

LINCOLN WITHDRAWAL FROM MAUSD

**SUBMITTED TO VERMONT STATE BOARD OF
EDUCATION BY SAVE COMMUNITY SCHOOLS**

4/11/2022

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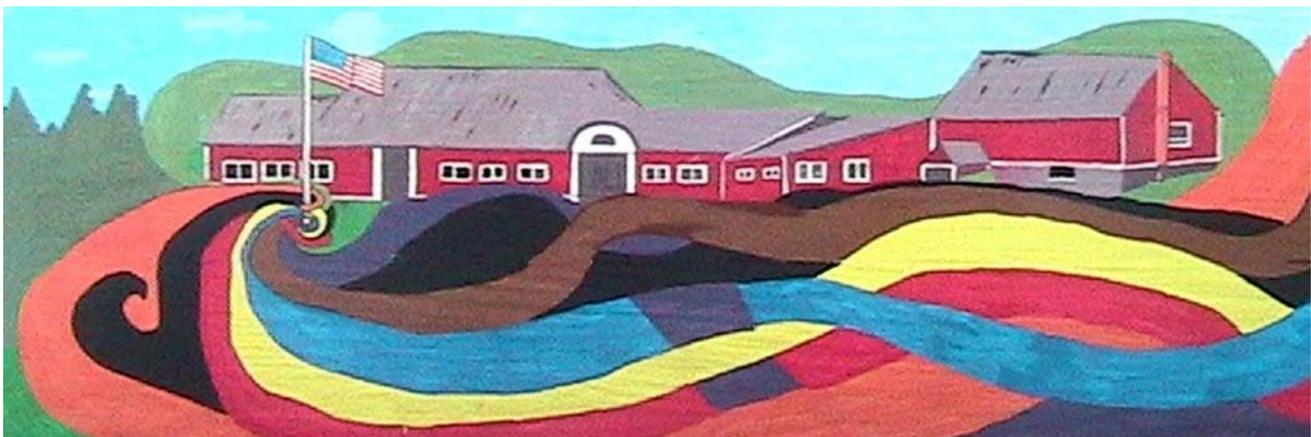
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Lincoln Community School (LCS)

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Our Vision

Save Community Schools holds a vision: One that includes fiscally responsible, vibrant and excellent community elementary schools, as the most successful beginning for the younger learner, and one that enrolls middle school and high school students into educational environments where all students will be successful.

Introduction

Save Community Schools looks forward to meeting with the State Board of Education on April 20, 2022 to seek approval of Lincoln's voter-approved and voter-ratified proposal to withdraw from Mountain Abraham Unified School District (MAUSD) and reconstitute the Lincoln School District.

Save Community Schools (SCS)

The driving force behind Save Community Schools (SCS) is a group of community members, parents and grandparents with students at Lincoln Community School (K-6). Our group includes a former superintendent, a national education consultant, a retired special educator, a retired college mathematics professor, an attorney, current and past school board members, an early childhood educator, the director of a community library, an independent Vermont school board member responsible for facilities development and strategic planning, and active parents and community members. The Lincoln Selectboard has wholeheartedly supported the withdrawal effort by conducting several information meetings for the Mount Abraham Unified School District (MAUSD) community, which are the five towns of Bristol, Lincoln, New Haven, Monkton, and Starksboro. The Selectboard has assigned a board member, with experience developing and managing municipal budgets, to work with LCS.

Highlights of what we accomplished during the last 19 months

October 2020 - July, 2021: Extensive research on education governance, policies, and effective practice; financial analysis and modeling; meetings with MAUSD district leadership and business office; development and delivery of a multi-pronged, responsive community outreach campaign

August 10 and 19, 2021: Informational Meetings for Lincoln Residents with over 220 participants with many one-on-one conversations.

August 24, 2021: Lincoln voters overwhelmingly approved withdrawing from MAUSD by a 3 to 1 margin with two thirds of the registered voters voting. The Lincoln Town Clerk certified the results as 525 supporting withdrawing and 172 opposed.

January 19 and February 17, 2022: Informational Meetings with MAUSD community to discuss Lincoln’s withdrawal and explain implications for residents of Bristol, New Haven, Monkton and Starksboro.

March 1, 2022: The other four towns within MAUSD voted overwhelmingly to ratify Lincoln’s withdrawal by a 3 to 1 margin. The MAUSD Clerk certified election results shown in table below.

Results on Voting to Ratify March 1, 2022			
Town	Yes	No	% “Yes”
Bristol	552	219	72%
Monkton	289	70	81%
New Haven	240	98	71%
Starksboro	286	54	84%
Total	1367	441	76%

Lincoln Community School (LCS)

Our school's essential purpose is to insist that all students learn to use their minds well.

Lincoln Community School is a high performing elementary school grades Pre K-6 students. Several of the classrooms are in multi-grade groupings. In addition, across the street from LCS, is the Lincoln Co-Operative Preschool, a non-profit organization, with 17 students. There are 94 Lincoln students attending Mountain Abraham Middle School and High School, grades 7-12.

The following table shows enrollment by grade. The data, in the table below, was provided by the MAUSD Business Manager and is current as of January 2022.

FY2022 Data for Lincoln students			
Lincoln Community School		Lincoln Students at Mt. Abe	
Grade	ADM*	Grade	ADM*
Pre-K	16.80	7th	14.20
K-Full Time	7.00	8th	16.00
1st	7.00	9th	11.00
2nd	10.00	10th	16.00
3rd	12.00	11th	15.00
4th	9.00	12th	22.00
5th	13.00	Total 7-12	94.20
6th	19.00		
Total	93.80	Total Pre-K-12	188.00

*ADM is Average Daily Membership (actual number of students on a given day)

Leadership at Lincoln Community School (LCS) is provided by senior teachers and a principal at the school for 19 years.

The Table below lists the teachers and staff by full Time equivalent (FTE) for FY2022.

FY2022, Teachers and Staff at LCS Provided by LCS Principal			
Professional Positions	FTE	Professional Support Staff	FTE
Classroom Teachers	4.0	Admin Assistants	1.00
Principal	0.9	General Ed. Assistants	1.00
Interventionists	0.7	Behavior Assistants	1.00
Special Educators	0.4	Food Service	1.75
Art Teachers	0.4	Custodial	1.00
Music Teachers	0.4	Total	5.75
PE Teacher	0.4	Total Teachers and Professional Staff	14.35
Library/Media Teachers	0.6		
Guidance Counselors	0.4		
Nurses	0.4		
Total	8.6		

Lincoln Co-Operative Preschool

Across the street from LCS is the Lincoln Cooperative Pre-School offering early education to 3-5 year olds. The Preschool is a non-profit organization established in 1975 (47 years ago). The current enrollment includes 16 full time Lincoln students. The Preschool also accepts students from other towns as capacity allows. While there is no formal relationship between schools, every year LCS staff conducts informational sessions and skits for the 5 year olds as a way to introduce them to the elementary school. Tuition is a mix of public preschool funding and tuition paid by parents. Parents are responsible for any tuition due for more than 10 hours of public preschool. The state public funding is administered through MAUSD. In the future, the funding would be administered by a Supervisory Union.

Impact of Lincoln Separation on other MAUSD Towns

September 28, 2021: The MAUSD Superintendent presented, to the MAUSD Board and community, central office analysis of the impact Lincoln's withdrawing would have on the other towns: Bristol, New Haven, Monkton and Starksboro. The following is the list of impacts from the Superintendent's presentation:

Instructional Impact

- Programming at Mt. Abe **could be** impacted **slightly** as we would not budget for 100% of Lincoln students tuitioning to Mt. Abe
- MAUSD has no authority for curriculum in Lincoln, even though "presumably most Lincoln students would attend Mt. Abe"
- Students in the four MAUSD towns would receive comparable programming and support which may be inconsistent with programming and support in Lincoln. This has potential to create challenges for teachers when students from all five towns come together in the secondary level.

SCS's Response: We explained to the MAUSD community that our Supervisory Union would be responsible for developing curriculum and "periodically reviewing the compatibility of the SU's curriculum with those of other schools" as required (16 V.S.A. § 261a).

Operational Impact

- MAUSD would reduce approximately 15-18 positions due to Lincoln withdrawal.

SCS's Response: Most of these are either positions at the Lincoln Community School or are included in the previously announced reduction in teachers and staff. The majority of Lincoln teachers and staff have indicated a willingness to continue to be part of the Lincoln Community School. Those not continuing at LCS would stay with MAUSD or move to another school district.

Governance Impact

- MAUSD remains governed as it has been with one less town
- Lincoln would lose its two MAUSD board seats

Financial Impact

- Current central office staffing would need to be maintained to support MAUSD without Lincoln
- This would slightly increase cost per student, therefore the tax rate, for other towns
- Other fixed costs for MAUSD would be divided by fewer equalized pupils which slightly increases the cost per equalized pupil

SCS’s response: Lincoln School District would assume the debt on the community school building which is currently the responsibility of MAUSD. Since the debt is now shared by all five towns, the transfer to Lincoln should lower tax burden for the other four remaining towns.

Educational property tax impact on towns remaining in MAUSD

The MAUSD Superintendent presented the table below showing tax impact for two scenarios. In option 1, Lincoln would join an existing Supervisory Union, separate from MAUSD. Option 2, Lincoln would be its own Supervisory District. Both options assume that 85% of Lincoln Students attend Mt. Abraham for grades 7-12:

Under these scenarios, homeowners would see a tax rate increase (before CLA) of less than one-half of one-cent per \$100 of homestead appraised value. Owners of a homestead valued at \$200,000 would see an increase in educational property tax of \$9.20. A homestead appraised at \$400,000 would increase by \$18.40. Both examples are for taxpayers paying taxes based on property value.

	FY 22 Budget	FY 22 Option 1 or 2	Delta
Total Expenses	\$31,753,310	\$31,753,310	-
Revenue	\$4,426,845	\$6,047,322	+\$1,620,477*
Less Lincoln Direct Costs	NA	\$1,479,964	NA
Less Lincoln Indirect Costs	NA	\$666,830	NA
Education Spending	\$27,326,466	\$23,559,194	-\$3,767,272
Equalized Pupils	1465.71	1260.13	-205.58
Spending per Eq. Pupil	\$18,643.84	\$18,695.84	+\$52.00
MAUSD Tax Rate before CLA	1.6274	1.6320	+0.0046

Option 3 was MAUSD and Lincoln forming a Supervisory Union. This option would slightly lower the tax rate for the remaining towns. However, the Superintendent informed us he has no interest in pursuing this option. Therefore, we have not discussed it here.

Projected Enrollment and Tuitioning of Students

FY2024 is the first year Lincoln will assume full responsibility for education of all of its students (K-12). We plan to continue the operation of grades K through 6 at the Lincoln Community School,

and to tuition students in grades 7-12. Projecting forward FY2022 enrollment in grades 5 -10 gives the estimated enrollment for grades 7-12 in FY2024.

The table below displays the estimated FY24 enrollment for students in grades 7-12.

Estimated FY24 Tuitioned Grades 7-12	
Grade	Number of Students
7	13
8	19
9	14
10	16
11	11
12	16
Total	89

Middle and High Schools in Surrounding Districts

There are five regional Middle and/or High Schools that could potentially enroll Lincoln’s 7-12 graders. They are listed in order of proximity to Lincoln:

Regional Secondary School	Grades	Location	SD/SU	Miles from Lincoln	FY2023 Tuition Rate *
Mt. Abraham Union Middle/H.S.	7-12	Bristol	MAUSD	5	\$19,357
Vergennes Union High School	7-12	Vergennes	ANWSD	15	\$19,636
Middlebury Union High School	9-12	Middlebury	ACSD	17	\$19,712
Middlebury Union Middle School	6-8	Middlebury	ACSD	18	\$18,284
Hinesburg Community School	PreK-8	Hinesburg	CVSD	19	\$17,527
Champlain Valley Union H.S.	9-12	Hinesburg	CVSD	20	\$16,886

* Announced tuition rates per student for FY2023

On April 7th, 2022, Jeanne Albert (member of Save Community Schools) emailed all four Superintendents for the schools listed above. As of April 9, 2022, we have heard back from

Superintendents Patrick Reen (MAUSD), Sheila Soule (ANWSD) and Peter Burrows (ACSD), who have each confirmed that their district will have the capacity to accept all Lincoln 7-12 graders in FY2024.

Estimated Tuition Expenditures Summary

Given the long-standing history of Lincoln secondary students attending Mt. Abraham Middle and High Schools, we expect that a large percentage of students will continue to do so, especially those students who are currently enrolled. To estimate total tuition costs we have modeled four scenarios, under the assumption that 100%, 90%, 80%, and 70% of students attend Mt. Abraham, with any remaining students split evenly between the other schools in the region.

Using the announced tuition rates in the above table, the total (FY23) tuition expenditures under these modeled assumptions range from \$1,722,773 (100% of students attend Mt. Abe) to \$1,706,424 (70% at Mt. Abe), a difference of \$16,349.

While we acknowledge that Lincoln’s elected School District Board will of necessity study these issues more closely, we have also considered some additional issues regarding tuition expenditures that can potentially occur—for example, when a credit or reimbursement is necessary, because of an over-estimate or under-estimate of the tuition rate by the “receiving” district that exceeds 3% (per 16 V.S.A. § 826.)

Source of tuition rates is the Agency of Education, FY 2023 Announced Tuition Data Table, <https://education.vermont.gov/documents/edu-fy23-announced-tuition-report-print-version> .

Mountain Supervisory Union

SCS is aware that before we can establish a Supervisory Union we need the approval of the State Board of Education and the Lincoln and Ripton School District Boards.

SCS is exploring with Ripton a new governance structure for the two school districts. We have already had multiple planning sessions to discuss a joint Supervisory Union and are researching the viability of the Supervisory Union with several former superintendents, consultants and the former business manager of a unified union school district. The latter is helping us develop budgets.

SCS’s and Ripton School Board agree on the following assumptions about the joint Supervisory Union:

- Each school district would have its own board
- Each district would have its own principal
- Elementary classroom teachers would be dedicated to their respective schools
- Teachers for special education, art, music, physical education and health would be shared by both schools

- Business services could be contracted from another district or commercial firm
- A Curriculum Director and Special Education Coordinator would be shared.
- A Superintendent would be hired for the Supervisory Union, most likely less than a full FTE

The Supervisory Union will meet all the requirements specified in 16 V.S.A. § 261.

The proposed governance structure is illustrated in the diagram below:



Lincoln School District Board Members

We are aware that before the Town of Lincoln can elect a School District Board, we need to gain conditional approval of the State Board of Education.

As soon as the State Board of Education grants conditional approval, Lincoln will need the Secretary of State and Lincoln Selectboard to schedule a special election to elect three School District Board Members. At a future date, the Lincoln Selectboard and Lincoln School District Board will consider expanding the board from three to five members. Several years ago, Lincoln expanded its Selectboard from three to five members and found the expanded board more effective. We expect the same dynamic will be true for the School District Board.

SCS has developed a list of skills, experiences and essential attributes we would welcome in candidates for the School Board. The election of board members will be open to all residents in the Lincoln community.

Skills/ Experience

- financial/nonprofit management
- institutional knowledge
- educational leadership
- community leadership

Essential Attributes

- Have a clear vision for the district and be able to participate/lead in vision/mission creation.
- A candidate should understand how to set district goals and be able to strategize to deliver.
- Great communicator verbally, in writing and a good listener
- Ability to collaborate well and value working within a team
- Understand public school policy and have ability to advocate at the local and state level for public education
- Have deep concern (and joy) for children and families
- Continue to honor families of all economic backgrounds and beliefs
- Advocate for all voices, especially the underrepresented
- Support the creation of the conditions in which educators and students will thrive, with common expectations for all students and opportunities for personalization

Some Initial Tasks for New School District Board

After SBE grants conditional approval, the School Board will need to undertake some initial tasks.

- Organizing the Board and electing a Chair
- Finalizing negotiation with MAUSD for financial exit agreement
- Explaining to the other MAUSD towns the details of the negotiated exit agreement
- Continue to develop budgets for the Lincoln School District and the Mountain Supervisory Union
- Working with Ripton to get Supervisory services negotiated and in place
- Identifying, interviewing and hiring a principal, teachers and staff
- Negotiating contractual agreement with teachers and staff
- Partnering with SCS as consultants to support the Board during the transition period

Goal of these activities is to be operational by July 1, 2023 for the 2023-2024 school year

Resources for New School District Board Members

New School Board Members will be encouraged to use the resources provided by the Vermont School Boards Association (VSBA) and other organizations. The VSBA training workshops include:

- School Board 101: First Year Journey
- Strong Leadership training sponsored by VSBA and Vermont Superintendents Association

VSBA also has several tool kits that new members will be encouraged to utilize:

- Resolution Tool Kit
- Essential Work Tool Kit
- Board Chair Tool Kit
- New School Board Members Tool Kit
- Reorganization Tool Kit

Answers to Questions important to the Withdrawal Process

Teachers and Staff

Question 1. If staff members currently working in Lincoln have seniority in the MAUSD district, do they plan to stay in Lincoln or do they plan to ask to be reassigned to a different UUSD campus?

The decision to continue working at the Lincoln Community School (LCS) or to be reassigned to a different MAUSD school must be made contractually by individual teachers on or before by April 15, 2023. Conversations with the current LCS staff indicate a high level of interest in continuing with LCS after the withdrawal process is complete and the newly formed Lincoln School District is operational on July 1, 2023. This interest and subsequent decision to remain at LCS is predicated in large part on the specific provisions of the Mountain Supervisory Union contract to be developed for both the Lincoln School District and the Ripton School District. The viability of this contract will be determined through further analysis of the tax implications for each town and its subsequent affordability.

Question 2. If the new district intends to employ staff members (educational and otherwise) who currently work in the elementary school in Lincoln, then what are the plans for entering into contracts with those employees (e.g., is an agreement being discussed to accept the terms of the collectively bargained agreements between the staff and the MAUSD, or will the new district be negotiating contract terms individually with each of those current UUSD employees)?

Since Lincoln and the Ripton School District are in the process of developing a joint Mountain Supervisory Union, a common contract will be constructed to serve teachers in both districts. The schools have been members of different unified districts, Lincoln in the Mount Abraham Unified School District and Ripton in the Addison Central School District. The SCS group has conducted an analysis of each of the master agreements in these two districts and found them to be very similar (see table below). Our intent is to honor the most favorable provisions of each of these master agreements, again pending a thorough analysis of the tax implications and subsequent affordability to taxpayers in each of the communities. Comparison in table on next page

ACSD and MAUSD Master Agreements are Very Similar

Detail	ACSD	MAUSD
Workdays	187	176 + 10 in-service
Student Days	up to 180	176
Salary 2012-22	BA step 1: \$44,599 MA +30, step 23: \$91,652	BA step 1: \$46,682 MA +30, step 18: \$88,789
Buyout option	1500	1000
Life insurance	30,000 group term	25,000 group term
Sick leave	18 per year, 90 cap	18 per year, 90 cap
Sick bank	1 day contribution, up to 2	1 day contribution, up to 2
Sabbatical	7 yrs. service to qualify	4 yrs. service to qualify
Health Insurance	Same for both: The Board shall provide teachers health insurance and related benefits as required by the arbitration award and the resolution of the negotiations by the Commission on Public School Employees Health Benefits pursuant to the provisions of 16 V.S.A. §2101-2108.	

Question 3. If the new district will not be employing all staff currently in the building, then what are the plans to recruit, negotiate contracts, hire, and train any new staff member(s)?

Our plan is to follow conventional practices for recruitment utilizing word of mouth/personal contact, print advertising media and online advertising of openings with platforms such as SchoolSpring.

In the interests of building and sustaining strong community involvement in the school, interviewing of candidates will be conducted by a committee comprised of the principal, a board member(s) and several community members with final candidates referred to the superintendent who will determine the successful candidate in consultation with the school principal. The candidate will then be presented to the board for final approval.

Training of new staff members will be the responsibility of the school principal and may include assigning the new staff member to a mentor teacher for additional onboarding support and guidance. Selection of a mentor teacher will be consistent with EQS 2114 Definitions, 7. The

principal, along with the superintendent, will also identify and provide access to any relevant regional and state training opportunities for new hires.

Question 4. What are the plans to provide for special education services?

Once conditionally approved and the voters have elected a school board, the new district will fully comply with Title 16 Education Chapter 101. The new board will ensure that services are aligned with the new special education rules that will become effective July 1, 2022.

To support the implementation of Act 173 and the special education rule changes, those at LCS working with children with special needs will be encouraged to participate in the Agency of Education's Professional Development support package including the recently created webinars to be fully conversant with the new rules.

At this point, LCS is already a school in compliance, and the intent is to continue to staff and provide services that continues compliance. Currently Federal and Vermont state regulations are followed so that students with disabilities have access to free and appropriate education. Students who require additional assistance to succeed are academically challenged in the general education environment need appropriate assistance to support their success. (16 V.S.A. §2902). The special education team at LCS is and will continue to be committed to supporting families and educate students with disabilities.

Services will be informed by review of new research and designed to enable students to achieve to their greatest potential. In accordance with 16 V.S.A. §2902 and State Board Rule 2194, LCS will ensure that a tiered system of academic and behavioral supports is in place.

The new district intends to employ the licensed special educator and support staff members who currently work at Lincoln Community School and will enter into contracts with them as soon as possible. If, however, the special education staff choose not to continue at LCS, plans will be made to recruit, negotiate contracts, hire, and train new staff. As required in 16 V.S.A. §1692, all professional staff shall be licensed and appropriately endorsed for their assignment. All classroom staff, including educational support personnel, will have had adequate training to teach or provide services in the area to which they are assigned.

Lincoln Community School has a long record of providing all students with what they need and will continue to do so into the future.

Education Quality Standards

2120 Curriculum and Instruction

The LCS has a very long and successful record of accomplishment of supporting instructional practices (2120.1) aimed at personalizing the educational experience of each student. These instructional practices coupled with small class sizes, multi-grade grouping and active, project-

based learning have resulted in a high level of student engagement in the curriculum and strong parental approval and community support.

In reviewing the EQS specifically around curriculum content (2120.5) and curriculum coordination (2120.6), SCS has consulted with the Lincoln Community School principal and the current board of the Ripton School District. Both schools are compliant with curriculum content in the seven major areas outlined in the EQS (see below) and will continue to maintain this compliance.

a. literacy (including critical thinking, language, reading, speaking and listening, and writing)

b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10)

c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design)

d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history)

e. physical education and health education as defined in 16 V.S.A. §131

f. artistic expression (including visual, media and performing arts)

g. transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology)

In a supervisory union as small as the one we are modeling and proposing, Mountain Supervisory Union, coordination can begin by adopting an SU curriculum (a compendium of the best each of the schools has in place); coordination can be done by the two building principals as part of the larger task of resource and staff sharing and supervised by the superintendent. It is important to note that the current curriculum in each of the schools is aligned with the respective secondary curriculum (7-12 in MAUSD and 6-12 in ACSD). We do not foresee impediments to creating an SU curriculum that will align with the secondary curricula in both districts, which is likely where most of the Lincoln and Ripton elementary students will be matriculating. Maintaining the current compliance with EQS will be a major focus with renewed attention paid to soliciting robust staff and community input in developing and implementing continuous improvement plans.

2121 School Leadership.

The LCS has been blessed with longstanding, stable and effective leadership at the school level. The current school principal will be continuing at LCS in service of a smooth and productive transition. Her stewardship of the school's effective instructional practices and maintenance of meeting and exceeding EQS shall continue unabated.

2122 Learning Environment

Standards for school facilities and the learning environment (2122.1.) and access to instructional materials (2122.2.) have been met and exceeded by LCS over the past 10-12 years. A 2010 bond vote for school facility improvements was approved by Lincoln voters; improvements included:

- Repair and replacement of mechanical systems, including heating and ventilation
- Repair and replacement of the building's envelope, including siding, roof, windows and doors
- Replacement of the temporary "caboose" space (detached modular classrooms)
- Improvement of traffic flow and the parking lot
- Centralization of all special services for struggling students
- New classroom spaces for third- and fourth-grade classes to provide more adequate space and light.

In addition to sufficient broadband access in the school along with ample print and digital instructional materials for student use, LCS also has ready access and use of a remarkable tract of land directly adjacent to the school grounds. On October 6, 2021, Cornwall residents Willard and Caroline Jackson donated 134 acres of woodlands to the town of Lincoln. "Willard's Woods" has literally become an extension of the classroom for students engaged in project-based learning experiences that incorporate the natural environment.

Lincoln/MAUSD Exit Withdrawal Agreement

Information Discussed with MAUSD

Before there is a formal Exit Withdrawal Agreement with the Mount Abraham Unified School District (MAUSD), the State Board of Education needs to grant conditional approval so that a Lincoln School District can be formed. Further, we understand the Lincoln School Board and MAUSD will need to finalize the Exit Agreement. To facilitate the process, SCS has started informal discussions with MAUSD.

Discussions with MAUSD

3/30/2022: Save Community Schools, Inc. (SCS) provided the MAUSD business manager with a three-page document referencing statutory requirements for withdrawal and proposed language for an agreement regarding Lincoln's financial obligations to MAUSD.

4/2/2022: SCS representatives met for 90 minutes with the MAUSD business manager. They discussed the terms of the agreement and came to an understanding as to what both parties believe needs to be addressed.

4/4/2022: MAUSD provided SCS with additional information including a schedule of capital items that were purchased post-unification and a depreciation schedule.

Substantive Sections

- Description of process for withdrawal with statutory references to 16 V.S.A. 724 (a)(b)(c) including special meeting, certified Lincoln vote, certified remaining town vote, conditional termination, school board election and financial agreement
- Disposal and Conveyance of real estate to Lincoln under Article Seven of the Unification agreement.
- Assumption of Vermont Municipal Bond Bank Debt (VMMB) loan #390 taken out by Lincoln Community School in 2011, now held by MAUSD, due in 2027 with principal balance of \$553,649 remaining on 7/1/2023.
- Provisions for reimbursing MAUSD for payments after 7/1/2023 in the event the VMMB or the bondholder does not consent, or Lincoln is otherwise unable to effect assumption of the bonded indebtedness.
- Resolution regarding the photocopier located at the Lincoln School that is part of a master lease agreement including a buyout of the lease, removal of the photocopier or a separate agreement to make quarterly payments directly to MAUSD for the remainder of the lease term.
- Agreement on amount owed the district, if any, for capital improvements made to the Lincoln Community School post-unification and pre withdrawal.

Summary

Our intent in this document is to provide you with as much information as possible about our efforts to withdraw from our current unified school district and reconstitute the Lincoln School District. We look forward to your questions and continuing to work with you as this process moves forward.