer in determining the economic impact of the Bonds.
    b. Advice concerning structure, timing, terms and other similar matters concerning the Bonds, including recommendations as to maturities, interest rates, structure, security, timing, and amount of proceeds needed to implement your project.
    c. Reviewing and making comments with respect to sale documents, as applicable, including Ballot Titles, Explanatory Statements, Authorizing Bond Resolutions, bond declarations and indentures and other underlying documents relating to the Bonds.
    d. Developing a sale schedule that incorporates all aspects of bringing Bonds to market and arranging for a successful closing of the transaction.
    e. Assisting the Issuer in determining whether to pursue a public sale or a private placement to a bank or other financial institution, based upon the facts and circumstances in evidence at that time.
    f. For a public sale, assisting in the preparation of the preliminary and final Official Statements to be issued by the Issuer relating to Bonds for final approval by the Issuer and its agents, including bond counsel regarding same.
    g. Assisting in making presentations to rating agencies with respect to the Bonds if applicable.
    h. Evaluating and making recommendations to the Issuer concerning the use of bond insurance and any other available credit enhancements, if applicable.
    i. For a public sale, distributing preliminary and final Official Statements and other documents to a broad list of institutions, banks, trusts, insurance companies, investment counselors, and other prospective investors in Bonds.
    j. For a public sale, forming, if deemed appropriate by Piper Sandler and the Issuer, an underwriting group for the purpose of underwriting the Bonds, and informing the Issuer as to the membership of any group so formed.
    k. For a public sale, developing a marketing plan for the offering, including identification of potential investors.
    l. Contacting potential investors, including those that might be considering a private placement, providing them with offering-related information, responding to their inquiries and, if requested, coordinating their due diligence sessions.
    m. Negotiating the pricing, including the interest rate, and other terms of Bonds.

n. For a public sale, obtaining CUSIP number(s) for Bonds and arranging for their DTC book-entry eligibility.
o. Providing a final schedule of debt service payments for Bonds.
p. Reviewing and making comments with respect to closing documents prepared by Bond Counsel.
q. Planning and arranging for the closing and settlement of the issuance and the delivery of Bonds.
r. Other activities that are integral to the purchase and distribution of the Bonds and activities integral to fulfilling the role of placement agent or underwriter including under the antifraud provisions of the federal securities laws and the obligations of Piper Sandler under MSRB rules.

2. **Term and Termination.** The term of this engagement shall begin on the date of this letter until the earlier of: the termination by either party as described below or until the end of the underwriting period or date of sale for each series of Bonds. Either party may terminate Piper Sandler's engagement at any time without liability or penalty upon at least 30 days' prior written notice to the other party. If Piper Sandler's engagement is terminated by the Issuer, the Issuer agrees to reimburse Piper Sandler for its out-of-pocket expenses (e.g., travel requested by the Issuer for in-person meetings) incurred until the date of termination. Both parties agree that with respect to any specific series of Bonds, this letter will be replaced and superseded by any bond purchase or placement agreement entered into by the parties (the "Purchase Agreement" or "Placement Agent Agreement") if and when the Bonds are priced.

3. **Miscellaneous.** You agree that the advice provided pursuant to this engagement should not be construed as advice as to whether you should approve or authorize the Bonds. The parties agree that we are not making a final commitment to underwrite or place securities until certain events have occurred including among other things, a successful bond authorization and, satisfactory completion and execution of all final documentation for an offering and credit approval. This Agreement is therefore not a final commitment by us express or implied, to underwrite, place or purchase any securities. This Agreement will be governed by, and construed in accordance with, the laws of the State of Oregon, without regard to conflicts of law principals to the extent that the application of the laws of another jurisdiction would be required thereby. The Issuer and Piper Sandler each hereby irrevocably waive any right they may have to a trial by jury in respect of any claim based upon or arising out of this Agreement or the transactions contemplated hereby. This Agreement may not be assigned by either party without the prior written consent of the other party. This Agreement embodies the entire agreement and understanding between the parties hereto and supersedes all prior agreements and understandings relating to the subject matter hereof. If any provision of this Agreement is determined to be invalid or unenforceable in any respect, such determination will not affect such provision in any other respect or any other provision of this Agreement, which will remain in full force and effect. This Agreement may not be amended or otherwise modified or waived except by an instrument in writing signed by both Piper Sandler and the Issuer.

4. **MSRB Disclosures.** As required by the Municipal Securities Rulemaking Board (MSRB) Rule G-17 in accordance with MSRB Notice 2012-25 (May 7, 2012) we are providing you with certain disclosures relating to the issuance of the Bonds. Under new federal regulations, all underwriters and placement agents are now required to send the following disclosures to you (as the Issuer of the Bonds) in order to clarify with you the role of a placement agent or underwriter and other matters relating to an underwriting or placement of the Bonds.

   Piper Sandler intends to serve as a placement agent or underwriter respecting the Bonds and not as a financial advisor or municipal advisor to you. As part of our services as a placement agent or underwriter, Piper Sandler may provide advice concerning the structure, timing, terms, and other similar matters concerning an issue of municipal securities that Piper Sandler is underwriting or placing.

   Our Role as Placement Agent:
   If we are serving as a placement agent or underwriter for the Bonds, these are some important disclosures that clarify our role and responsibilities:

(i) MSRB Rule G-17 requires us to deal fairly at all times with both municipal issuers and investors;
(ii) Our primary role in this transaction is to facilitate the sale and purchase of municipal securities between you and one or more investors for which we will receive compensation;
(iii) Unlike a municipal advisor, we do not have a fiduciary duty to you under the federal securities laws and are, therefore, not required by federal law to act in your best interests without regard to our own financial or other interests;
(iv) We have a duty to arrange the purchase securities from you at a fair and reasonable price, but must balance that duty with our duty to arrange the sale to investors at prices that are fair and reasonable; and
(v) In the event an official statement is prepared, we will review the official statement for your securities in accordance with, and as part of, our responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of the transaction.

***Our Role as Underwriter*:**
If we are serving as an underwriter for the Bonds, these are some important additional disclosures that clarify our role as an underwriter:

(i) MSRB Rule G-17 requires an underwriter to deal fairly at all times with both municipal issuers and investors;
(ii) The underwriter's primary role is to purchase securities with a view to distribution in an arm's-length commercial transaction with the Issuer and it has financial and other interests that differ from those of the Issuer;
(iii) Unlike a municipal advisor, the underwriter does not have a fiduciary duty to the Issuer under the federal securities laws and is, therefore, not required by federal law to act in the best interests of the Issuer without regard to its own financial or other interests;
(iv) The underwriter has a duty to purchase securities from the Issuer at a fair and reasonable price, but must balance that duty with its duty to sell municipal securities to investors at prices that are fair and reasonable; and
(v) The underwriter will review the official statement for the Issuer's securities in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of the transaction.

Our Compensation:
We will be compensated by a fee and/or an underwriting discount that will be set forth in the agreement to be negotiated and entered into in connection with the issuance of the Bonds. Payment or receipt of the underwriting fee or discount will be contingent on the closing of the transaction and the amount of the fee or discount may be based, in whole or in part, on a percentage of the principal amount of the Bonds. While this form of compensation is customary in the municipal securities market, it presents a conflict of interest since the underwriter or placement agent may have an incentive to recommend to the Issuer a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

Conflicts of Interest:
If the Bonds are sold via a public sale, the following additional disclosures apply:

We have entered into a separate agreement with Charles Schwab & Co., Inc. that enables Charles Schwab & Co., Inc. to distribute certain new issue municipal securities underwritten by or allocated to us which could include the Bonds. If a public offering is of the Bonds is made, we could share with Charles Schwab & Co., a portion of the fee or commission paid to us as underwriter.

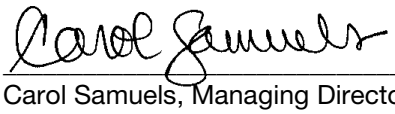
Risk Disclosures:
In accordance with the requirements of MSRB Rule G-17, attached to this letter as Appendix A is a description of the material aspects of a typical fixed rate offering, including the Bonds. This letter may be later supplemented if the material terms of the Bonds change from what is described here.

If you have any questions or concerns about these disclosures, please make those questions or concerns known immediately to me. In addition, you should consult with your own financial, legal, accounting, tax and other advisors, as applicable, to the extent you deem appropriate.

It is our understanding that you are authorized or are expected to be authorized to sign the bond purchase agreement with us. If our understanding is incorrect, please notify the undersigned immediately.

Thank you.

Sincerely,



Carol Samuels, Managing Director
Piper Sandler & Co.

Acknowledgement and Approval of Engagement
and Receipt of Appendix A Disclosures

_____
Kim Cusick, Business Services Director
Lincoln County School District

Date: _____

PIPER | SANDLER

Appendix A – G-17 Disclosure

Thank you for engaging Piper Sandler & Co. to serve as your underwriter or placement agent. We are writing to provide you with certain disclosures relating to the captioned bond issue (Bonds), as required by Municipal Securities Rulemaking Board (MSRB) Rule G-17 as set forth in MSRB Notice 2019-20 (Nov. 8, 2019).[1].

Piper Sandler & Co. intends to serve as an underwriter or placement agent, and not as a financial advisor or municipal advisor, in connection with the issuance of the Bonds. As part of our underwriting services, we may provide advice concerning the structure, timing, terms, and other similar matters concerning the issuance of the Bonds.

The following G-17 conflict of interest disclosures are now broken down into three types, including: 1) dealer-specific conflicts of interest disclosures (if applicable); 2) transaction-specific disclosures (if applicable); and 3) standard disclosures.

If Piper Sandler is engaged to act as your underwriter in a negotiated underwriting, by engaging Piper Sandler as your underwriter, you determined to sell the Bonds by negotiated sale. A negotiated sale is the sale of a new issue of municipal securities by an issuer directly to an underwriter or underwriting syndicate selected by the issuer. A negotiated sale is distinguished from a sale by competitive bid, which requires public bidding by the underwriters. Piper Sandler did not advise you as to what method of sale (competitive or negotiated sale) you used for this issuance of municipal securities.

Dealer-Specific Conflicts of Interest Disclosures

Piper Sandler has identified the following actual or potential[2] material conflicts of interest:

- We have entered into a separate agreement with Charles Schwab & Co., Inc. that enables Charles Schwab & Co., Inc. to distribute certain new issue municipal securities underwritten by or allocated to us which could include the Bonds. Under that agreement, we will share with Charles Schwab & Co., a portion of the fee or commission paid to us.

Transaction-Specific Disclosures

- Disclosures Concerning Complex Municipal Securities Financing:
  - Since we have recommended to the Issuer/Obligor a financing structure that may be a "complex municipal securities financing" for purposes of MSRB Rule G-17, attached is a description of the material financial characteristics of that financing structure as well as the material financial risks of the financing that are known to us and reasonably foreseeable at this time.

Standard Disclosures

- Disclosures Concerning the Underwriters' Role:
  - MSRB Rule G-17 requires an underwriter to deal fairly at all times with both issuers and investors.
  - The underwriters' primary role is to purchase the Bonds with a view to distribution in an arm's-length commercial transaction with the Issuer. The underwriters have financial and other interests that differ from those of the Issuer.

[1] Revised Interpretive Notice Concerning the Application of MSRB Rule G-17 to Underwriters of Municipal Securities (effective Mar. 31, 2021).

[2] When we refer to *potential* material conflicts throughout this letter, we refer to ones that are reasonably likely to mature into *actual* material conflicts during the course of the transaction, which is the standard required by MSRB Rule G-17.

- Unlike a municipal advisor, an underwriter does not have a fiduciary duty to the Issuer under the federal securities laws and is, therefore, not required by federal law to act in the best interests of the Issuer without regard to its own financial or other interests.
- The Issuer may choose to engage the services of a municipal advisor with a fiduciary obligation to represent the Issuer's interest in this transaction.
- The underwriters have a duty to purchase the Bonds from the Issuer at a fair and reasonable price but must balance that duty with their duty to sell the Bonds to investors at prices that are fair and reasonable.
- The underwriters will review the official statement for the Bonds in accordance with, and a part of, their respective responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction.[3]

- Disclosures Concerning the Placement Agent Role:
  - MSRB Rule G-17 requires us to deal fairly at all times with both municipal issuers and investors.
  - Our primary role in this transaction is to facilitate the sale and purchase of municipal securities between you and one or more investors for which we will receive compensation.
  - Unlike a municipal advisor, a placement agent does not have a fiduciary duty to the Issuer under the federal securities laws and is, therefore, not required by federal law to act in the best interests of the Issuer without regard to its own financial or other interests.
  - The placement agent has a duty to purchase the Bonds from the Issuer at a fair and reasonable price but must balance that duty with their duty to sell the Bonds to investors at prices that are fair and reasonable.
  - In the event an official statement is prepared, the placement agent will review the official statement for the Bonds in accordance with, and a part of, their respective responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction.[4]

- Disclosures Concerning the Underwriters' Compensation:
  - The underwriters will be compensated by a fee and/or an underwriting discount that will be set forth in the bond purchase agreement to be negotiated and entered into in connection with the issuance of the Bonds. Payment or receipt of the underwriting fee or discount will be contingent on the closing of the transaction and the amount of the fee or discount may be based, in whole or in part, on a percentage of the principal amount of the Bonds. While this form of compensation is customary in the municipal securities market, it presents a conflict of interest since the underwriters may have an incentive to recommend to the Issuer a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

- Disclosures Concerning the Placement Agent's Compensation:
  - The placement agent will be compensated by a fee that was negotiated and entered into in connection with the issuance of the Bonds. Payment or receipt of the placement agent fee will be contingent on the closing of the transaction and the amount of the fee may be based, in whole or in part, on a percentage of the principal amount of the Bonds. While this form of

[3] Under federal securities law, an issuer of securities has the primary responsibility for disclosure to investors. The review of the official statement by the underwriters is solely for purposes of satisfying the underwriters' obligations under the federal securities laws and such review should not be construed by an issuer as a guarantee of the accuracy or completeness of the information in the official statement.

[4] Under federal securities law, an issuer of securities has the primary responsibility for disclosure to investors. The review of the official statement by the underwriters is solely for purposes of satisfying the underwriters' obligations under the federal securities laws and such review should not be construed by an issuer as a guarantee of the accuracy or completeness of the information in the official statement.

compensation is customary in the municipal securities market, it presents a conflict of interest since the placement agent may have an incentive to recommend to the Issuer a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

If you or any other Issuer officials have any questions or concerns about these disclosures, please make those questions or concerns known immediately to the undersigned. In addition, you should consult with the Issuer's own financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent you deem appropriate.

Please note that nothing in this letter should be viewed as a commitment by the underwriters or placement agent to purchase or sell all the Bonds and any such commitment will only exist upon the execution of any bond purchase agreement or similar agreement and then only in accordance with the terms and conditions thereof.

You have been identified by the Issuer as a primary contact for the Issuer's receipt of these disclosures, and that you are not a party to any disclosed conflict of interest relating to the subject transaction. If our understanding is incorrect, please notify the undersigned immediately. We are required to seek your acknowledgement that you have received this letter. Accordingly, please send me an email to that effect, or sign and return the enclosed copy of this letter to me at the address set forth above. Otherwise, an email read receipt from you or automatic response confirming that our email was opened by you will serve as an acknowledgment that you received these disclosures.

Depending on the structure of the transaction that the Issuer decides to pursue, or if additional actual or potential material conflicts are identified, we may be required to send you additional disclosures regarding the material financial characteristics and risks of such transaction and/or describing those conflicts. At that time, we also will seek your acknowledgement of receipt of any such additional disclosures.

Appendix B – Fixed Rate Bonds

The following is a general description of the financial characteristics and security structures of fixed rate municipal bonds ("Fixed Rate Bonds"), as well as a general description of certain financial risks that are known to us and reasonably foreseeable at this time and that you should consider before deciding whether to issue Fixed Rate Bonds. If you have any questions or concerns about these disclosures, please make those questions or concerns known immediately to us. In addition, you should consult with your financial and/or municipal, legal, accounting, tax, and other advisors, as applicable, to the extent you deem appropriate.

Financial Characteristics

Maturity and Interest. Fixed Rate Bonds are interest-bearing debt securities issued by state and local governments, political subdivisions and agencies and authorities, whether for their benefit or as a conduit issuer for a nongovernmental entity. Maturity dates for Fixed Rate Bonds are fixed at the time of issuance and may include serial maturities (specified principal amounts are payable on the same date in each year until final maturity) or one or more term maturities (specified principal amounts are payable on each term maturity date) or a combination of serial and term maturities. The final maturity date typically will range between 10 and 30 years from the date of issuance. Interest on the Fixed Rate Bonds typically is paid semiannually at a stated fixed rate or rates for each maturity date.

Redemption. Fixed Rate Bonds may be subject to optional redemption, which allows you, at your option, to redeem some or all the bonds on a date prior to scheduled maturity, such as in connection with the issuance of refunding bonds to take advantage of lower interest rates. Fixed Rate Bonds will be subject to optional redemption only after the passage of a specified period, often approximately ten years from the date of issuance, and upon payment of the redemption price set forth in the bonds, which may include a redemption premium. You will be required to send out a notice of optional redemption to the holders of the bonds, usually not less than 30 days prior to the redemption date. Fixed Rate Bonds with term maturity dates also may be subject to mandatory sinking fund redemption, which requires you to redeem specified principal amounts of the bonds annually in advance of the term maturity date. The mandatory sinking fund redemption price is 100% of the principal amount of the bonds to be redeemed.

Security

Payment of principal of and interest on a municipal security, including Fixed Rate Bonds, may be backed by various types of pledges and forms of security, some of which are described below.

General Obligation Bonds. "General obligation (GO) bonds" are debt securities to which your full faith and credit is pledged to pay principal and interest. If you have taxing power, generally you will pledge to use your ad valorem (property) taxing power to pay principal and interest. The debt service on "unlimited tax" GO bonds are paid from ad valorem taxes which are not subject to state constitutional property tax millage limits, whereas "limited tax" GO Bonds are subject to such limits.

General obligation bonds constitute a debt and, depending on applicable state law, may require that you obtain approval by voters prior to issuance. In the event of default in required payments of interest or principal, the holders of general obligation bonds generally will have certain rights under state law to compel you to impose a tax levy.

Revenue Bonds. **"**Revenue bonds" are debt securities that are payable only from a specific source or sources of revenues. Revenue bonds are not a pledge of your full faith and credit, and you (or, if you are a conduit issuer, the obligor, as described in the following paragraph) are obligated to pay principal and interest on your revenue bonds only from the revenue source(s) specifically pledged to the bonds. Revenue bonds do not permit the bondholders to compel you to impose a tax levy for payment of debt service. Pledged revenues may be derived from operation of the financed project or system, grants or excise or other specified taxes. Generally, subject to state law or local charter requirements, you are not required to obtain voter approval prior to issuance of revenue bonds. If the specified source(s) of revenue become inadequate, a default in payment of principal or interest may occur. Various types of pledges of revenue may be used to secure interest and principal payments on revenue bonds. The nature of these pledges may differ widely based on state law, the type of issuer, the type of revenue stream and other factors.

Some revenue bonds (conduit revenue bonds) may be issued by a governmental issuer acting as a conduit for the benefit of a private sector entity or a 501(c)(3) organization (the obligor). Conduit revenue bonds commonly are issued for not-for-profit hospitals, educational institutions, single and multi-family housing, airports, industrial or economic development projects, and student loan programs, among other obligors. Principal and interest on conduit revenue bonds normally are paid exclusively from revenues pledged by the obligor. Unless otherwise specified under the terms of the bonds, you are not required to make payments of principal or interest if the obligor defaults.

The description above regarding "Security" is only a summary of certain possible security provisions for the bonds and is not intended as legal advice. You should consult with your bond counsel for further information regarding the security for the bonds.

Financial Risk Considerations

Certain risks may arise in connection with your issuance of Fixed Rate Bonds, including some or all the following (generally, the obligor, rather than the issuer, will bear these risks for conduit revenue bonds):

Issuer Default Risk. You may be in default if the funds pledged to secure your bonds are not enough to pay debt service on the bonds when due. The consequences of a default may be serious for you and, depending on applicable state law and the terms of the authorizing documents, the holders of the bonds, the trustee and any credit support provider may be able to exercise a range of available remedies against you. For example, if the bonds are secured by a general obligation pledge, you may be ordered by a court to raise taxes. Other budgetary adjustments also may be necessary to enable you to provide sufficient funds to pay debt service on the bonds. If the bonds are revenue bonds, you may be required to take steps to increase the available revenues that are pledged as security for the bonds. A default may negatively impact your credit ratings and may effectively limit your ability to publicly offer bonds or other securities at market interest rate levels. Further, if you are unable to provide sufficient funds to remedy the default, subject to applicable state law and the terms of the authorizing documents, you may find it necessary to consider available alternatives under state law, including (for some issuers) state-mandated receivership or bankruptcy. A default also may occur if you are unable to comply with covenants or other provisions agreed to in connection with the issuance of the bonds.

This description is only a summary of issues relating to defaults and is not intended as legal advice. You should consult with your bond counsel for further information regarding defaults and remedies.

Bonds payable from the general fund, particularly bonds without a defined revenue stream identified to pay debt service, reduce your flexibility to balance the general fund. Because a fixed debt service payment is required to be paid regardless of how your general fund is impacted by

revenue losses or by increased expenses, you have less flexibility in the options available to you in assuring a balanced budget for your general fund.

General Fund Obligations that are Project Based. Some general fund obligations are issued for projects which are expected to generate revenues that will pay for some or all of the debt service on the bonds. In the event the project does not generate the anticipated levels of revenues available for debt service, or, in the extreme case, does not create any revenue available for debt service, you may need to make payments from other available general fund revenues. This may force you to reduce other expenditures or to make difficult decisions about how to pay your debt service obligation while meeting other expenditure needs.

General Fund Obligations that are Subject to Annual Appropriation. Some general fund obligations require that debt service is subject to annual appropriation by your governing body. If your governing body decides not to appropriate payments for debt service, your credit ratings may be negatively impacted, and you may be forced to pay a higher interest rate on future debt issuance or may be unable to access the market for future debt issuance.

For all bonds, a default may negatively impact your credit ratings and may effectively limit your ability to publicly offer bonds or other securities at market interest rate levels. Further, if you are unable to provide sufficient funds to remedy the default, subject to applicable state law and the terms of the authorizing documents, it may be necessary for you to consider available alternatives under state law, including (for some issuers) state-mandated receivership or bankruptcy. A default also may occur if you are unable to comply with covenants or other provisions agreed to in connection with the issuance of the bonds.

Redemption Risk. Your ability to redeem the bonds prior to maturity may be limited, depending on the terms of any optional redemption provisions. If interest rates decline, you may be unable to take advantage of the lower interest rates to reduce debt service.

Refinancing Risk. If your financing plan contemplates refinancing some or all the bonds at maturity (for example, if you have term maturities or if you choose a shorter final maturity than might otherwise be permitted under the applicable federal tax rules), market conditions or changes in law may limit or prevent you from refinancing those bonds when required.

Reinvestment Risk. You may have proceeds from the issuance of the bonds available to invest prior to the time that you are able to spend those proceeds for the authorized purpose. Depending on market conditions, you may not be able to invest those proceeds at or near the rate of interest that you are paying on the bonds, which is referred to as “negative arbitrage”.

Tax Compliance Risk. The issuance of tax-exempt bonds is subject to several requirements under the United States Internal Revenue Code, as enforced by the Internal Revenue Service (IRS). You must take certain steps and make certain representations prior to the issuance of tax-exempt bonds. You also must covenant to take certain additional actions after issuance of tax-exempt bonds. A breach of your representations or your failure to comply with certain tax-related covenants may cause the interest on bonds to become taxable retroactively to the date of issuance of the bonds, which may result in an increase in the interest rate that you pay on the bonds or the mandatory redemption of the bonds. The IRS also may audit you or your bonds, in some cases on a random basis and in other cases targeted to specific types of bond issues or tax concerns. If tax-exempt bonds are declared taxable, or if you are subject to audit, the market price of your bonds may be adversely affected. Further, your ability to issue other tax-exempt bonds also may be limited.

This description of tax compliance risks is not intended as legal advice and you should consult with your bond counsel regarding tax implications of issuing the bonds.

Appendix C – Capital Appreciation Bonds

The following is a general description of the financial characteristics of Capital Appreciation Bonds (CABs), as well as a general description of certain financial risks that are known to us and reasonably foreseeable at this time and that you should consider before deciding whether to issue CABs. If you have any questions or concerns about these disclosures, please make those questions or concerns known immediately to us. In addition, you should consult with your financial and/or municipal, legal, accounting, tax, and other advisors, as applicable, to the extent you deem appropriate.

Financial Characteristics

CABs are bonds that are typically sold at a price less than their par amount (i.e., an *"original issue discount"*). The difference between the sales price and the par amount is considered the original issue discount. CABs typically do not pay interest periodically like traditional Current Interest Bonds ("CIBs"), but rather pay interest only at maturity. CABs accrete in value at a stated yield as interest accrues, regardless of the current market rate. At maturity, investors receive an amount equal to the initial principal invested plus the interest earned, compounded at the stated yield.

Convertible CABs are a hybrid structure in which the bonds accrete in value while in the CAB mode and then pay annual principal and semi-annual interest as a traditional CIB after the conversion date. The interest and principal paid after the conversion date is based on the accreted value of the bonds at the conversion date instead of the original par value.

CABs may be attractive to issuers because they defer debt service payments until maturity and relieve pressure on an issuer's annual debt service budget. They may also allow issuers to smooth out debt service payments in their annual budgets by issuing CABs structured or scheduled to mature in years in which other series of bonds do not mature, or in the years between the last serial bond and the start of mandatory term bond calls.

Financial Risk Considerations

Certain risks may arise in connection with your issuance of CABs, including some or all the following (generally, the obligor, rather than the issuer, will bear these risks for conduit revenue bonds):

Issuer Default Risk. Depending on how the CABs are structured, the maturity value may be a substantial amount. You may be in default if the funds pledged to secure your CABs are not enough to pay debt service on the CABs when due. The consequences of a default may be serious for you and, depending on applicable state law and the terms of the authorizing documents, the holders of the bonds, the trustee and any credit support provider may be able to exercise a range of available remedies against you. For example, if the CABs are secured by a general obligation pledge, you may be ordered by a court to raise taxes. Other budgetary adjustments also may be necessary to enable you to provide sufficient funds to pay debt service on the CABs. If the bonds are revenue bonds, you may be required to take steps to increase the available revenues that are pledged as security for the bonds. A default may negatively impact your credit ratings and may effectively limit your ability to publicly offer bonds or other securities at market interest rate levels. Further, if you are unable to provide sufficient funds to remedy the default, subject to applicable state law and the terms of the authorizing documents, you may find it necessary to consider available alternatives under state law, including (for some issuers) state-mandated receivership or

bankruptcy. A default also may occur if you are unable to comply with covenants or other provisions agreed to in connection with the issuance of the bonds.

This description is only a summary of issues relating to defaults and is not intended as legal advice. You should consult with your bond counsel for further information regarding defaults and remedies.

Redemption Risk. Your ability to redeem the CABs prior to maturity may be limited, depending on the terms of any optional redemption provisions. CABs are generally not subject to optional redemption by issuers until the maturity date thereof. If interest rates in the market decline, you may be unable to take advantage of the lower interest rates to reduce debt service if the CABs cannot be redeemed.

Refinancing Risk. If your financing plan contemplates refinancing some or all the CABs at maturity, market conditions or changes in law may limit or prevent you from refinancing those CABs when required. Further, limitations in the federal tax rules on advance refunding of bonds (an advance refunding of bonds occurs when tax-exempt bonds are refunded more than 90 days prior to the date on which those bonds may be retired) may restrict your ability to refund the CABs to take advantage of lower interest rates.

Interest Rate Penalty. While CABs may allow you to defer interest payments until maturity of the bond, investors require significantly higher yield to forgo traditional semi-annual interest payments. The higher yields, together with the potential of reduced flexibility to optionally redeem the CABs prior to maturity, may result in higher total debt costs than if you had issued CIBs. This may be exacerbated if the financial assumptions underlying the issuance of CABs are ultimately incorrect.

Interest Payment Deferral. As the interest rates on CABs is generally higher than CIBs and accretes over the life of the CABs, you must prepare for an even higher debt service that will be due and payable at the stated maturity of CABs. Rather than paying the remaining principal and the final semi-annual coupon payment at maturity for traditional long-term fixed rate bonds, you will be required to pay all the principal and all of the interest that will have compounded from the issuance date through maturity. Convertible CABs carry the inherent risk that, upon conversion from CABs to CIBs, the CIBs will require semi-annual interest payments.

Limited Investor Base. Due to the unique characteristics of CABs, there may be a limited universe of potential investors. This could lead the underwriters to have difficulty selling the CABs, and which could result in higher yields and higher total debt costs. Additionally, you should consider that CABs may price at a substantial yield concession to current interest fixed rate bonds as investors value the structure relative to other product alternatives.

Reinvestment Risk. You may have proceeds of the CABs to invest prior to the time that you are able to spend those proceeds for the authorized purpose. Depending on market conditions, you may not be able to invest those proceeds at or near the yield on the CABs, which is referred to as "negative arbitrage."

Tax Compliance Risk. The issuance of tax-exempt bonds is subject to several requirements under the U.S. Internal Revenue Code, as enforced by the Internal Revenue Service (IRS). You must take certain steps and make certain representations prior to the issuance of tax-exempt bonds. You also must covenant to take certain additional actions after issuance of tax-exempt bonds. A breach of your representations or your failure to comply with certain tax-related covenants may cause the interest on the CABs (if issued as tax-exempt obligations) to become taxable retroactively to the date of issuance of the CABs, which may result in an increase in the interest

rate that you pay on the CABs. The IRS also may audit you or your CABs or other bonds, in some cases on a random basis and in other cases targeted to specific types of bond issues or tax concerns. If the CABs are declared taxable, or if you are subject to audit, you may be unable to remarket or refinance the CABs. Further, your ability to issue other tax-exempt bonds also may be limited.

This description of tax compliance risks is not intended as legal advice and you should consult with your bond counsel regarding the tax implications of issuing CABs.

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

10.b.1. Summer 2023 Projects Update - Rich Belloni

West Area	
YV	Remodel Office
YV	Vestibule
YV	2.5 M Seismic Upgrade
SC	Intercom - SMEED
NMS	New Compactor
NHS	Grandstand
NHS	Underbuilding
NHS	Pressbox
NHS	2 Scoreboards

North Area	
TAES	Trail to field (TAHS ADA Parking Lot)
TAES	Retiled 4 rooms
TAES	Cafeteria Tables
TAES	Roof -Cafeteria - 7,200 SqFt
OLE	Moved Preschool From TAHS to OLE
OLE	Fence
TAHS	Tile Room 2110 and 207, Carpet Counseling Center
TAHS	Media Center - Carpet
TAHS	Concession Stand/Press Box - Softball Outside done
TAHS	ADA Parking Lot
Holly Farm	Consultant - Civil/DEVCO/Geo/Foundation Engineering
Holly Farm	Working with City of Lincoln City - DEQ - applied for 1200C Permit
Holly Farm	Moving and Compacting Materials - $1,897,153 (RK Construction)

South Area	
CVH	Remodel Office
CVH	Storage -
CVH	Vestibule
WHS	2 Gear up rooms

East Area	
TOHS	Roof - 20,725 SqFt
TOHS	Band room new carpet
TOHS	Gear up Office
TOHS	Cafeteria Tables
Arcadia	Roof - 17,505 SqFt

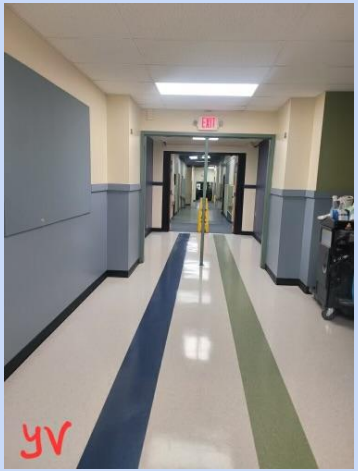
Fencing	
YV	Garden & Gate
SC	Fence Back
NHS - E	Gate at Grandstands
NHS - W	Gardent Fence Gate, Shed, Greenhouse
OLE	Front Fence
TAHS	Move gate to front at Forestry

Yaquina View





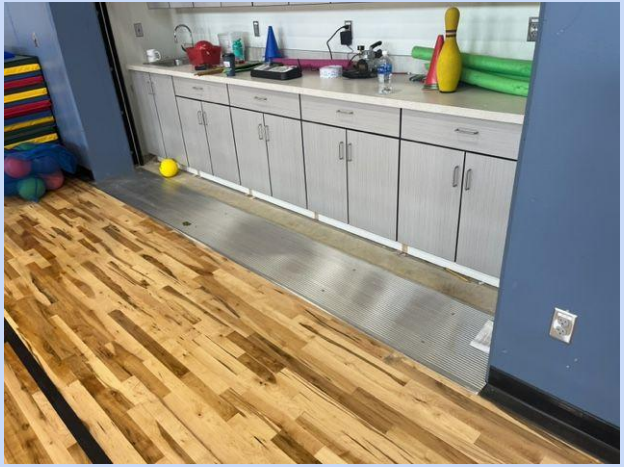














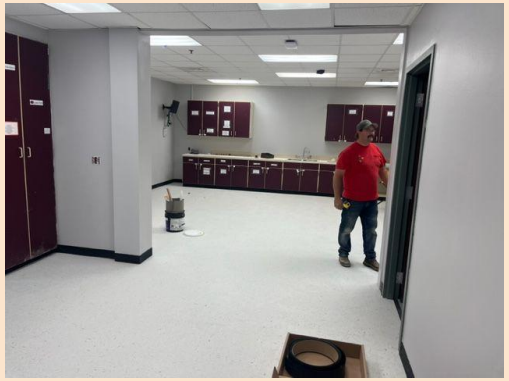




Taft 7-12















Newport High



Crestview Heights







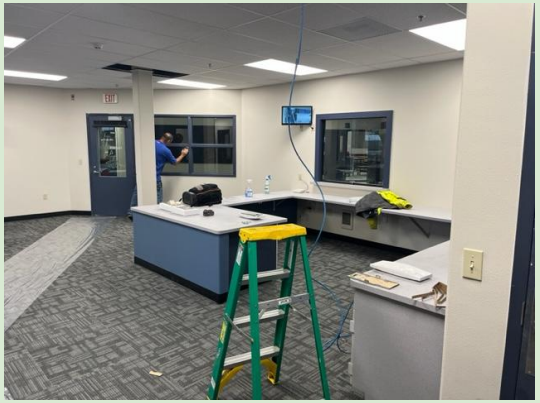


Crestview Heights













10.c. Board

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

10.c.2. OSBA & NSBA participation

10.d. Other

10.d.1. Reminders/Announcements

10.e. Adjournment

Board Goals 2024-2029

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

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

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

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

Lincoln County School District Equity Team
Land Acknowledgement Statement

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

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

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

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