LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

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

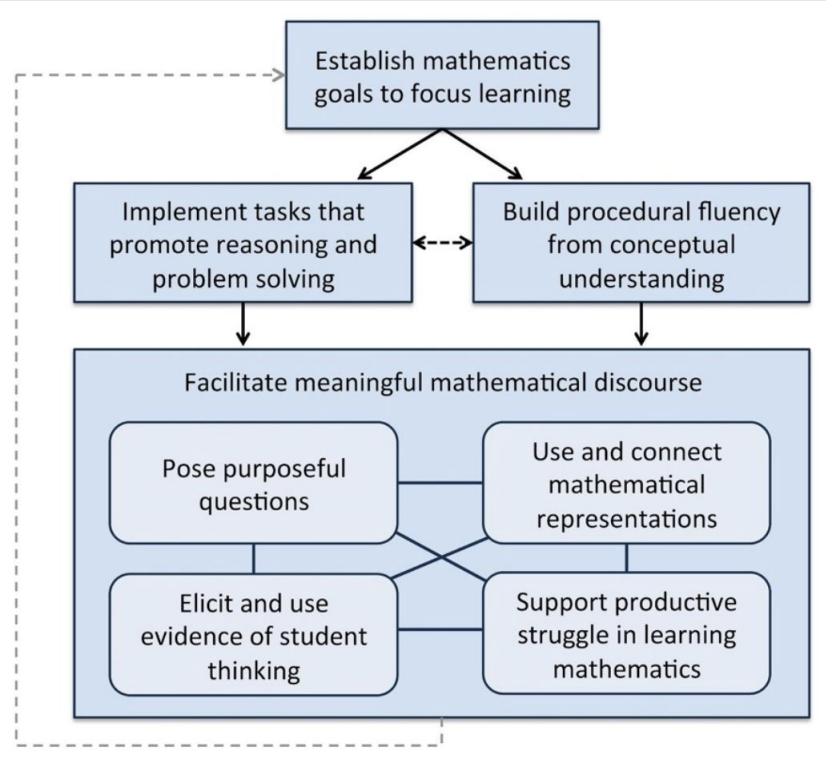
It’s not just about getting the “right answer” when solving math problems. It’s about giving students time to think, question, and process the solution.

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

Elementary Math Coalition Team

Kinder

Shannon Wellsteed & Crista Adovnic



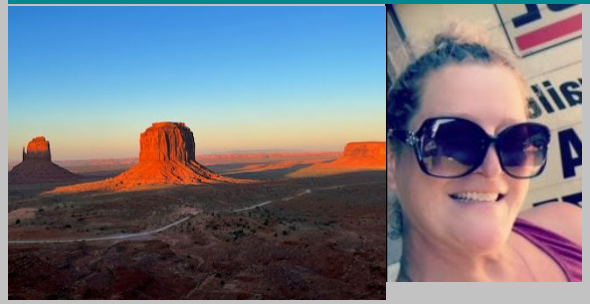
1st Grade

Rachel Baracosa & Kate Sizemore



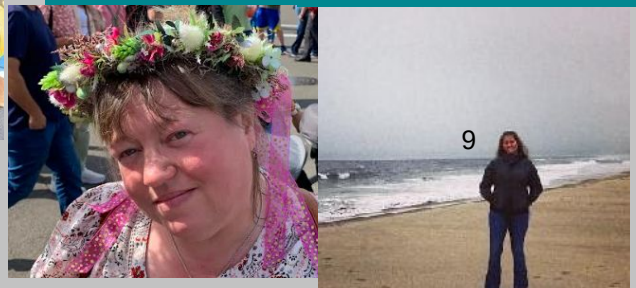
2nd Grade

Nicole Benardi & Jenn Woodley



3rd Grade

Robin Kirsch & Emily Rocco



4th Grade

Kath Proctor & Nick Culbertson



5th Grade

Liz Pettinger & Guy Larson

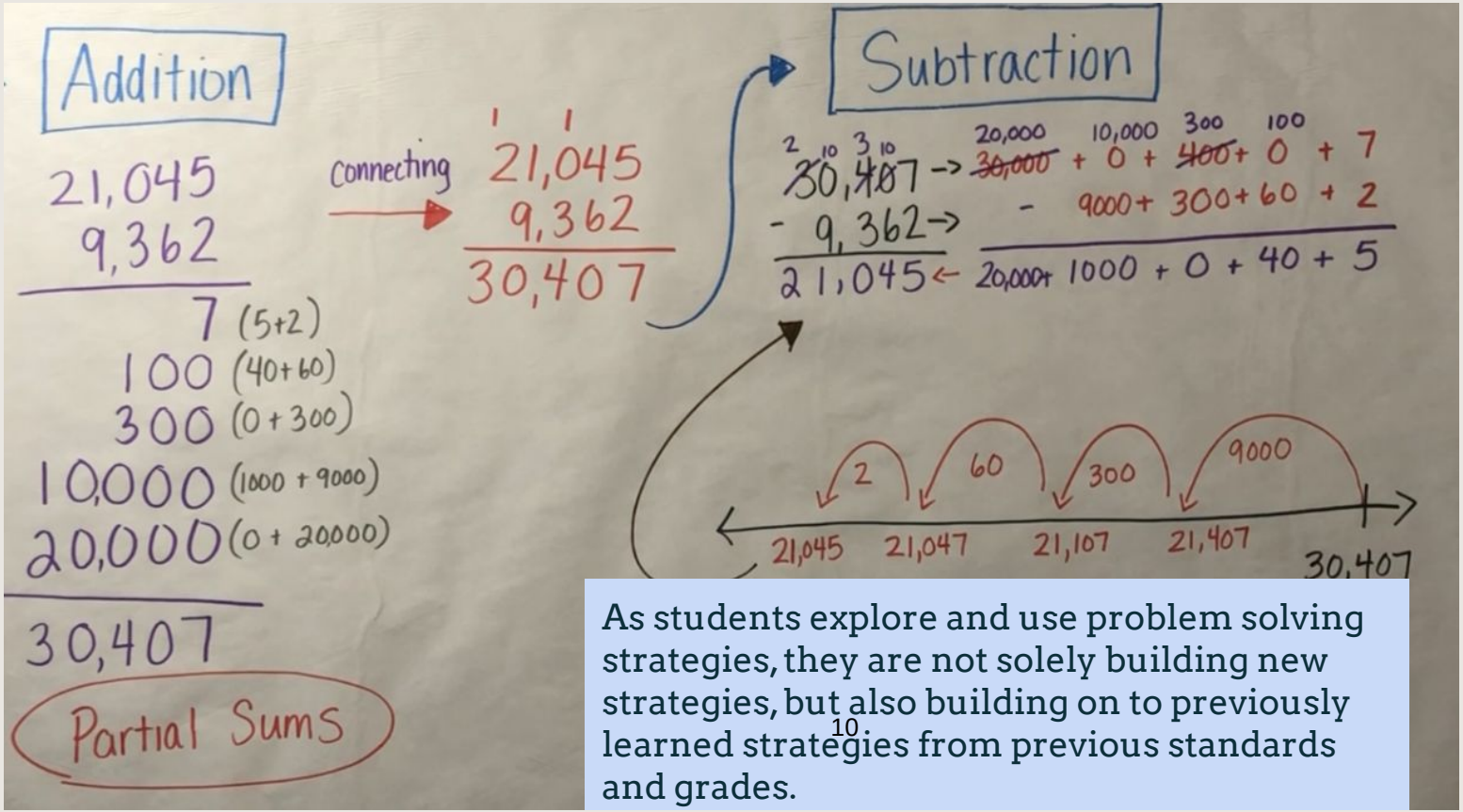


6th Grade

Faith Forshee & Cherie Harbour

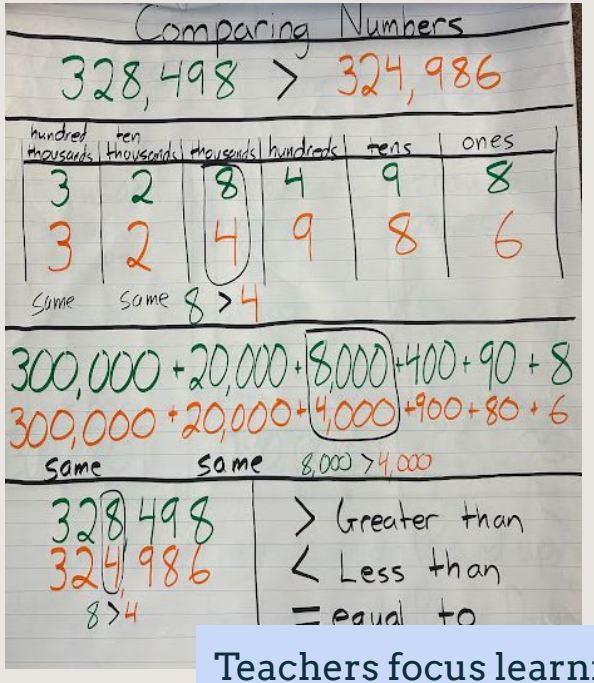


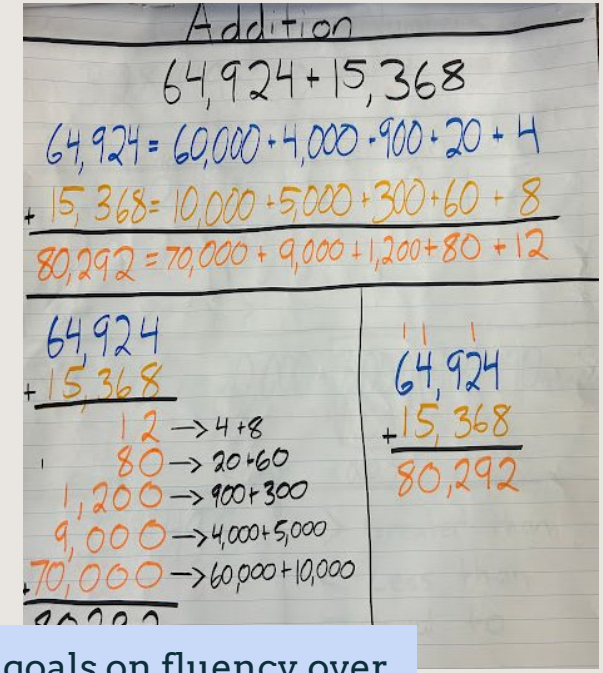
Procedural Versus Conceptual Understanding



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

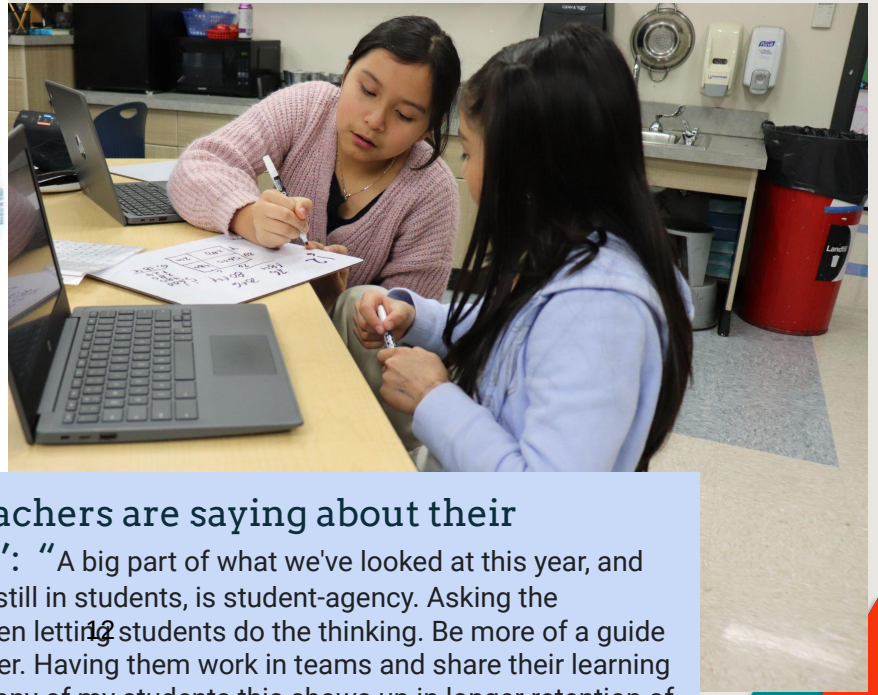




Teachers focus learning goals on fluency over time, give students opportunities to engage in productive struggle and discourse by building engaging, student-centered learning opportunities.

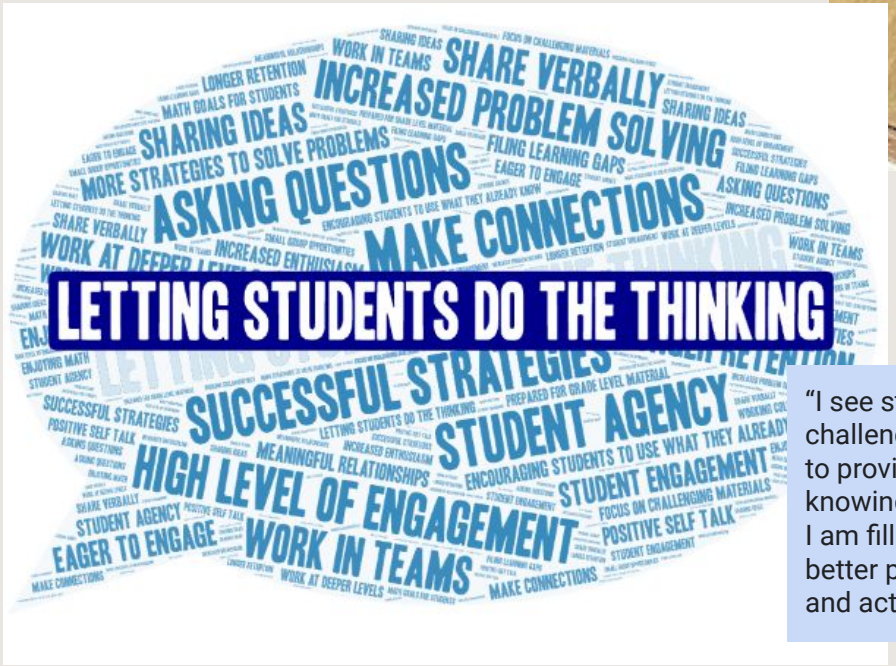
How our students are engaged in Math





What teachers are saying about their students': "A big part of what we've looked at this year, and worked to instill in students, is student-agency. Asking the questions then letting students do the thinking. Be more of a guide than a lecturer. Having them work in teams and share their learning orally. For many of my students this shows up in longer retention of the steps and strategies needed to solve problems."

How our students are engaged in Math

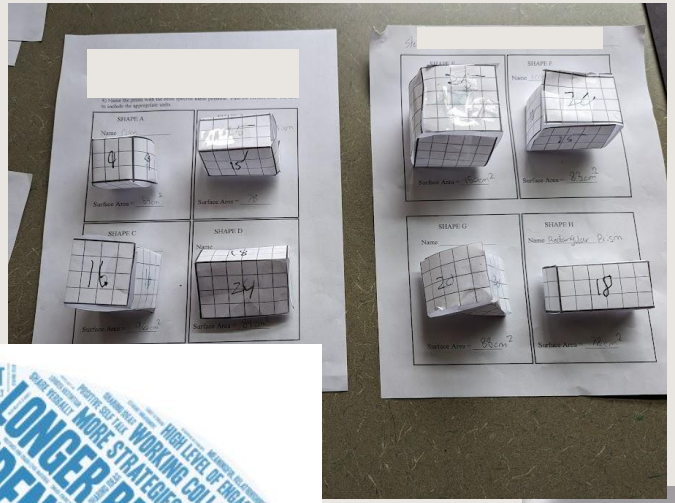






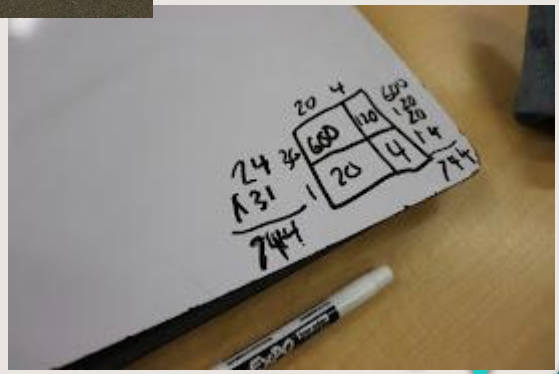
"I see students more eager to engage in challenging material as I have been better able to provide small group opportunities based on knowing the curriculum from the previous year. I am filling learning gaps therefore they are better prepared for the current grade material and actually believe they can do it."

How our students are engaged in Math









How our students are engaged in Math

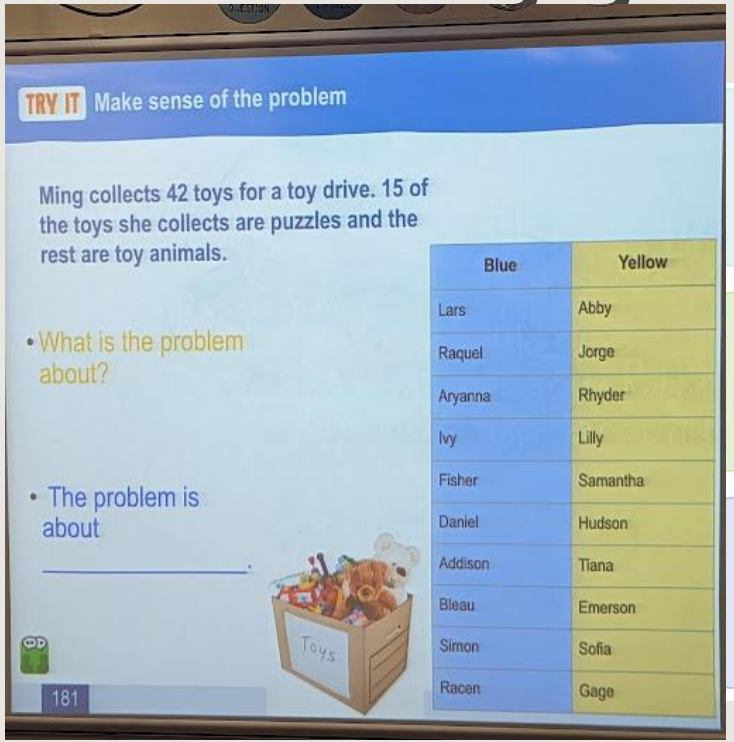






How our students are engaged in Math

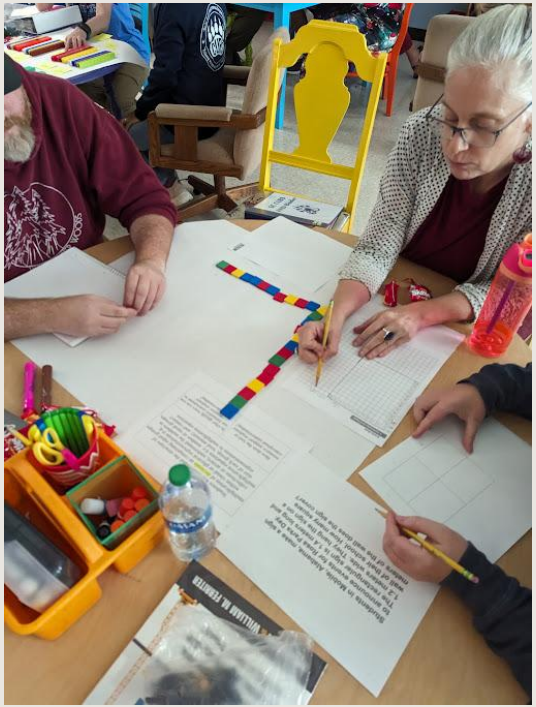




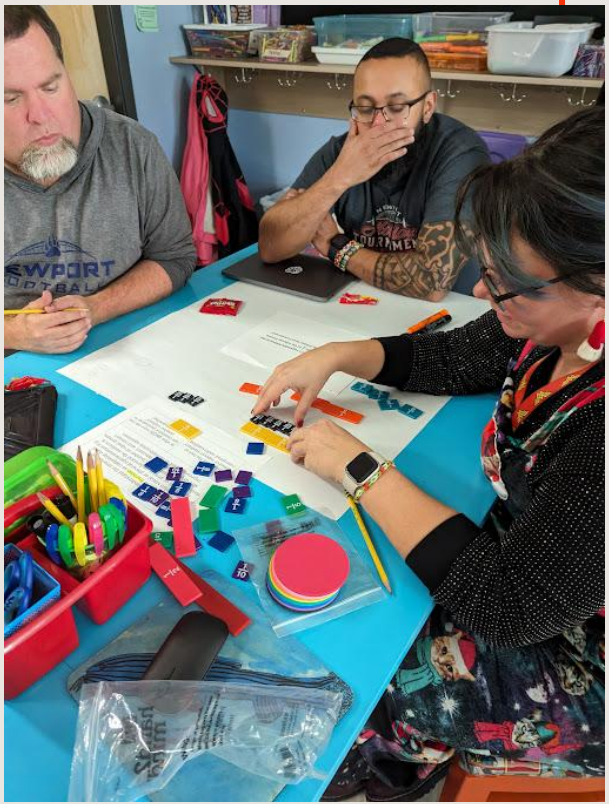


"I have seen stronger collaboration between student along with stronger math vocabulary."

How our teachers are engaged in Math





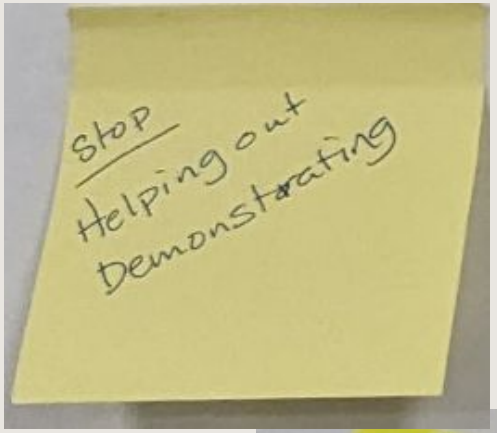


How our teachers are engaged in Math

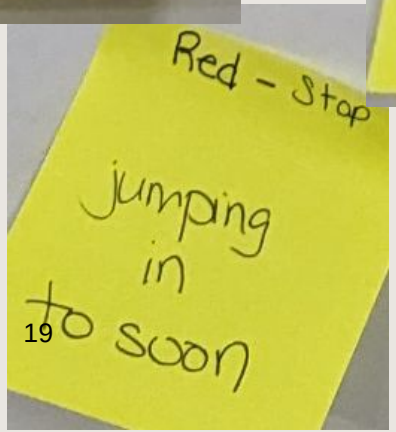


How our teachers are engaged in Math



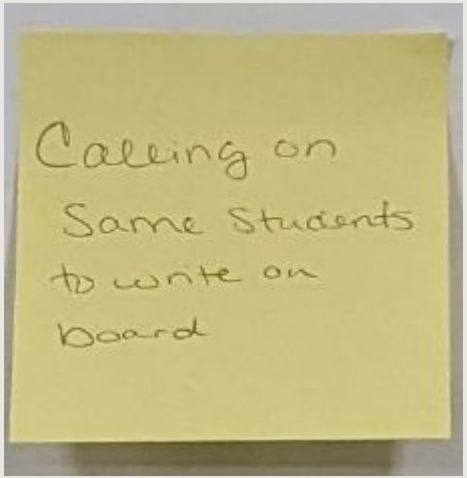


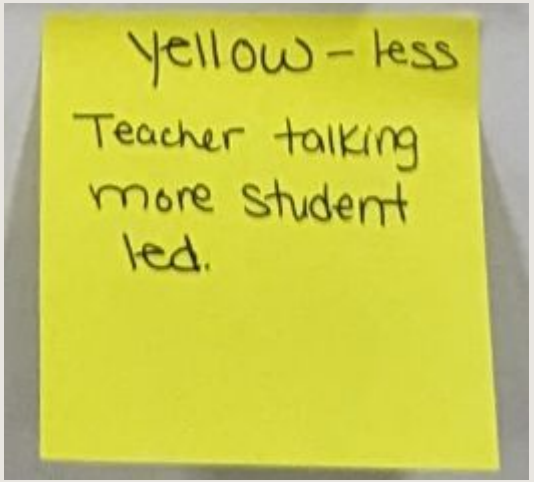




How our teachers are engaged in Math

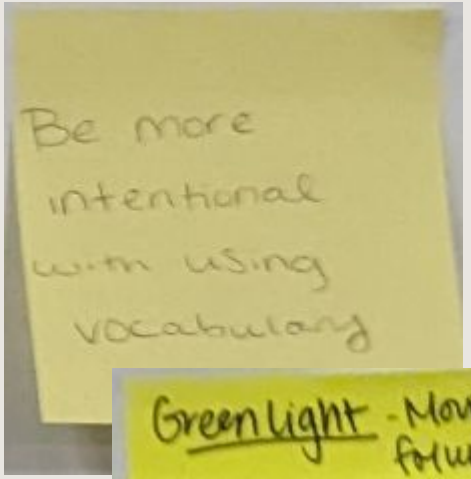


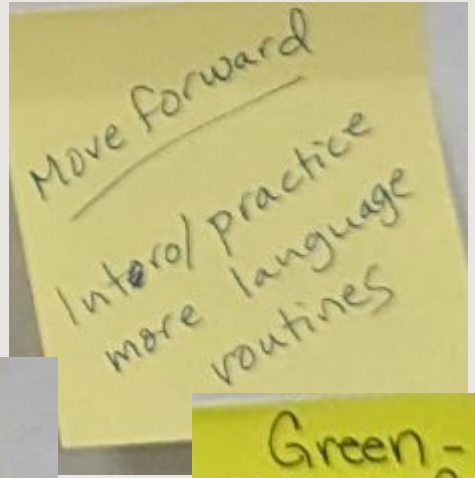


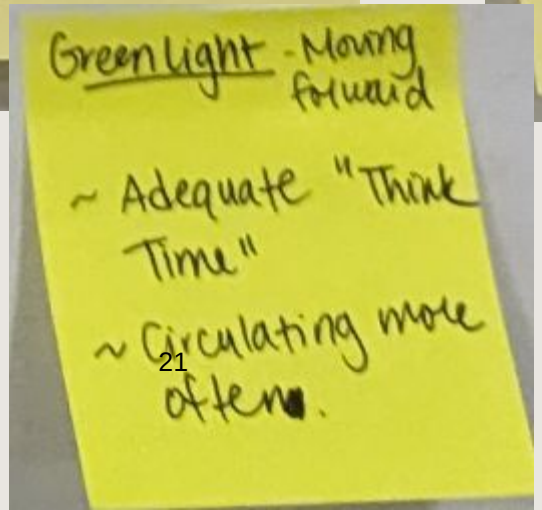


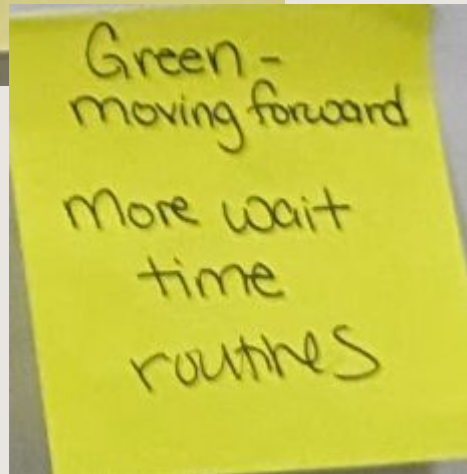


How our teachers are engaged in Math









What our teachers are saying



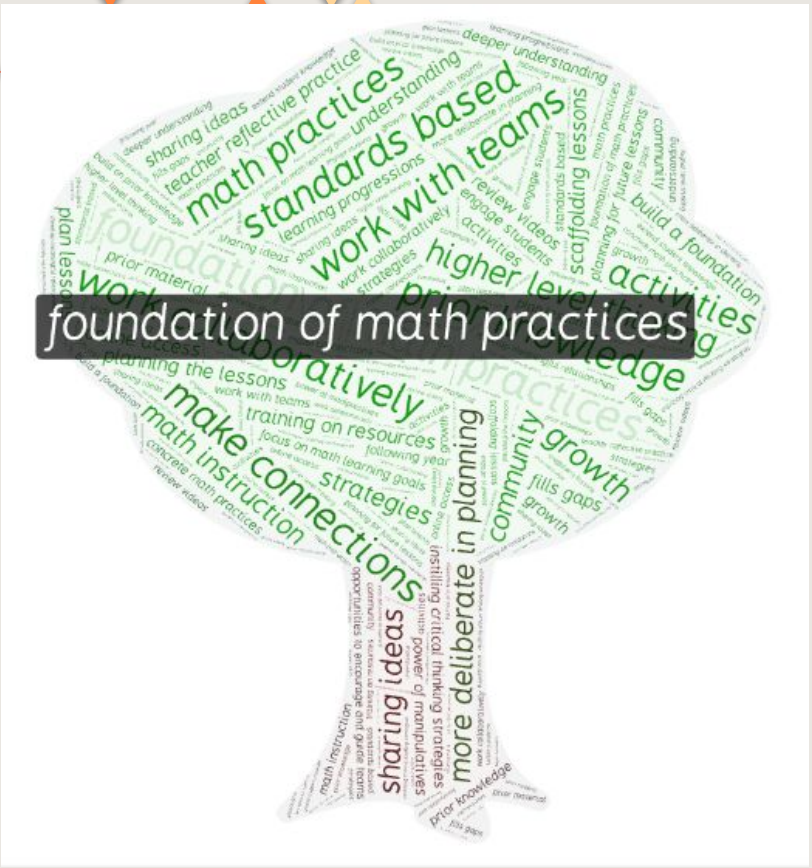
"Working collaboratively with other teachers in the district has opened up our path to successful strategies and student engagement. Helping each other and sharing ideas, having a say in the professional development needed to enhance the curriculum and developing meaningful relationships within the district."

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



“Working with the Math TOSA has helped me tremendously. I came in half way through the year last year with no prior teaching background and zero background in math outside of my own K-12 experience. Jenn helped be build a foundation of concrete math practices and strategies. How to engage students, break apart lesson, build on prior understandings and learn the power of manipulatives. My understanding and growth is all owed to my Math TOSA.”

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.