



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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Board of Directors NOTICE OF A BOARD MEETING Lincoln County School District Board Work Session

Date	Tuesday, January 9, 2024
Time	5:00 PM
Place	Oceanlake Elementary, 2420 NE 22nd St, Lincoln City, Lincoln City, OR 97367

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Board Work Session of the Board beginning at 5:00 PM.

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 Board Work Session
Tuesday, January 9, 2024 - 5:00 PM
Oceanlake Elementary, 2420 NE 22nd St, Lincoln City, Lincoln City, OR 97367

Agenda

1. Call to Order & Establishment of a Quorum
2. Teachers On Special Assignment (TOSA) Updates



Elementary Math TOSA

Lincoln County School District



Who

I am a math educator who believes strongly that ALL students have the potential to understand mathematics from a deep level and ALL teachers have an important role in the process.




What

Mentor and support teachers
to shift their math
instruction...

from → teaching mathematical topics
as procedures

to → facilitating student engagement
that will lead to a deeper
understanding of mathematics

What



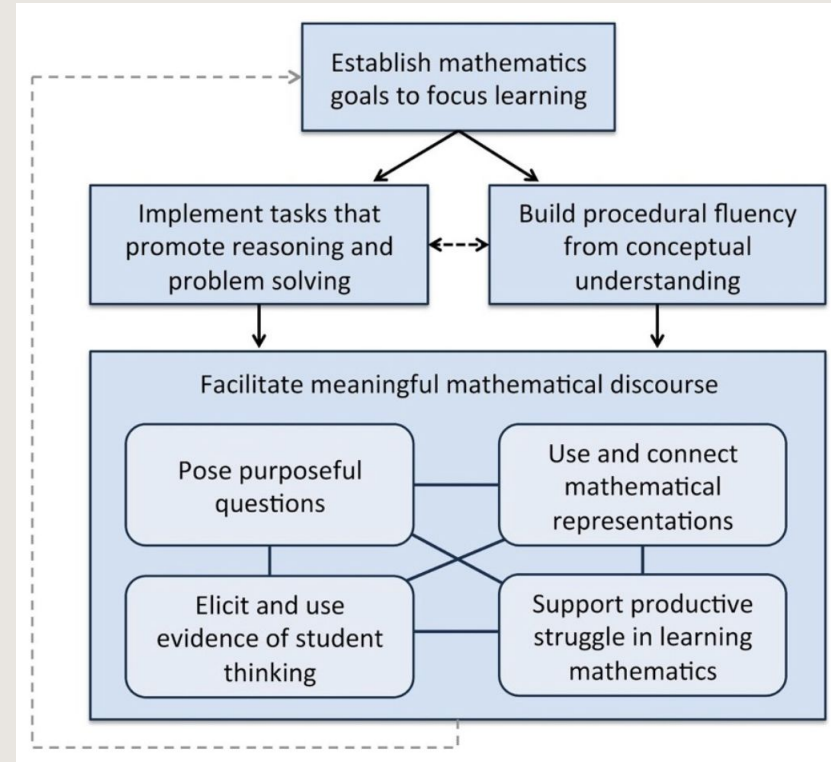
It's not just about getting the "right answer" when solving math problems. It's about giving students time to think, question, and process the solution.

In addition, this student-centered approach allows students to form a positive math identity through their elementary years.

Why

Develop and Implement ways for teachers to adopt the National Council of Teachers of Mathematics (NCTM) Eight Effective Mathematics Teaching Practices

The implementation work that is being done presently engages teachers in these eight effective mathematics teaching practices.



How



-
- ❖ Individual One-on-One Coaching



-
- ❖ Math Coalition Team
 - ❖ Grade Level Teams
 - ❖ Site Specific Support



-
- ❖ District Level Professional Development



Kinder

Shannon Wellsted & Crista Adovnic

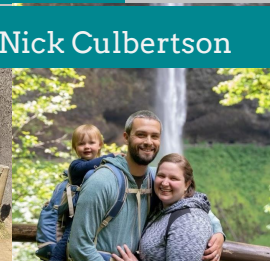


2nd Grade Nicole Benardi & Jenn Woodley



4th Grade

Kath Proctor & Nick Culbertson



1st Grade

Rachel Baracosa & Kate Sizemore



Elementary Math Coalition Team

5th Grade

Liz Pettinger & Guy Larson



3rd Grade Robin Kirsch & Emily Rocco



6th Grade

Faith Forshee & Cherie Harbour



Procedural Versus Conceptual Understanding



Addition

$$\begin{array}{r} 21,045 \\ + 9,362 \\ \hline \end{array}$$

7 (5+2)
100 (40+60)
300 (0+300)
10,000 (1000+9000)
20,000 (0+20000)

30,407

Partial Sums

connecting \rightarrow

$$\begin{array}{r} 21,045 \\ + 9,362 \\ \hline 30,407 \end{array}$$

Subtraction

$$\begin{array}{r} 30,407 \\ - 9,362 \\ \hline 21,045 \end{array}$$

$20,000 + 0 + 400 + 0 + 7$
 $- 9,000 + 300 + 60 + 2$
 $\hline 20,000 + 1000 + 0 + 40 + 5$

21,045 $\xrightarrow{2}$ 21,047 $\xrightarrow{60}$ 21,107 $\xrightarrow{300}$ 21,407 $\xrightarrow{9000}$ 30,407

As students explore and use problem solving strategies, they are not solely building new strategies, but also building on to previously learned strategies from previous standards and grades.

Procedural Versus Conceptual Understanding

Comparing Numbers

$$328,498 > 324,986$$

hundred thousands	ten thousands	thousands	hundreds	tens	ones
3	2	8	4	9	8
3	2	4	9	8	6

Same Same $8 > 4$

$$300,000 + 20,000 + 8,000 + 400 + 90 + 8$$

$$300,000 + 20,000 + 4,000 + 900 + 80 + 6$$

Same same $8,000 > 4,000$

328498	>	Greater than
324986	<	Less than
$8 > 4$	=	equal to

Addition

$$64,924 + 15,368$$

$$64,924 = 60,000 + 4,000 + 900 + 20 + 4$$

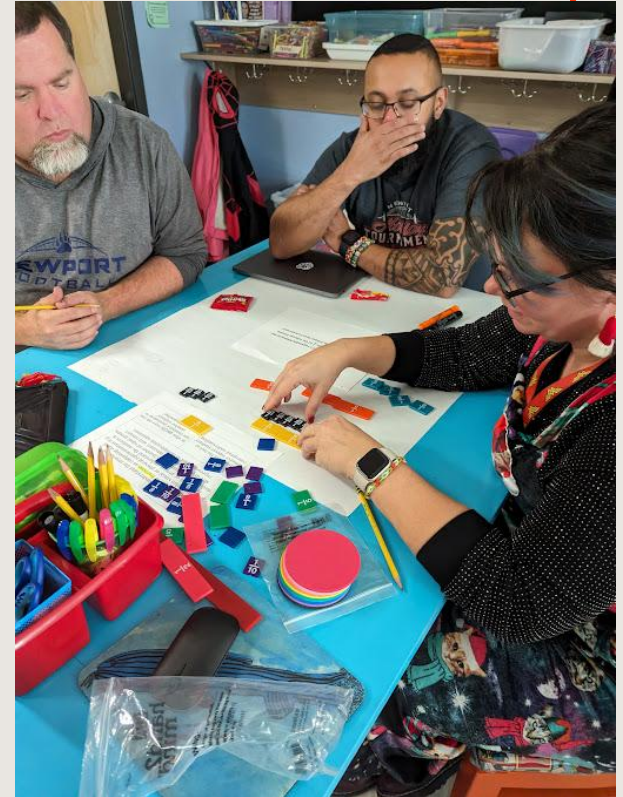
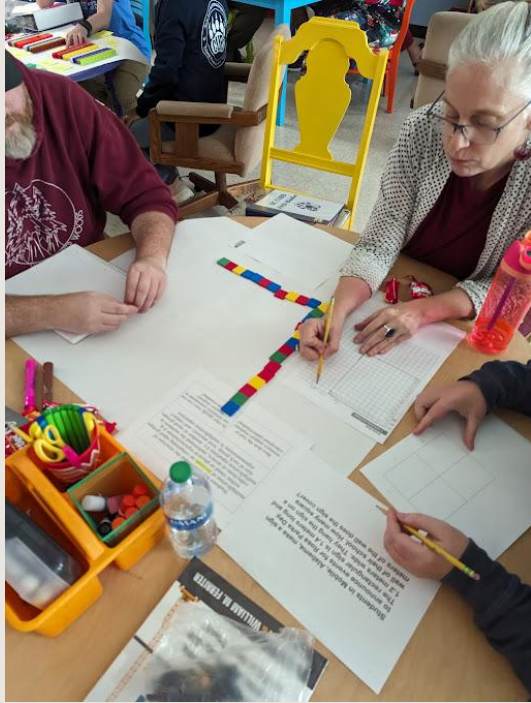
$$+ 15,368 = 10,000 + 5,000 + 300 + 60 + 8$$

$$80,292 = 70,000 + 9,000 + 1,200 + 80 + 12$$

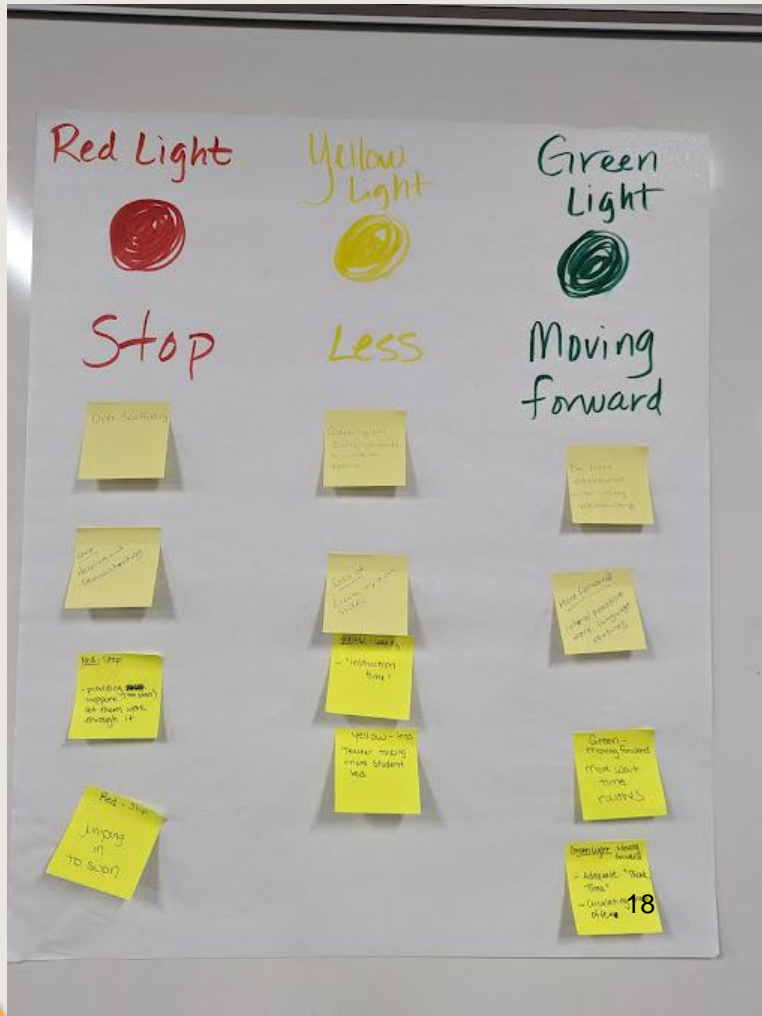
64,924	
+ 15,368	
12	→ 4 + 8
80	→ 20 + 60
1,200	→ 900 + 300
9,000	→ 4,000 + 5,000
70,000	→ 60,000 + 10,000
80,292	

Teachers focus learning goals on fluency over time, give students opportunities to engage in productive struggle and¹¹ discourse by building engaging, student-centered learning opportunities.

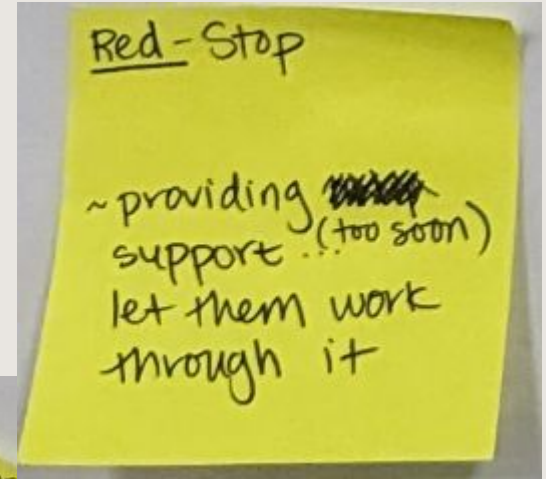
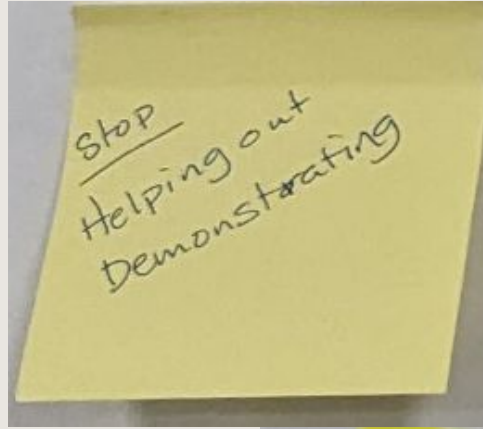
How our teachers are engaged in Math



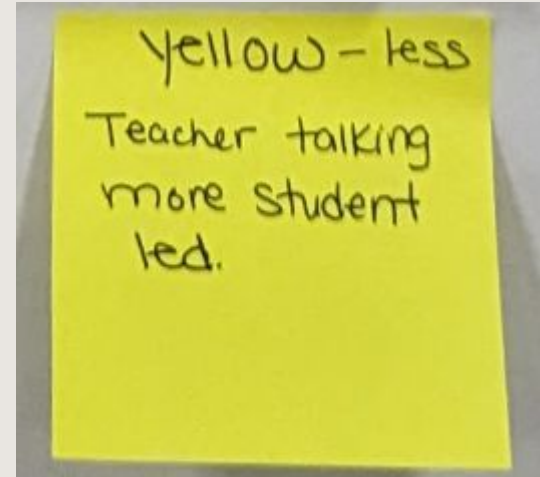
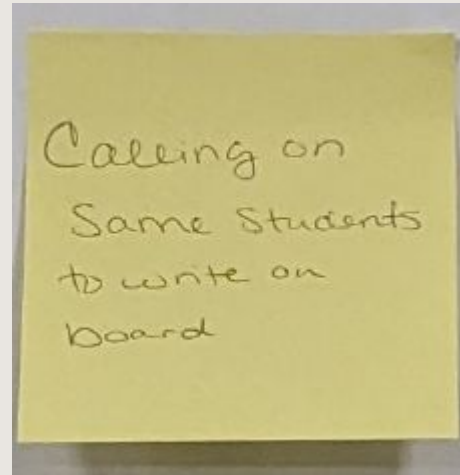
How our teachers are engaged in Math



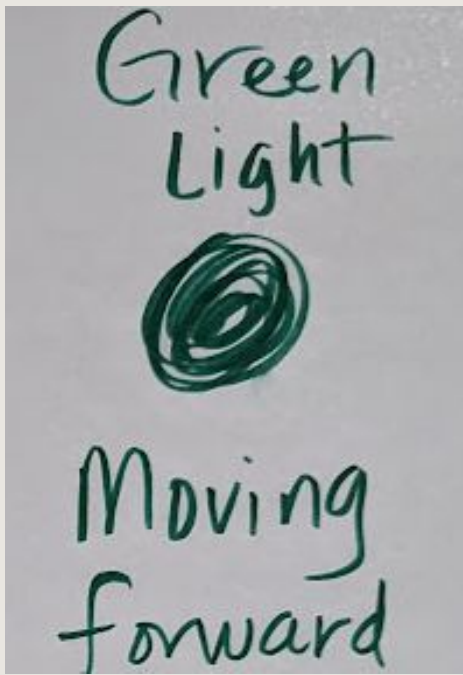
How our teachers are engaged in Math



How our teachers are engaged in Math



How our teachers are engaged in Math



Be more intentional with using vocabulary

Move forward
Intro/practice more language routines

Green Light - Moving forward

- ~ Adequate "Think Time"
- ~ Circulating more often.

Green - moving forward

more wait time routines



What our teachers are saying



“i-Ready curriculum was new to 6th grade this year. Jenn provided a full day of training on using the resources, planning the lessons, and instilling critical thinking strategies into the activities. Having also worked on the math team with her, we've been able to create teacher-led opportunities to encourage and guide our grade level teams in their math instruction.”

What our teachers are saying

“Having been diagnosed with dyslexia during my education, I was forced to use different strategies and resources in order to be successful. Throughout my teaching career, as I had to learn new processes and new curriculums, I have continued to utilize these skills. Jenn Loseke has been an invaluable resource. I have been working with her regularly for the last year and a half and both my students as myself have benefited from this relationship as I have become a more a proficient math teacher and my students have shown consistent growth.”



Thank you!!

Jenn Loseke

jenn.loseke@lincoln.k12.or.us

541-265-4435

Elementary Math TOSA (K-6)



3. Board Goals and Self Evaluation of Goals
4. Retirement & Recognition Celebration
5. Potential Bond Updates
6. 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.