



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.

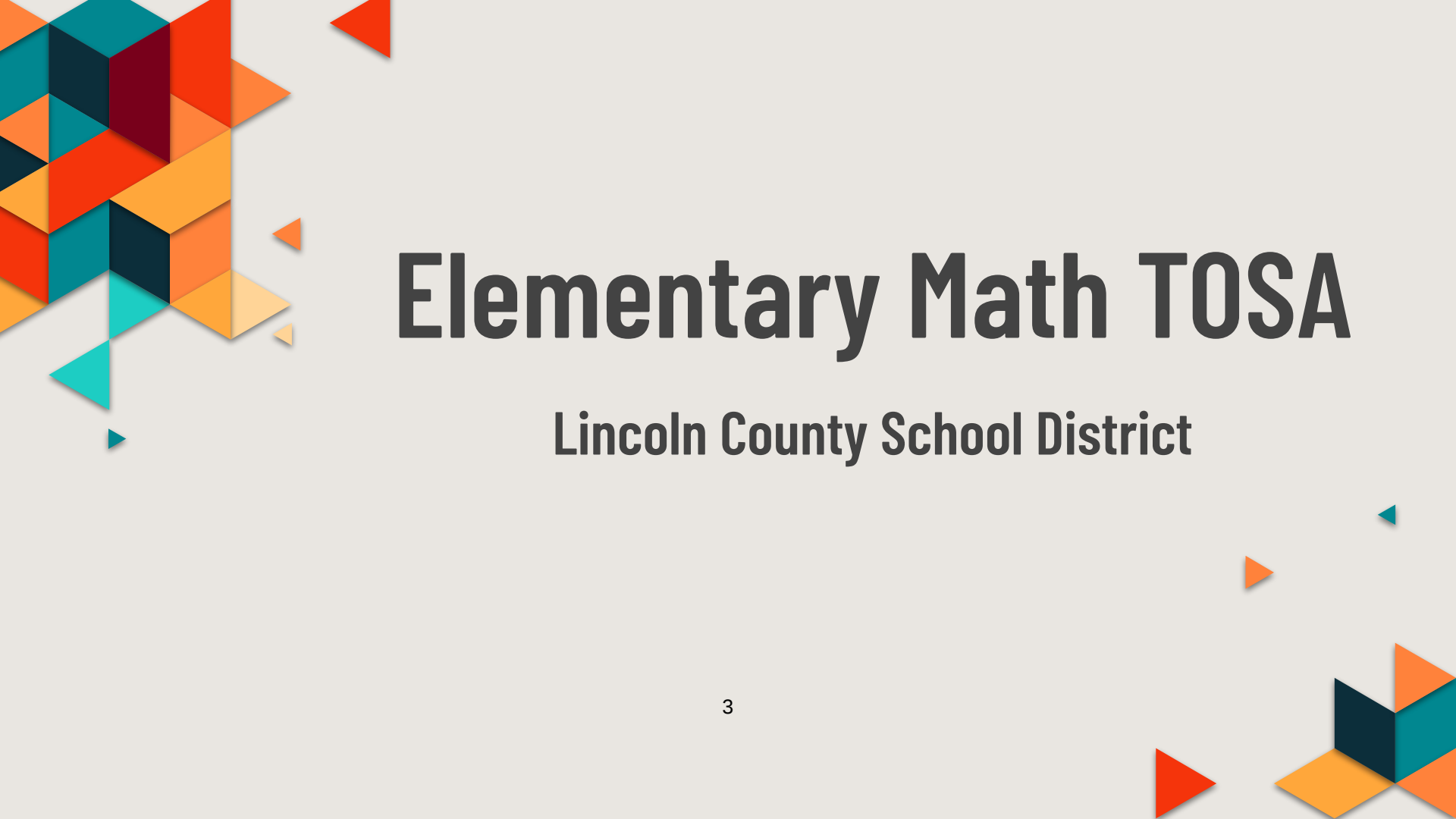
THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.

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

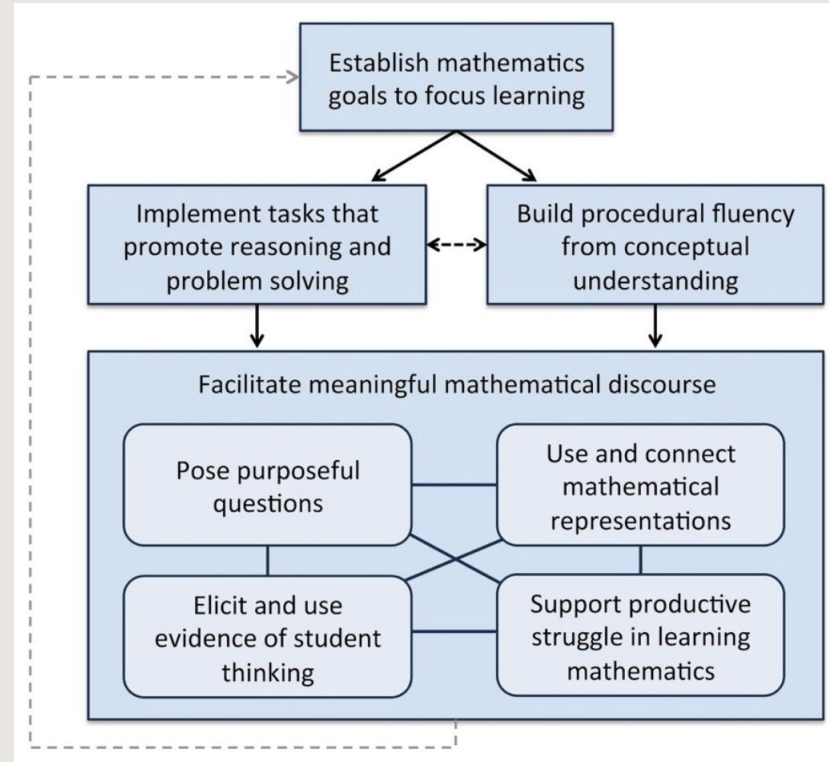
It's not just about getting the "right answer" when solving math problems. It's about giving students time to think, question, and process the solution.

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



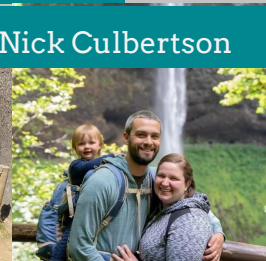
Shannon
Wellstead &
Crista
Adovnic

2nd Grade Nicole Benardi & Jenn Woodley



4th Grade

Kath Proctor & Nick Culbertson



1st Grade



Rachel
Baracosa &
Kate
Sizemore

Elementary Math Coalition Team

3rd Grade Robin Kirsch & Emily Rocco



5th Grade

Liz Pettinger & Guy Larson

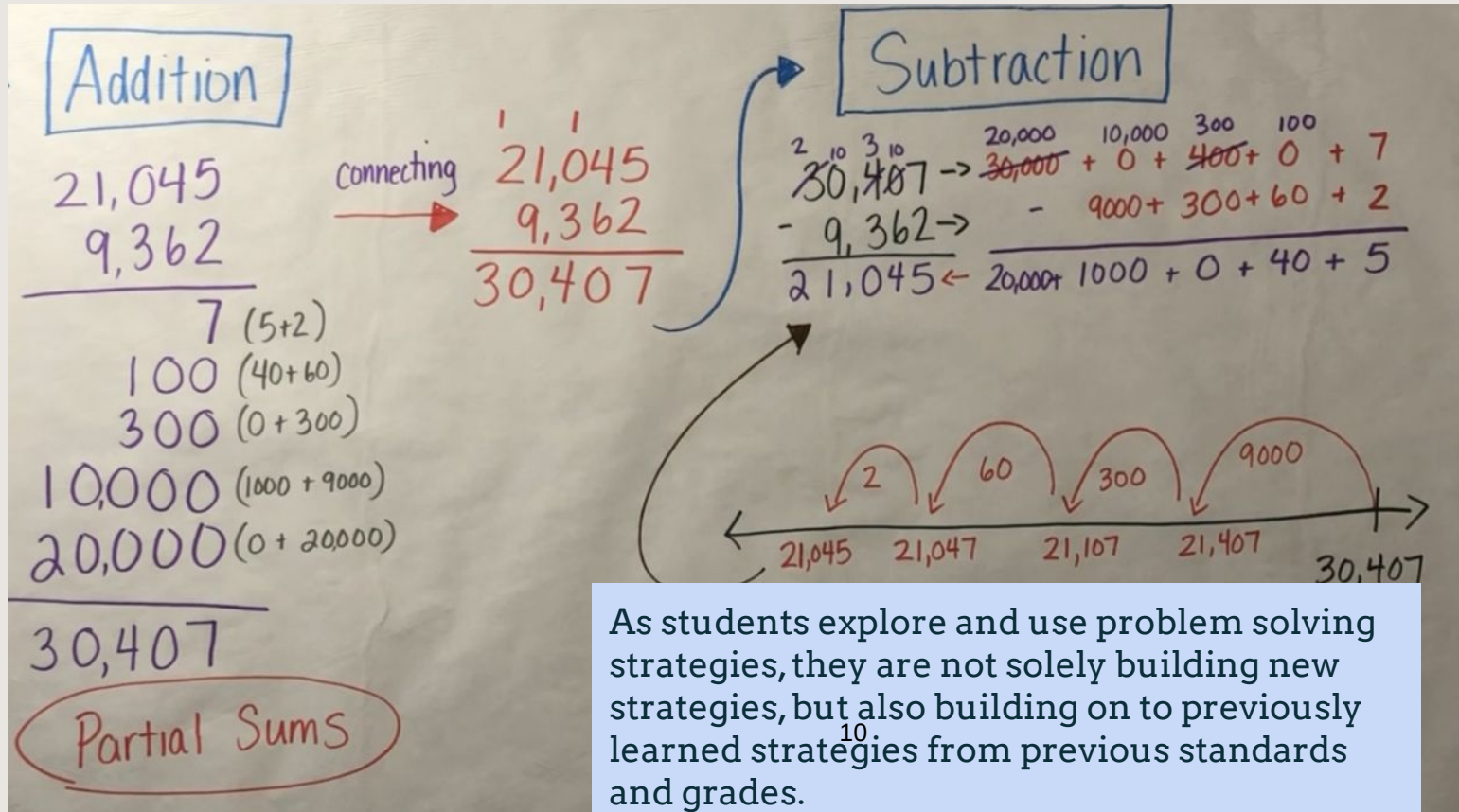


6th Grade

Faith Forshee & Cherie Harbour



Procedural Versus Conceptual Understanding



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 $8,000 > 4,000$

$328,498$
 $324,986$
 $8 > 4$

$>$ Greater than
 $<$ Less than
 $=$ Equal to

Addition

$64,924 + 15,368$

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

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



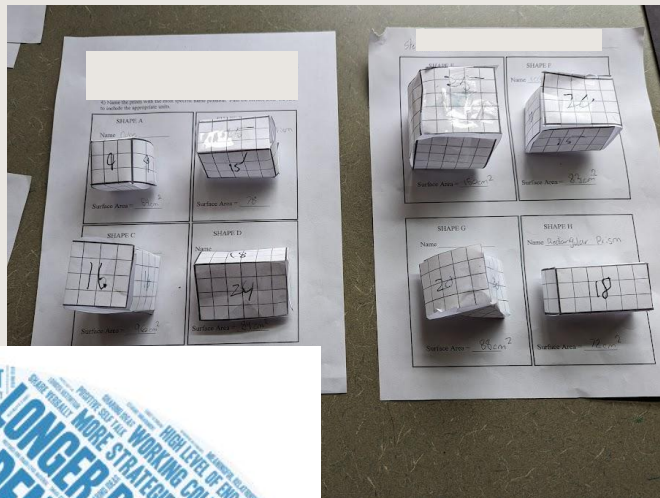
What teachers are saying about their students':

"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."

[illegible]

"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





A decorative graphic consisting of several overlapping triangles in shades of red, orange, and yellow, arranged to form a larger triangular shape. To the right of this graphic is a large, bold, black letter 'H'.



TRY IT Make sense of the problem

Ming collects 42 toys for a toy drive. 15 of the toys she collects are puzzles and the rest are toy animals.

- What is the problem about?
- The problem is about _____.



Blue	Yellow
Lars	Abby
Raquel	Jorge
Aryanna	Rhyder
Ivy	Lilly
Fisher	Samantha
Daniel	Hudson
Addison	Tiana
Bleau	Emerson
Simon	Sofia
Racen	Gage

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- 

- 1 Make sense of the problem.
- 2 Solve and support your thinking.

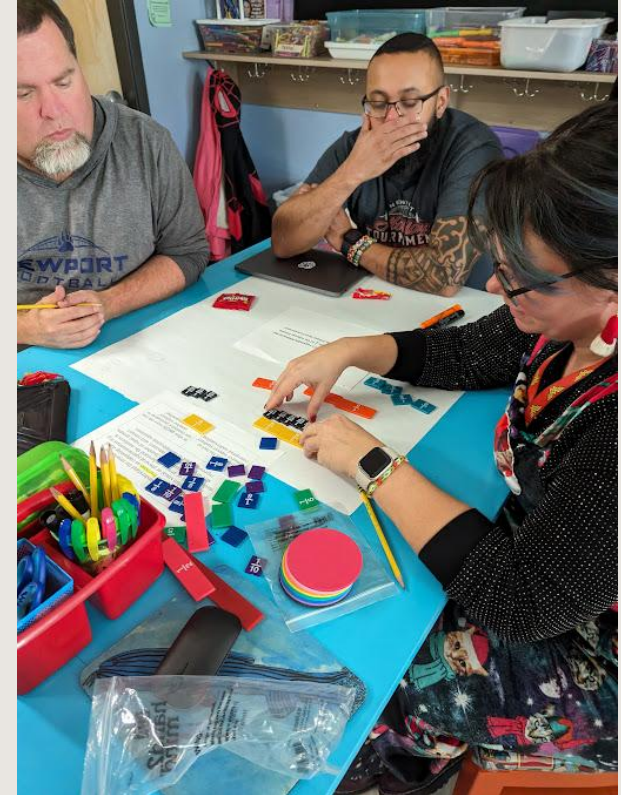
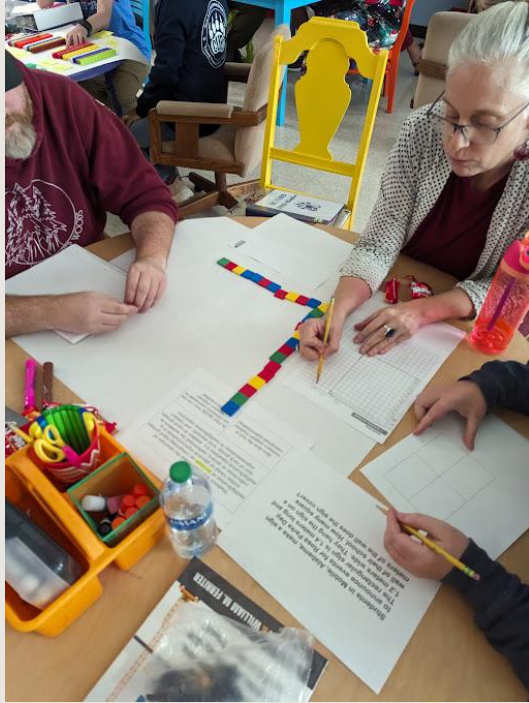
- 3 Share your thinking with a partner.
- 4 Compare strategies.

- 5 Make connections and reflect on what you have learned.
- 6 Apply your thinking to new problems.

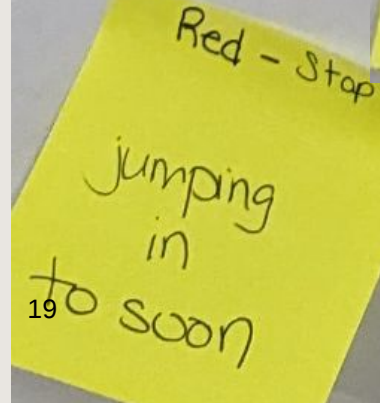
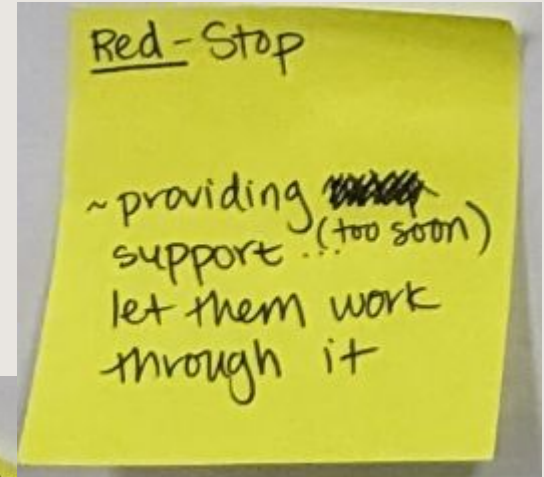
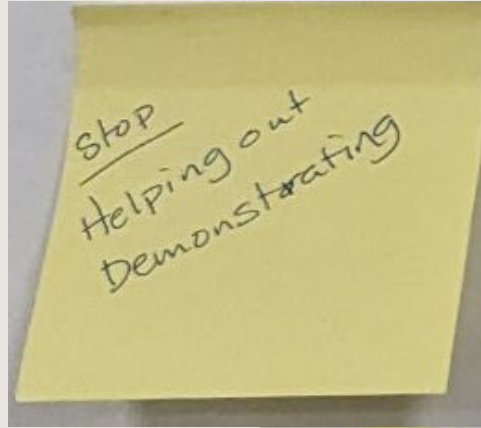
"I have seen stronger collaboration¹⁶ between student along with stronger math vocabulary."



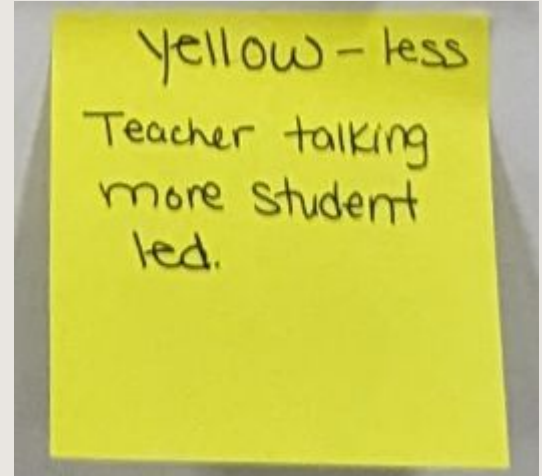
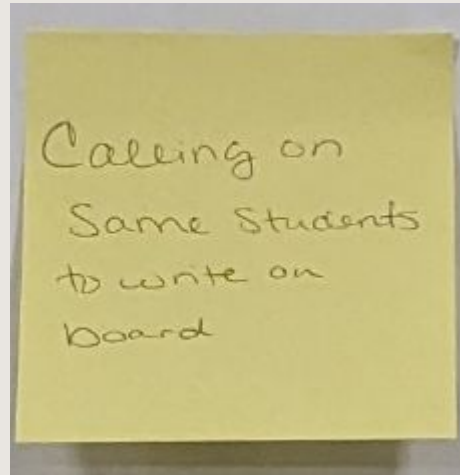
How our teachers are engaged in Math



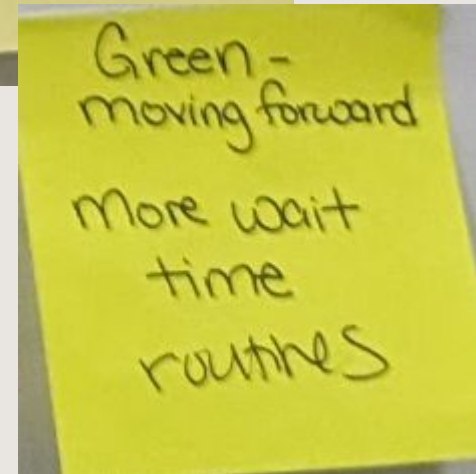
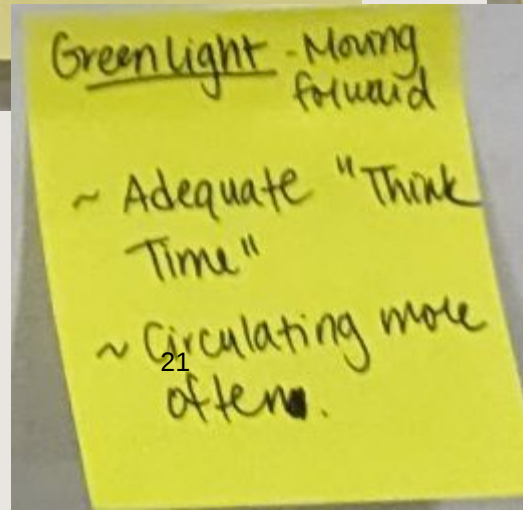
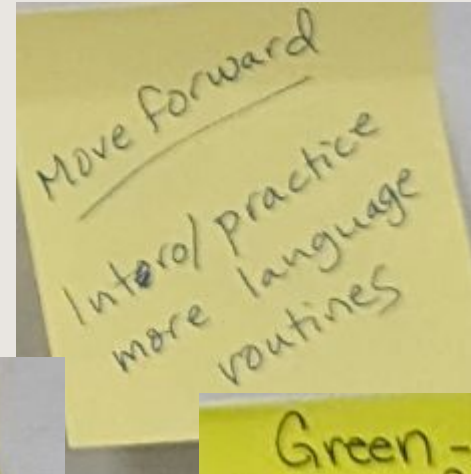
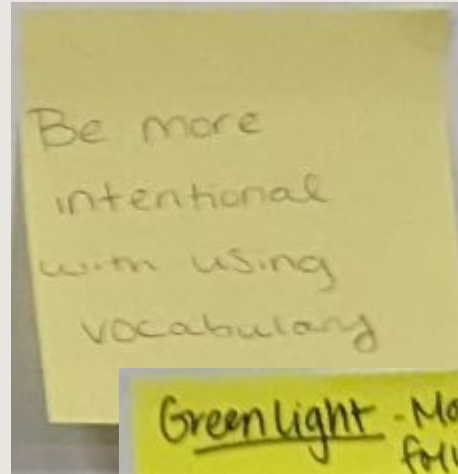
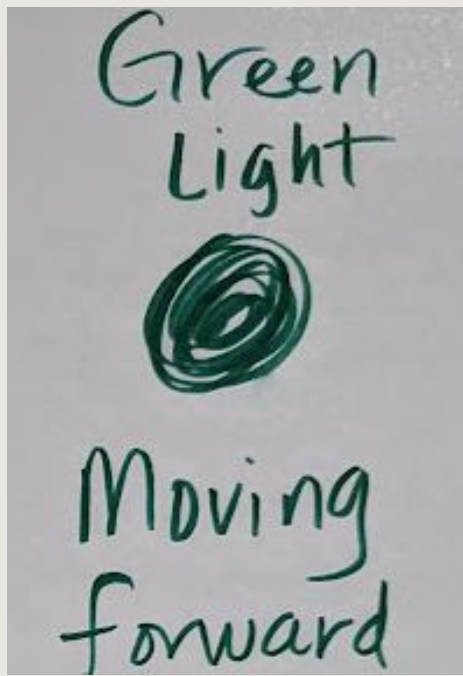
How our teachers are engaged in Math



How our teachers are engaged in Math



How our teachers are engaged in Math



A decorative graphic element consisting of several overlapping triangles in various colors (red, orange, yellow, teal, dark blue) arranged in a geometric pattern.



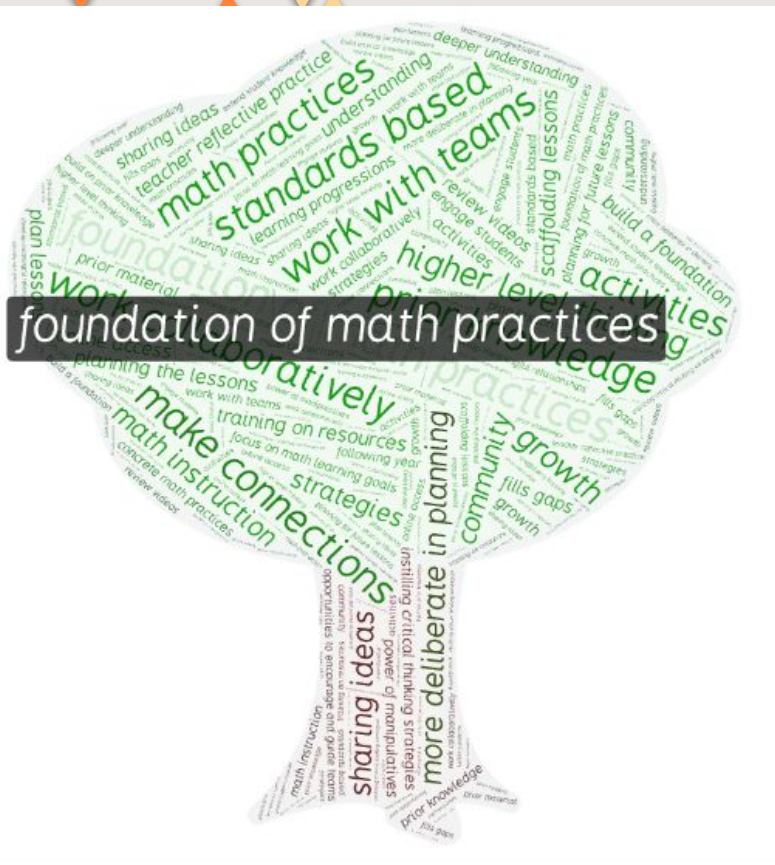
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A decorative graphic element consisting of several overlapping triangles in various colors (red, orange, yellow, teal, dark blue) arranged in a geometric pattern.



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.”

A decorative graphic element consisting of several overlapping triangles in various colors (red, orange, yellow, teal, and dark blue) arranged in a geometric pattern.



e shown consistent

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.