

**LINCOLN COUNTY SCHOOL DISTRICT**  
**Board of Directors – Work Session**  
**Tuesday, April 22, 2008- 6:00 p.m.**  
**Taft High School**  
**Lincoln City, Oregon**

**Minutes**

**Presiding:** Jean Turner, Vice-Chairman

**Present:** Jean Turner, Vice Chairman, Ron Beck, Jana Cowan, Amy Coulter, Directors

**Also Present:** Tom Rinearson, Superintendent; Len Geiger, Asst. Superintendent; Steve Kilduff, Principal; Julie Lafayette, Scott Reed, Asst. Principals; Laurie Urquhart, Secretary

**Excused:** Brenda Brown, Chairman

**Call to Order- Establishment of a Quorum**

Vice-Chairman Turner convened the meeting and called the session to order at 6:00 p.m. with a quorum of four board members present. Chairman Brown was excused from the meeting.

**Discussion on Credit by Proficiency**

Taft High Assistant Principal Julie Lafayette began the presentation on Credit by Proficiency by noting it is established in Oregon law as an option for school districts. It is defined in one manner as “sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance.”

Ms. Lafayette asked the group their opinions about credit by proficiency; attendees responded that it is mastering the essential elements of a standard, or competency that can be measured. There is a behavioral side to it as well.

The group discussed letter grades, and differences between proficiency and grades. Proficiency refers to a targeted level of achievement based on a set of standards. Ms. Lafayette presented information demonstrating that many times grades are based on elements other than student achievement (attendance cooperation and behavior). Mr. Rinearson offered that there is no difference between grades and proficiency, as they are both based on a standard. Grades may not be based on a standard the organization prefers. He stated proficiency based credit allows conversation about a different system. Mr. Reed noted that grades may represent “school skills.”

Proficiency based (PB) credit is an application of content knowledge and skills, not seat time in a classroom. All students in the PB system have individual learning plans, as students learn in different ways. Ms. Lafayette stated changing to a PB system takes time and professional development to implement.

Director Turner noted the new graduation standards in Oregon, which will require students to pass state tests. She said in this scenario, a student could conceivably demonstrate proficiency and not pass the tests.

Ms. Lafayette stated several schools around the country are using proficiency based credit. Mr. Reed said students at Oregon State University may be placed using proficiency.

Mr. Geiger said a change to PB may be more successful if started in a smaller way.

Ms. Lafayette noted some schools using proficiency credit report 90% of students are going on to college, and said this system motivates learners. Mr. Rinearson asked the group to think about the idea of a charter school within a school using PB. He stated district policies have flexibility, but that flexibility may not be realized in the most effective manner for students. The District is at an “interesting crossroads” stated Rinearson, as approximately 60% of the staff will turn over in the next five years.

It was noted PB is supported by behavioral theorists who maintain the most effective approach to getting humans to learn is to first understand humans and their basic needs. Ms. Lafayette stated proficiency based credit incorporates the new “three R’s” (rigor, relationships and relevance), and asks for active participation by students. She said teachers become facilitators of learning, rather than directors.

Superintendent Rinearson noted the Board has discussed concepts relevant to PB (quality, classroom learning systems, systemic approaches) for over a year and is working to understand the best way to implement them. He stated it likely will be a ten to 15-year journey, and suggested the Board ensure policies have flexibility rather than rigidity. Director Turner suggested having a blended system of PB and traditional to begin with.

The Superintendent asked the Taft High administrators if it is their plan to move forward with proficiency based credit; Principal Kilduff replied it is, and said professional/technical classes are using it now. Mr. Rinearson asked the administrators to keep the Board in the communication loop when they discover systemic “speed bumps,” so the Board may address policy issues. He also asked the administrators to consider developing a proficiency based administrative evaluation.

The meeting was adjourned at 8:30 p.m.

---

Chairman

---

Superintendent