



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Karen Gray
Superintendent

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LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Board Work Session
Tuesday, January 24, 2023 - 5:00 PM
Teaching & Learning Center
1212 NE Fogarty Street
Newport, OR 97365

Agenda

1. Call to Order & Reading of Land Acknowledgment
2. Roll Call- Establishment of a quorum
3. Action Items
 - a. Budget Committee Calendar Update

**Lincoln County School District
2023-24 Budget Calendar & Process
Updated 1-10-23**

*	10/11/2022	Draft Budget Calendar Presented to Board
*	11/8/2022	Board Approves Budget Calendar Board Announces Budget Committee Vacancies Zones 2 & 3
	December, January & February	Superintendent, Learning Support Team and Principals meet to discuss budget needs to support Board goals and to update the Integrated Grants Plan. Community Forums or other feedback methods are conducted for Integrated Grants and ESSER funding.
	1/24/2023	Board Work Session to develop Board Budget Goals LST will attend to answer Board questions about programs
	2/1/2023	Budget Committee Candidate Names/Applications Due to Board (was 1/3/23)
*	2/14/2023	Board interviews and appoints Budget Committee Member Zones 2 & 3 (was 1/10/23)
*	2/14/2023	2023-25 Integrated Grants Application presented to Board
	3/6/2023	First Official State Estimate of Funding Released by ODE
	3/7/2023	Budget allocations distributed to all Administrators on staffing sheets
*	3/14/2023	Board Approval of 2023-25 Integrated Grants Application, submission due March 31st
	3/20-3/24/2023	LST meets regionally with principals to review school budget staffing sheets Staffing sheets due to Business Office 3/24 - All Departments & Buildings
	3/27/2023	Staffing Sheets/Budget Finalized by LST and Due to Business Office
	April	Business office prepares Proposed Budget Document
	TBD - April	Budget Committee Training
	5/3/2023 5/10/2023	Budget Committee Meeting notice published in the News Times and posted on the District's website
*	5/16/2023	Proposed Budget document delivered to Budget Committee and available for public review on District Website
	5/23/23 5/25/23 5/30/23	Budget Committee Meetings: 7 pm, Teaching & Learning Center 7 pm, if needed at Teaching & Learning Center 7 pm, if needed at Teaching & Learning Center
	6/7/2023	Budget Hearing Notice published in the NewsTimes Official publication requirements for public hearing: 1 notice at least 5 days but no more than 25 days before meeting
*	6/13/2023	Board Conducts Public Hearing on Approved Budget Resolution for Adoption, Appropriations & Levy approved by Board

Board
Budget Committee

Proposed Changes 1/10/23

4. Information/Discussion/Training
 - a. Talented and Gifted (TAG) Presentation



LCSD Talented & Gifted Programming

Philosophy



Every student has a right to opportunities for maximum development of their potential



Students with outstanding abilities and talents benefit from special programming to meet their needs



Cultural biases and the uneven distribution of resources caused by poverty have resulted in underrepresentation of students from minority backgrounds and those impacted by poverty



Who is Talented & Gifted?

Students who demonstrate **exceptional performance** when compared to relevant development or learning progressions, with consideration for variation in student opportunity to learn and cultural relevance.

TAG Identification Revised

ORS 581-022-2325, revised in January:

- 💡 Eliminated percentile cut-off (97%)
- 💡 Expanded eligibility from reading and math to any academic area (e.g. science)
- 💡 Emphasizes multiple modes and methods of gathering data
- 💡 Local control over eligibility criteria





Increase pathways to
TAG Identification &
Service





LCSD's Current State

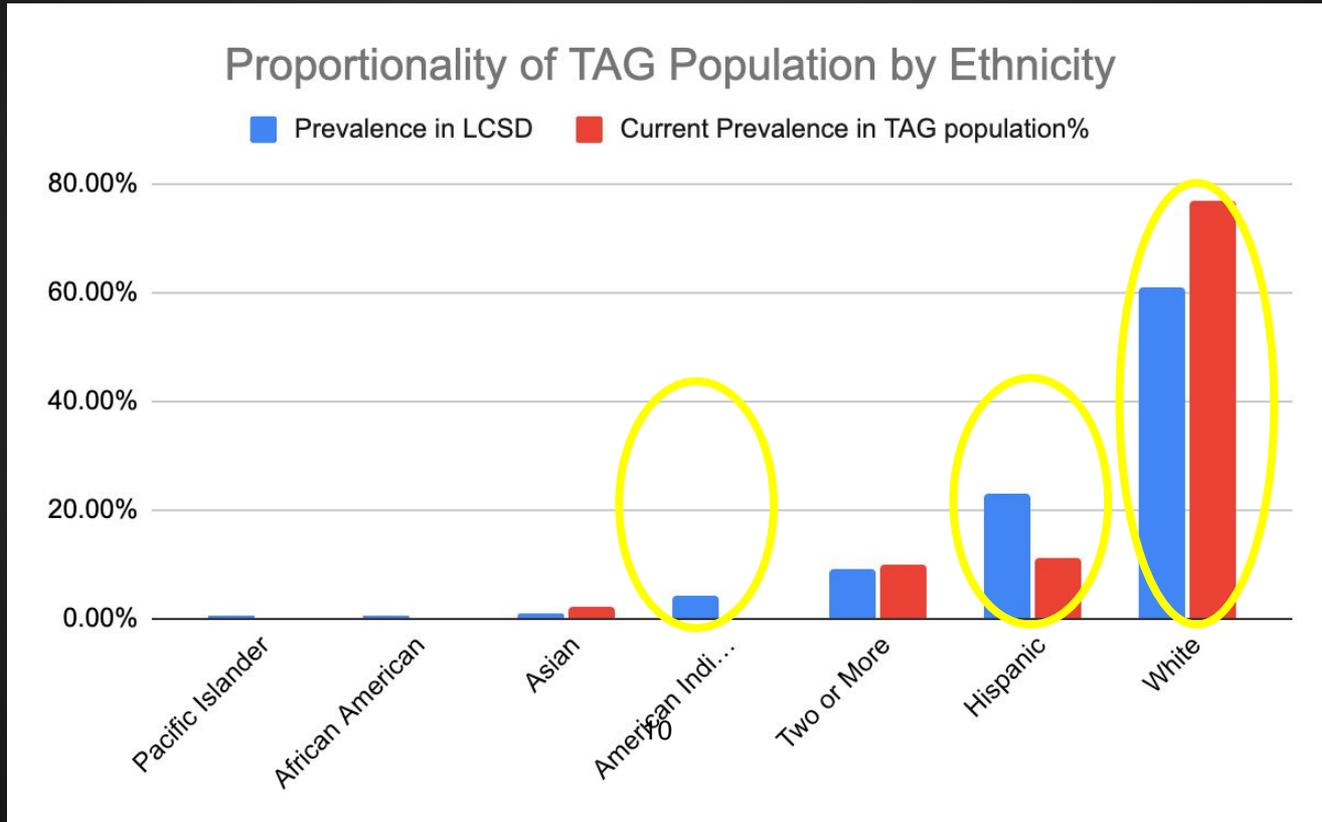
LCSD students eligible for TAG

2%

National estimate from OATAG

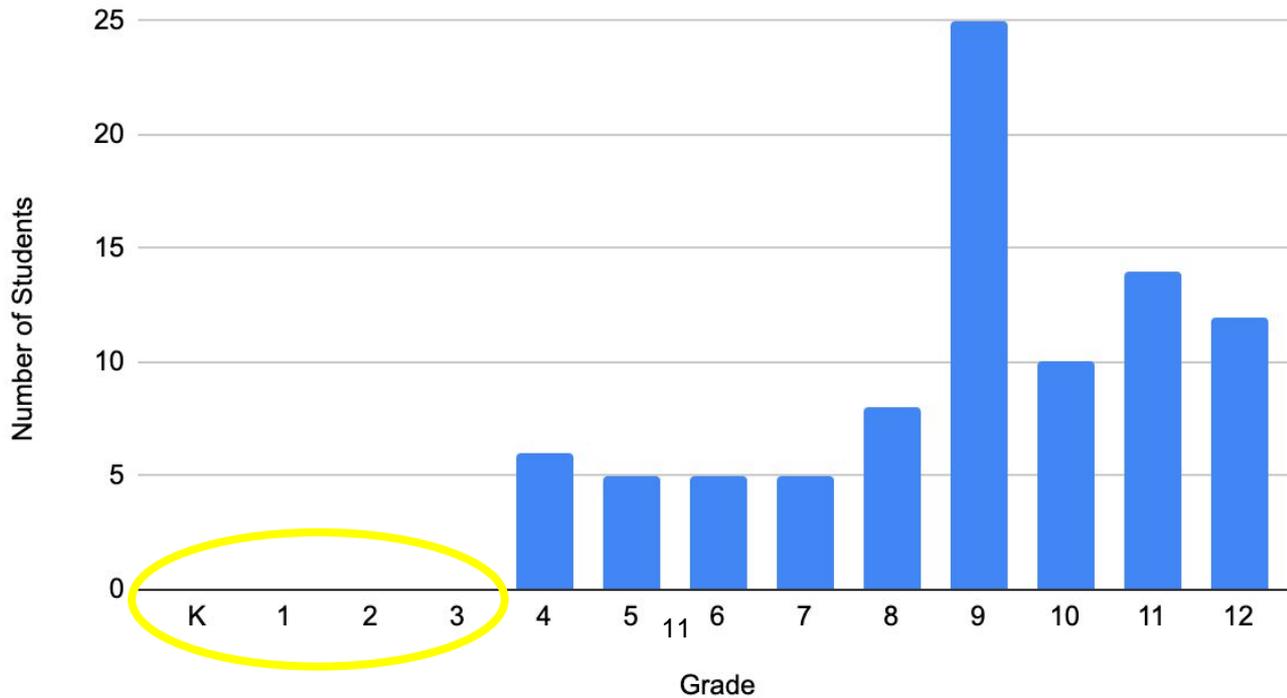
6%

TAG Eligibility by Ethnicity



TAG Eligibility by Grade

TAG-Eligible Students by Grade



Action Plan Targets



Increase entry points for eligibility K-3



Increase pathways for students identified as Hispanic and Native American

TAG Referral



All 3rd and 7th grade students are screened using an online nonverbal measure of aptitude



Outside of this window, parents and teachers may refer students for TAG evaluation



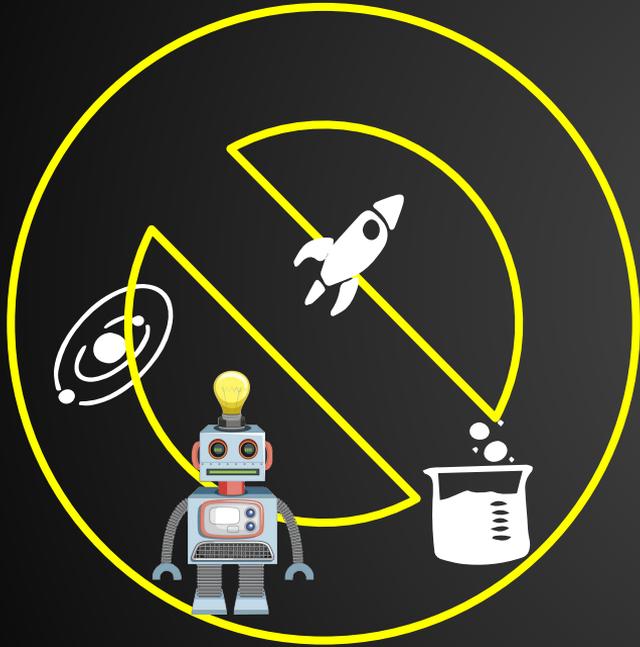
TAG Coordinators work with Tier 1 teams to identify top performers at each grade level on benchmark tests and follow up with additional assessment

Professional Development



- 💡 Professional development for staff annually
- 💡 New administrators trained annually
- 💡 Building TAG Coordinators attend monthly meetings to train to and refine processes and determine eligibility for referred students

TAG Programming



ORS revisions advocate for **differentiation** rather than silo programs or 'pull-out'

Everyone deserves enrichment; some students benefit from extension

TAG plans prompt an interactive, individualized process

Differentiation at Elementary

Student assessment data provides a present level of knowledge in area of talent or giftedness

Teachers provide instruction at an appropriate **rate** and **level**

- 💡 Acceleration
- 💡 Compacting
- 💡 Small group instruction
- 💡 Higher level of questioning
- 💡 Independent study/project



Extension via Differentiation

LCSD TAG Plan



Student (Last, First): Gifted Area(s):

Student ID #:

Grade: Date: School:

TAG Coordinator: Teacher(s):

Dear Parent/Guardian,
Please review, sign, and return within 5 days. At any time you may request the withdrawal of your child from TAG programs and services. If you want your child withdrawn and considered "inactive," please check and sign in the bottom box. If you have any questions, concerns, or suggestions about this plan, contact your child's teacher.

Student's Level of Learning

Student's Rate of Learning

What differentiation looks like in the classroom

LEVEL OF LEARNING	RATE OF LEARNING	KEY FOR MODIFICATION/DIFFERENTIATION*
1. Beginning	SR Learns with Several Repetitions	A. Acceleration
2. Emerging		C. Compacting
3. Developing	EP Learns as Expected	G. Flexible Grouping
4. Proficient, standard		T. Tiered Lessons/Activities
5. Strong		S. Small Group Instruction/Cluster
6. Exemplary	RL Rapid Learner	H. High Level of Questioning Strategies
		P. Project/Independent Study

CURRENT ASSESSMENT DATA INSTRUCTIONAL PLAN

<p>LANGUAGE ARTS</p> <p>Assessment 1 Level of Learning (1-6): <input type="text" value="6"/></p> <p>KTEA: 97% in word attack and comprehension</p> <p>Assessment 2 Level of Learning (1-6): <input type="text" value="6"/></p> <p>Acadience Fall: Beyond benchmark</p>	<p><u>Rate of Learning</u></p> <p>Overall Rate</p> <p><input type="text" value="RL"/></p>	<p>Modification/Differentiation: <input type="text" value="17"/></p> <p>Ctrl to select more than one</p> <p>A C G T S H P NMN</p>	<p>Lily will be assigned texts at a 5th grade level, grouped with similarly-performing peers for Socratic seminars and her writing will focus on responding to higher-level questions (Level 3 of Kosta's)</p>
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TAG Programming at Secondary

Family collaboration, college & career counseling and opportunities provided via the student's Personal Education Plan

- 💡 Advanced classes (AP, Honors, IB)
- 💡 Content acceleration
- 💡 Post-secondary enrollment
- 💡 Clubs, organizations, employment



Program Goals 2023-25

Process & Procedure

- 💡 Expand scope of students traditionally identified as TAG
- 💡 Provide continuum of equitable services K-12

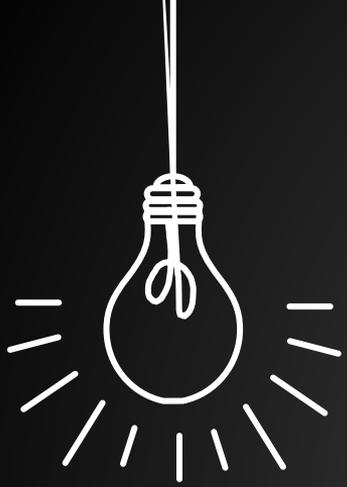
Professional Development

- 💡 Increase teacher knowledge of TAG characteristics and referral processes
- 💡 Increase teacher understanding of differentiation & modification

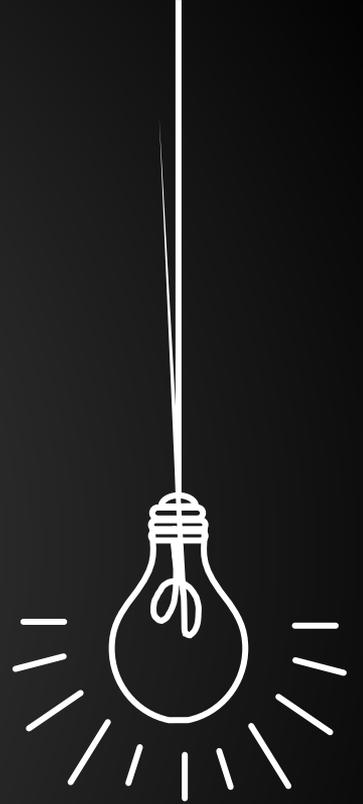
Family Outreach

- 💡 Increase family awareness of TAG Program
- 💡 Improve & expand communication regarding opportunities for enrichment





Questions?



b. Budget Overview

2023 - 2024 BOARD BUDGET GOALS DISCUSSION

1/24/2023 BOARD WORK SESSION

LINCOLN COUNTY SCHOOL DISTRICT

DR. KAREN GRAY, SUPERINTENDENT

KIM CUSICK, BUSINESS DIRECTOR

BUDGET DEFINITIONS

- Contingency
 - Funds held for emergency uses
 - Requires board resolution prior to use (up to 15%)
 - Supplemental budget required if over 15% will be used
- Unappropriated Ending Fund Balance
 - Purpose is to provide a cash or working capital balance to begin the following fiscal year until Property Tax Revenues are received in November
 - Board policy requires this to be 7% of the General Fund budget
 - **No expenditure can be made from these funds in the current year**
 - Only exception is an emergency such as theft, vandalism, civil disturbance or a natural disaster
 - Requires a board resolution or supplemental budget after the event

BUDGET DEFINITIONS

- State School Fund Formula
 - ODE's method of allocating revenue to K-12 school districts
 - To ensure every district receives the same amount per student
 - Adjusted only for uncontrollable cost differences
 - Some groups of students need additional supports and are more expensive to educate
 - The SSF helps provide funding equity around the state by adding additional funding for these students which is called "weighting"

BUDGET DEFINITIONS

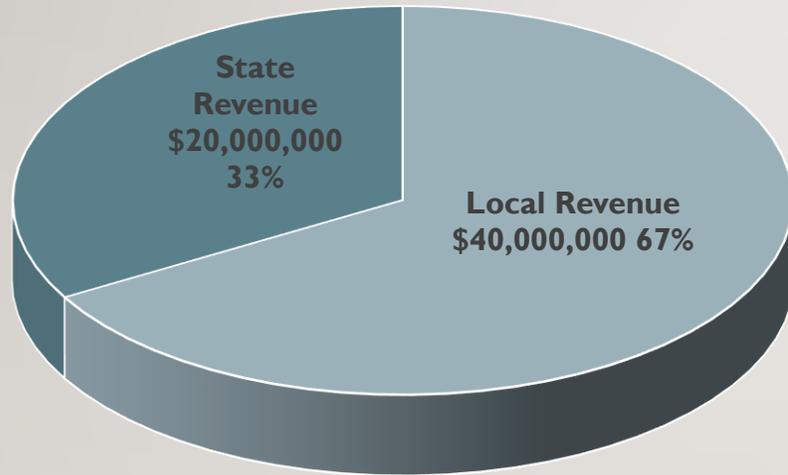
- $ADMr$ = Average Daily Membership resident (# of Students)
- $ADMw$ = $ADMr$ + Adjustments for Additional Costs to Educate certain groups of students (weighted)

Groups of Students Requiring Additional Costs	Weighting (w)
Poverty	.25
English Language Learners (ELL)	.50
Pregnant/Parenting	1.00
Special Education	1.00
Foster Care, Neglected/Delinquent	.25

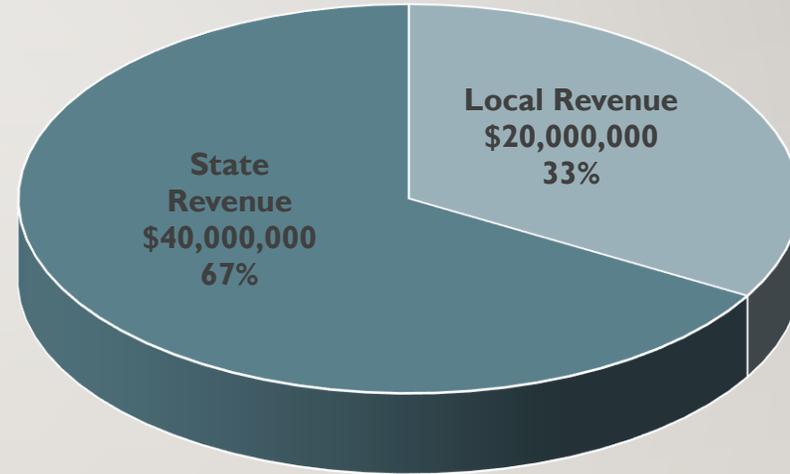
BUDGET DEFINITIONS

- State School Fund Formula (continued)
 - **State Aid + Local Revenue = ADMw x \$ per ADMw**
 - Or: State Aid + Local Revenue = (# Students + Cost Factors) x Base Funding per Student
 - Each district's share of total funding depends **solely** on the base funding per student and their additional cost factors or weighting (w)
 - This is a balanced equation where ADMw and \$ per ADMw as determined by the state is always the result of our total funding.
 - If one factor on the left side of the equation changes, the other factor must compensate.
 - If local revenues rise, state aid decreases. If local revenues fall, state aid increases.

State School Fund Components
High Local Revenue Scenario
Total SSF Revenue \$60,000,000
7,058.83 ADMw
\$8,500/ADMw



State School Fund Components
Low Local Revenue Scenario
Total SSF Revenue \$60,000,000
7,058.83 ADMw
\$8,500/ADMw

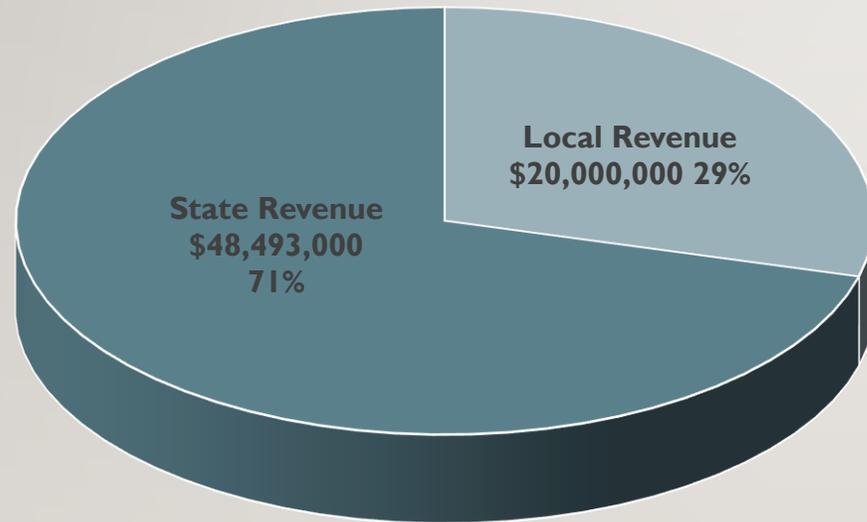


State Revenue is offset and balanced by Local Revenue. As one increases the other decreases.
More Local Revenue does not mean more Total Revenue.

State School Fund Components
\$20,000,000 Local Revenue, High ADMw Scenario
\$8,500 per ADMw

8,058 ADMw

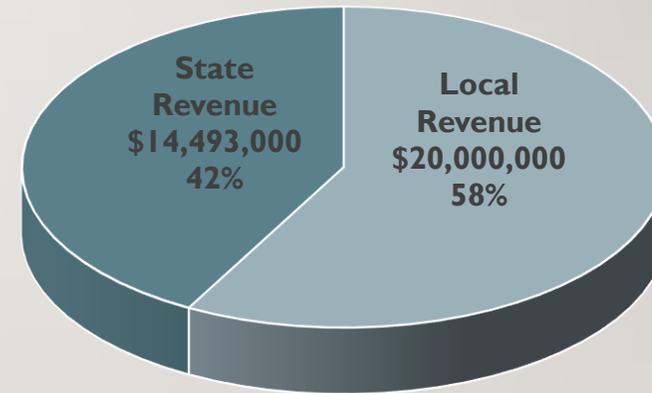
Total SSF Revenue \$68,493,000



State School Fund Components
\$20,000,000 Local Revenue, Low ADMw Scenario
\$8,500 per ADMw

4,058 ADMw

Total SSF Revenue \$34,493,000



Total SSF Revenue (size of the pie) depends on both \$/ADM and ADMw.

GENERAL FUND

FUND 100

- Used for the general operating expenses of the district
- May be transferred to other funds by Board Resolution for restricted uses such as Debt Service, Property Purchases and Capital Expenditures
 - Other funds may not be moved into the General Fund
- Revenues are from State, Intermediate and Local Sources
- Expenditures include:
 - **Non-discretionary or fixed expenses** such as bargained salaries, benefits, employer payroll expenses, and contracted services such as transportation, food services and custodial (**85-90% of the budget**)
 - **Discretionary expenses** such as purchased services and supplies
- LCSD board policy requires a 7% Unappropriated Ending Fund Balance

SPECIAL REVENUE FUNDS

FUND 200 – RESTRICTED FUNDS

- Federal, State and Local Grants
- Other Special Sources of Revenue such as donations or transfers from other funds
- **Restricted use – may not be used for other purposes**
- Examples:
 - Federal Title and Special Education Grants (Title I, IDEA, etc)
 - HELP Center donations
 - ESSER Funds (CARES Act, CRRS Act, ARP)

OTHER RESTRICTED FUNDS

- PERS Debt Service Fund
- General Obligation Bonds Funds
- Capital Construction Fund (Construction Excise Tax)
- Dental/Vision Self Insurance Fund
- Group Health Reimbursement Account Fund
 - Supplements Employee Deductibles

2023-25 BUDGET ASSUMPTIONS

STATE BUDGET PROCESS

- The Governor's biennial budget will be released Feb 1st
 - Released in December in non-election years
 - We have a new governor with some similar and some new priorities
- The Co-chairs (Legislative) biennial budget is usually released in February
 - The Co-chairs budget is usually different from the Governor's budget
 - We have a new legislature with new members and leaders
- The first official 2023-24 ODE SSF Estimate will be released March 6
 - Will include updated state-wide and district ADMw as of December 31st
- The Legislature has until June 30th to adopt the biennial budget and numbers may continue to shift throughout our budgeting process

2023-24 BUDGET ASSUMPTIONS

GENERAL FUND – FIRST GLANCE

- ADMw remains down roughly 25,400 statewide – this is about level with last year
 - 48% of the loss was in Linn, Benton and Lincoln Counties
- The first draft of the LCSD budget is based on level enrollment
 - Based on most current SSF Estimate ADMw of 6,734.09
 - This remains down about 400 students from pre-pandemic levels
 - Weights may also change based on changing student demographics

2023-25 BIENNIAL BUDGET ASSUMPTIONS

GENERAL FUND – FIRST GLANCE

- The 21-23 SSF Budget is \$9.299 billion (current year)
- 2023-25 Biennial State School Fund (SSF) Revenue Estimates:
 - The State Legislative Revenue Office calculated the Current Service Level at \$9.52 billion
 - Districts around the state feel they need \$10.3 billion to sustain current programs
 - Based on estimates from 40 school districts, including LCSD, representing 70% of Oregon's students
 - ODE's Quality Education Model recommends funding of \$11.889 billion
 - The SSF usually lands somewhere in the middle to lower end of these estimates

2023-24 BUDGET ASSUMPTIONS

GENERAL FUND – FIRST GLANCE

- The \$9.5 billion Current Service Level Estimate (CSL) is a 2.36% increase for the next 2 years
 - We receive 49% in the first year or 1.16% of the total increase and 51% in the second year or 1.2% of the total increase
- District expenses are estimated to increase 5.8% in the first year alone
 - Contractual employee increases (Step & COLA) = 5% (69.5% of expenses)
 - However, we are bargaining this spring
 - Contracted Services (Custodial & Transportation) = 6.5% and 5% (22% of expenses)
 - Transportation revenues and expenditures were reduced by \$500,000 to reflect current staffing levels
 - Supplies = 8% if CPI continues to increase (3% of expenses)

2023-24 BUDGET ASSUMPTIONS

GENERAL FUND – FIRST GLANCE

- Budget estimate assumes:
 - Existing full staffing as of November 10th with no vacancies
 - 2% COLA plus step – but will be bargaining in the Spring
 - Includes only Annual General Fund revenues
 - Does not include Ending Fund Balance or Contingency therefore, the 22/23 column will not match the adopted budget
 - Includes Wildfire Stabilization funds which end 6/30/25.
 - These are one-time funds but are based on the assumption that housing will be replaced by then and ADM will increase
- This is a very rough estimate based on several assumptions that will change

Lincoln County School District
First Draft Projected General Fund Budget 2023-24 at 1/24/23

Statewide Budget	22/23 SSF		%				
	9.29 Billion	9.5 Billion	Change	9.7 Billion	9.9 Billion	10.3 Billion	Comments
Assumptions							
ADMw	6,748.09	6,734.09	-0.21%	6,734.09	6,734.09	6,734.09	ADMw per Current Estimate
SSF \$/ADMw	\$9,744	\$9,785	0.42%	\$9,921	\$10,057	\$10,328	
Revenue							
Total SSF Allocations	66,201,194	65,895,265	-0.46%	66,808,516	67,721,767	69,548,269	Includes reduction of Transportation
Other Misc Revenue	1,597,460	1,682,345		1,682,345	1,682,345	1,682,345	Interest, Grant Fees, ESD funds, etc
Wildfire Funding	967,796	1,034,296		1,034,296	1,034,296	1,034,296	Stabilization funds through 2025
Building Carryover	1,000,000	800,000		800,000	800,000	800,000	
TOTAL REVENUE	69,766,450	69,411,906	-0.51%	70,325,157	71,238,408	73,064,910	
Expenses							
Payrolls	48,855,377	51,294,333		51,294,333	51,294,333	51,294,333	Bargained Contracts, Coaches
Discretionary	20,911,073	22,017,366		22,017,366	22,017,366	22,017,366	Cust 6.5%, Transp 5%, Supplies 8%
TOTAL EXPENSES	69,766,450	73,311,699	5.08%	73,311,699	73,811,699	73,311,699	
Estimated Budget (Shortfall) or Excess Revenue	-	(3,899,793)		(2,986,542)	(2,573,291)	(246,789)	Without using cash (excess ending fund balance) or moving expenses to grants

- * Assumes full staffing at Nov 10th - no vacancies, normal 2% average roll up of all payroll expenses.
- * Licensed & Classified contracts to be negotiated in Spring.
- * Transportation revenue and expenditures reduced \$500,000 to reflect current staffing levels
- * Does not include Ending Fund Balance or Contingency so Total Revenue/Expense will not match 22-23 Total Adopted Budget
- * ODE's Quality Education Model suggests a funding level of \$11.889 billion for the 23-25 biennium

2023-24 BUDGET ASSUMPTIONS

GENERAL FUND – FIRST GLANCE

- \$3,991,476 Estimated Excess Ending Fund Balance as of 12-31-22
 - This is one-time cash that has accumulated largely due to the pandemic and its sustained effects on District staffing vacancies
 - An additional \$3,750,000 remains budgeted in contingency
 - \$4,892,192 remains budgeted as the required 7% unappropriated ending fund balance
 - Equals the total Ending Fund Balance (EFB) of \$12,633,668
- One-time Cash should not be used for expenses that must be sustained in future years
 - Bargained Employee Contract Salaries
 - Contractor Agreements (transportation & custodial contracts)
- One-Time Cash should be saved & used for Investments in Planned Recurring Expenses
 - Facilities & Technology Infrastructure
 - Curriculum Adoption (Replacement)
 - Future Property Requirements

BOARD STRATEGIC GOALS 2020-2025

- **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.

DISTRICT STRATEGIC GOALS 2020-2025

- **Academic Achievement and Student Success**
 - Increase Attendance
 - Increase Graduation Rates
 - Increase implementation of PBIS systems and Decrease Behavioral Exclusions
 - Align K-12 Mathematics
 - Continue to Align K-12 AVID Implementation and Strategies
- **Increase Student Engagement**
- **Create an Equity Plan and Provide Culturally Specific Outreach to our Growing Hispanic Community**
- **Fully Implement the Board's Five Year Strategic Plan**

SAMPLE BOARD BUDGET GOALS

- Full School Year (no cut days)
- Full Staffing matching current enrollment
- Maintain Investments In:
 - Curriculum Adoption Schedule
 - Technology Infrastructure/Cybersecurity for Staff & Student Technology
 - Aging Facilities that Require Ongoing Maintenance
 - Future Property Purchases to Ease Overcrowding
- Consider Effects of Union Bargaining in the Spring
 - General Education Commitments must be Sustainable from the State School Fund
- Your Ideas?

Thank You!

State School Fund is education policy made real

Monday, January 23, 2023

Policy bills get most of the limelight in a legislative session, but budget bills are where public policy is made concrete.

The allocation to the State School Fund is the way the state pays for public K-12 education. Every biennium it is the biggest item in the Oregon general fund budget, and in a tight budget year such as this, that huge allocation is the elephant in every legislative hearing room. Savvy education advocates recognize the signs of where the school funding process has gone and know where to look for it to appear next.

This year, Legislative Highlights plans a weekly look at the State School Fund journey, "Funding Oregon's Future," so school board members can be informed about how the state considers and processes their districts' funding needs.

The allocation process starts as a calculation by agency budget writers to determine the "current service level." CSL is supposed to represent the amount of funding necessary to maintain schools' staffing and programs as they move from the close of a biennial budget cycle to the opening of the next one.

The state works up an estimate based on legislatively required formulas and historical contract amounts. In contrast, advocates at OSBA and other education stakeholders work with the Oregon Association of School Business Officials to calculate an estimate based on dozens of actual school district budgets for the coming years. The two numbers are typically far apart, mostly because the state formula says staff salary and benefits, the majority of districts' expenses, will cost less than the contracts schools are drawing up.

After a CSL is generated, the next step is the release of the Governor's Recommended Budget. Typically, the governor makes the first official projection of what funding she'd like to see with the release of a budget in early December.

Because 2022 was an election year, though, Gov. Tina Kotek was not in charge in December. So instead a tentative budget put together by the Department of Administrative Services and Legislative Fiscal Office was released in December, [reflecting expected expenditures and CSL for all state agencies](#). It said the State School Fund needs to increase 2.3%, from \$9.3 billion this biennium to \$9.5 billion.

OSBA Executive Director Jim Green said \$9.5 billion would be "woefully inadequate," obviously too little in the wake of recent soaring inflation.

Kotek holds the next move. She must deliver a recommended budget by Feb. 1. The Legislature is not required to follow any of the governor's recommendations, but her numbers give good starting points for the official discussions. That's when the real haggling begins.

The Joint Ways and Means Committee, headed by Sen. Elizabeth Steiner and Rep. Tawna Sanchez, holds the final power. Ways and Means writes the budget bills, and the state's budget must balance. This is where legislators put their money where their priorities are.

Most budget decisions will wait until the Legislature has a clear idea of just how much it has to spend. The Legislature receives quarterly reports on Oregon's economy and revenue prospects. The December report said Oregon will have about \$3 billion less state income than last year and is likely facing a mild recession. The next forecast is scheduled for Feb. 22.

Policy bills have to start clearing committees by April 4, but budget bills can linger to the end of the session in June and usually do. Depending on the February news, legislators may want to wait for the final economic report of the session on May 17.

The State School Fund provides two-thirds of most Oregon school districts' budgets, making it the top focus of education advocates, including OSBA. During the coming months, OSBA will be calling on school board members to share with legislators their real funding needs and to show what can be done when school programs are adequately funded and staffed.

Democratic and Republican House leadership last week jointly announced legislative priorities broadly aimed at answering Oregon's many needs. At the end, though, House Democratic Leader Julie Fahey brought it back to the center.

"A lot of attention gets paid to the policy bills in the Legislature, but let's not forget that our primary responsibility is a budget," Fahey said. "Stable funding for our schools is one of our most important responsibilities."

Topics to watch

Monday, January 23, 2023



2023 LEGISLATURE

The 2023 Legislature started slowly last week, with few posted agendas and little discussion of coming plans. Important agenda-setting agency bills have not been filed yet.

Still some bills have tipped legislators' hands about expected hot topics in the session's first few weeks.

CSL calculation: The process for creating the budget begins with state budget writers calculating "current service level." CSL is supposed to represent the actual amount of money schools need from the state to keep doing what they are already doing, without investments or cuts. For years, the state budget writers have used assumptions and lookbacks, rather than actual school district contract information, to calculate CSL. And for years, OSBA and other education advocates have been critical of the way this calculation occurs. This session it seems likely that House Bill 2739, about how CSL is calculated, [will get a public hearing](#).

Cybersecurity: School districts and other local governments are increasingly likely to be attacked by ransomware or malicious hackers. [HB 2049](#), which would invest in protections for school districts and local governments, will likely be one of the first public hearings in the Joint Information Management and Technology Committee.

Special Education: Across Oregon, many families of students experiencing disability allege that, during the pandemic and even before, school districts have denied students education time and services to which they are legally entitled. Legislators in both chambers have organized to pass legislation to address these concerns. Sen. Sara Gelsler Blouin, D-Corvallis, the topic's most outspoken advocate, has introduced many related bills, including [Senate Bill 575](#) and [SB 578](#). Look for her bills to get a public hearing early this session.

School district employee workforce: School districts have struggled to recruit and retain the best people to work with students and in schools. Legislators in both chambers are poised to take action. Sen. Michael Dembrow, D-Portland, chair of the Senate Education Committee, is ready to drive that discussion. Look for a hearing on a bill on the topic early in session, such as [SB 283](#), which has placeholder "study" language but will likely be amended.

The budget: Because Gov. Tina Kotek has not yet produced a Governor's Recommended Budget, there are not yet any agency budget bills. However, no later than Feb. 1, she must produce a budget. After that, education advocates will know which bills the Legislature will use to fund the State School Fund, the Oregon Department of Education and other agencies, and how much legislators are penciling in to start the session.

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c. Fearless Schools - Chapter 5

Board Strategic Goals 2020-2025

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

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

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

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

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

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

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

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

GOAL FIVE: Enhanced Communications and Community Engagement.

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

Lincoln County School District Equity Team Land Acknowledgement Statement

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

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

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