

**LINCOLN COUNTY SCHOOL DISTRICT**  
**Board of Directors- Work Session**  
**Friday/Saturday, June 1-2, 2012 – 11:00 a.m. to 5 p.m. Friday;**  
**9:00 a.m. to 4 p.m. Saturday**  
**Shilo Inn**  
**Newport, Oregon**

**Minutes**

**PRESIDING:** Ron Beck, Chairman

**Present:** Ron Beck, Chairman; Jean Turner, Vice Chairman; Karen Bondley, Liz Martin, Kelley Ellis, Directors

**Also Present:** Tom Rinearson, Superintendent; Sara Johnson, Asst. Superintendent; Laurie Urquhart, Secretary

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

Chairman Beck convened the meeting and called the session to order at 11:15 a.m. with a quorum of all five board members present.

Board members examined the proposed agenda and hours for the retreat, changing the end time on Friday from 4 to 5 p.m. They reached consensus to re-order the agenda, starting with the Construction Excise Tax rates.

Director Ellis noted it is important for board members to have knowledge of issues and items, rather than a deep understanding of every single component of the district.

**Construction Excise Tax Rates**

The 'construction excise tax' (CET) refers to legislation approved by the Oregon legislature in 2007 allowing school districts to impose a tax on new construction. The construction is measured by the square footage of improvements, with different rates for residential versus non-residential construction. The revenue raised from this tax must be used for capital improvements.

The rate when originally enacted was \$1.00/square foot for residential construction, and \$0.50 for non-residential, up to a tax limit of \$25,000 on non-residential properties. The law would allow an increase to \$1.07 and \$0.54 respectively, and an increase to \$26,800 tax limit on non-residential properties.

Funds generated are not relegated to the area in which they are raised, but pooled to use district-wide. Superintendent Rinearson noted the original intent in assessing the tax was to use CET funds for facilities/maintenance, thus retaining more money in the general fund for use in the

classroom. “I would not recommend that you eliminate CET,” said the Superintendent. Board members reached consensus to retain the tax, and to leave the rates unchanged.

### **Board/Superintendent Working Agreements**

Several years ago, the school board adopted a set of group agreements to guide the Board and Superintendent’s working relationship. The agreements define the Board job description, governance principles, board meeting operational agreements, communication agreements, annual planning/evaluation, orientation of new board members, the role of the Chair, and expectations of the Superintendent.

Board members reviewed the last version of the agreements adopted in August, 2010. Superintendent Rinearson commented he sometimes struggles with area VIII, Role of the Chair as he interprets directions from the Chairman as coming from the entire Board. Vice Chairman Turner noted the Chairman speaks as an individual in conversations with the Superintendent.

Director Ellis suggested removing the word “recognize” in the section regarding the Board Chairman, and said bulleted items may be more effective. Board members also asked to add a line under “Orientation of New Board Members” suggesting the Vice Chair take the lead in training new board members, unless other arrangements are made.

The working agreements will be considered by the Board in an upcoming meeting.

### **New Evaluation Form for Superintendent**

Board members had a lengthy discussion regarding the eight examples of evaluation forms presented them. They liked parts of several and reached consensus after approximately a one-hour discussion to retain their current form, but change the ratings to those used in the Rogue River form plus a “zero” rating for ‘unobserved.’ (The ‘unobserved’ rating should be accompanied by a brief explanation as to why something was not observed or applicable.) Comments for other areas are also welcomed though not required.

The ratings are:

**5 = Outstanding-** Always exceeds performance standards. Exceptional job performance is exhibited consistently.

**4= Commendable-** Frequently exceeds performance standards. Exceptional job performance is exhibited frequently.

**3= Competent-** Meets performance standards

**2= Requires Improvement-** Does not consistently meet performance standards

**1= Unsatisfactory-** Does not meet performance standards most of the time

The Board also reached consensus to use a Zoomerang-type (online) survey next time which they will beta test in October/November 2012. Rather than the Superintendent completing an evaluation form, he will meet with board members one-on-one or in groups of two to discuss facets of the evaluation (they meet in executive session after the form is completed and tabulated).

It was also noted that the evaluation form should not be geared toward Mr. Rinearson per se, but should be able to measure the performance of any superintendent.

### **District Initiatives**

Staff presented a ‘work in progress’ list of district initiatives. Dr. Sara Johnson noted an initiative is ongoing work that takes resources and focus. After the work is implemented, it becomes part of your system, said Johnson. “It may be done in different areas at different times; if you overload the system, it limits it,” she continued.

Superintendent Rinearson stated that if initiatives are begun at the higher levels of the organization, it may result in more work at lower levels.

Dr. Johnson described several of the major ongoing initiatives, including:

- **Common Core State Standards.** Ms. Johnson described the current status of CCSS in LCSD. The Common Core State Standards for English language arts and mathematics are content standards shared among participating states, and designed to help ensure that all students are college and career ready in literacy and math no later than the end of high school. CCSS is a voluntary state-led effort to develop a common set of standards that describe what students in our nation should know and be able to do.

In Lincoln County, CCSS has been “cross-walked” (compared to) Oregon standards. CCSS will increase rigor. Pacing guides (the rate at which things need to be taught) are complete. Kindergarten implemented CCSS in instruction, assessment and reporting in 2011-12, and all elementary schools will fully implement teaching CCSS in 2012-13. High schools will transition to full implementation by 2014-15.

“We no longer have independent contractors,” said Johnson. She noted all teachers and principals have studied the ODE CCSS Toolkit. The “Smarter Balanced” assessment will replace OAKS (Oregon Assessment of Knowledge and Skills) test in the coming years.

The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year.

Next steps in Lincoln County include identifying a better way to give teachers easy access to CCSS and alignment work. Dr. Johnson is developing a plan pursuant to technology and how it relates to CCSS. Chairman Beck recalled his involvement with development of a Technology Plan in 1995 and asked if it had been updated. It has, just not using the same venue.

Superintendent Rinearson stated he is studying Philomath School District, who is purchasing laptops from ATT and eliminating their own internal network. He said there are issues with this method, but said he is interested to see how it turns out for them.

As part of the larger initiatives discussion, Director Ellis said she would be interested in seeing a visual “web” showing how all the initiatives connect and affect each other.

● **CLASS.** (Creative Leadership Achieves Student Success). CLASS was comprised of a group of individuals working together to move the district forward. The just-completed year was one of planning for four focused areas: a teacher evaluation system, professional development, career pathways, and compensation. 15 to 20 people worked on CLASS all year long; blueprints for next steps are now completed. CLASS is supported by the Chalkboard Project.

● **Pinnacle.** Pinnacle is a student information system with several components, including attendance, grades, curriculum, and instruction. The Pinnacle system has helped discourage “independent contractor” teachers. It has been more successfully deployed in some schools than in others.

● **Collaboration Grant.** The District was awarded the Oregon School District Collaboration Grant, which will help continue the work begun by the CLASS planning grant. The four focus areas are the same as those in CLASS (career pathways, evaluation, professional development and compensation).

The grant describes four levels of career pathways: leading teacher, expert teacher, accomplished, and resident. Administrators are also included in these career pathways.

Dr. Johnson noted the plan is to get back to the “classroom learning system” begun in LCSD several years ago, with students taking command of their own learning.

Other grant opportunities exist, with the federal Race to the Top grant more aligned to what our district is doing than the Teacher Incentive Fund grant. Race to the Top could result in significant funds for successful districts.

The ODE collaboration grant is intended to improve student achievement and move teacher practice forward. Mr. Rinearson noted district office administrators must shield buildings from more initiatives (from the state or otherwise). He said the biggest art with the collaboration grant will be to blend this work with what is going on at schools; it may be different by region and by school.

The Superintendent noted that when Title responsibilities were added to the Operations Administrator’s plate, some work was lost in other areas. Now, Title will go to Assistant Superintendent Sara Johnson, and former principal Dave Malcolm will help Mr. Novello with the many responsibilities in that area.

●**National Board Certification.** The district had 39 teachers enter the National Board Certification program this year, though several dropped out. Associate Principal Libba Sager spearheaded this effort; approximately 20 LCSD teachers should complete the training.

●**Ocean Literacy.** Ocean literacy is included in the district's strategic plan, which states LCSD would like the "best prepared ocean literacy students in the country." Ocean literacy is being connected with CCSS as well. The district enjoys many local partnerships surrounding ocean literacy. Though much work has been done with this item, "we are not there yet," said Mr. Rinearson.

●**TalentEd Perform Tool.** This is a new online evaluation tool being implemented in the coming year. Part of the rationale for this tool includes requirements of SB 209. Human Resources Manager Chelsi Sholty administers the HR piece, with Dr. Johnson handling the professional development piece.

●**Staffing Sheets/Marquam Group.** One goal of the district with regard to staffing sheets is moving from a spreadsheet to a database, including interaction with the current Visions system. Staff asked representatives from the Marquam group to explore the possibility of developing such a system. Because the cost is prohibitive (approximately \$260,000), other options are being explored.

Mr. Rinearson noted the list of initiatives is long, but said most items on it align. He said one recent quandary is that between requirements of the Oregon Department of Education and those of the new Oregon Education Investment Board.

The session on Friday was recessed at 5:15 p.m.

## **Saturday, June 2, 2012**

The Board convened the Saturday session at 9:05 a.m. Superintendent Rinearson noted the Board had discussed several initiatives, but most were in the curriculum department, with a few in Human Resources. He said "If you go into Rich's office, you would see a whole other Gant chart of projects and timelines. If several of our initiatives came together at the same time, there could be a crash coming." Dr. Johnson noted LST administrators have been discussing the many initiatives and the possibility of several coming together simultaneously.

Board members expressed their desire to be aware of issues/items in the District, not to be the "expert." They moved on to the next agenda item.

## **Achievement Compacts**

Superintendent Rinearson presented a nearly complete achievement compact for the Board's information. He said the "achievement compact advisory committee" (which will be formed by fall, 2012) is charged with gathering data to formulate the goals for the compacts. Committee members must be district employees; the achievement compacts are part of the budgeting process.

Mr. Rinearson said he “is a reluctant enthusiast on the compacts,” saying some pieces could develop well, but adding that he has concerns about some parts of them. Our current budgeting process is designed to solicit input from site council members, though site councils around the district have differing levels of involvement. He recommended that site councils’ input be optional, and said work over the next three to six months will clarify the situation. “Teams will decide how we meet our goals, and then set them for the following year,” said Rinearson.

Board members then reviewed the presented compact. Mr. Rinearson noted that, though decisions are to be based upon ‘real’ numbers, some of the data will not be available until August or September. For those sections, numbers from the previous year were used. He said the system will need to change, as decisions should not be predicated upon data that is two years old.

Oregon’s waiver application to the federal government on the “No Child Left Behind” law has not yet been granted. So far, it does not appear that sanctions will be imposed as a result of not meeting requirements. One idea appears to be that top schools will be identified to help low performing schools.

The achievement compact advisory committee is Board appointed, thus subject to public meeting laws (public notice, minutes, etc.). Recommendations from the committee are due to the Board in February. Superintendent Rinearson noted the achievement compacts need to be a standing item on the board’s monthly agenda.

The Board is scheduled to approve the compact at its June regular session. “I think we need to approve the compact, appoint the committee, and see where it comes out,” said Mr. Rinearson.

Fifth year seniors are counted both in the four year and the five year cohort. “Fifth year seniors will help us, as well as the kids who earn college credits,” noted the Superintendent. He said the targets have been adjusted, but are similar to those of NCLB. “It shouldn’t matter what kind of assessment or targets that are developed; our system is a good one that helps kids,” said Dr. Johnson. She added that the numbers in the compact are a compilation of data (a mathematical formula resulting in a percentage). The definition of a “focus school” is being decided upon.

The Superintendent said the district needs to build an internal student achievement data system that is easy to see and understand. “This will support the work of the initiatives, and is an accountability piece,” said Rinearson.

The achievement compact also asks the amount of revenue needed by districts to meet the recommendations of the “Quality Education Model.” In our district, formula revenue would be \$52,594,619, or \$13 million more than we currently receive. “This could result in more teachers in classrooms,” said Mr. Rinearson. “We are doing some amazing things; the community supports us. Imagine what we could do with more teachers in the classrooms. We have already eliminated waste.”

Dr. Johnson stated part of aligning the system is being able to provide an equal opportunity for kids. “It should not matter who the teacher is.” Mr. Rinearson said he is excited about the

progress LCSD is ready to make. “We have moved away from independent contractors to collaboration.”

### **Smarter Balanced Overview** (added item)

Responding to Board members’ questions, Dr. Johnson demonstrated where on ODE’s website one could locate information on Smarter Balanced (the new testing system coming in 2014-15). Students will be taking the OAKS test through 2013-14, said Johnson. Students only take the Smarter Balanced test once.

“OAKS is not designed to be a formative assessment,” said Dr. Johnson. As previously mentioned, Smarter Balanced will begin by testing language arts/literacy and math. Science testing is being developed. There are two testing systems used by states involved with CCSS: Smarter Balanced and PARCC. Smarter Balanced is self-calibrating, while PARCC is not. Both are still in the development stage, and both are computer based assessments.

Superintendent Rinearson noted the testing will involve significant professional development, and said if the district pulls its internal assessment system together “we should have an accuracy rate of 95-97% of how the student will do on the test, before they take it.”

Dr. Johnson reported all-day Kindergarten will be needed in order to meet the standards. Superintendent Rinearson said “There are things I would love to do, including full day Kindergarten, smaller class sizes in grades K-3, full school years, and a music expert in every building.”

### **Achievement Compact Advisory Committee**

The Superintendent recommended the committee be comprised of six to ten individuals, with a data collector (Paul Williams or Mary Kelly). Director Ellis said she would like to see representation from each area.

Board members broke for lunch from 12 to 12:50 p.m.

### **District Priorities and Board Goals**

The Board did not meet in a retreat setting during the 2011/12 year and did not develop Board goals for this year. Board goals for the 2010/11 year as well as District Priorities reaffirmed by the Board in September of 2010 were presented for the Board’s review.

Chairman Beck noted “We are still doing number one (recognizing student achievement in a variety of ways); number 2 is done (analyze the licensed contract); we’re still doing number 3 (supporting initiatives already in process); number 4 is done (new evaluation instrument for the superintendent), and number 5 is done (explore the pursuit of a general obligation bond). We can modify numbers one and three.”

Mr. Beck explained the “math facts” certificates, which is a bullet under the first goal of acknowledging student achievement. Students who learn their multiplication tables are identified by the school principal, then the Board member is invited to the school to present the students with a certificate. The Board member also calls the student’s parents to let them know of the achievement.

Board members would like to retain this activity, and add recognition for non-fiction writing. Superintendent Rinearson suggested adding this recognition to an “area” report at a board meeting. Director Ellis noted the Board should also recognize middle and high school students. The Superintendent said he would talk to principals in August regarding “how they will roll this in.”

District Priorities were then discussed. The Superintendent said the first two bullets were still ongoing (Continue the alignment of curriculum, instruction and assessment; continue to implement innovative uses of technology).

Chairman Beck asked if interest on the bond could be used to support “backend” technology needs. The Superintendent replied it cannot, but said staff is examining ways to support these needs. Vice Chairman Turner asked if LCSD could partner with other districts for tech support; Mr. Rinearson replied that districts closer in proximity to the ESD receive more support. “We are constantly talking about ways to partner,” said Rinearson. He said Canby School District has a good system that our staff is exploring. “We want to be sure our technology backbone has more capacity than we even think it needs,” he added.

The Superintendent stated his belief that all of the District priorities are still valid, and said it is important that they be seen “over and over.”

Director Ellis suggested tying the alignment to Common Core State Standards. Mr. Rinearson agreed, and said the priority could be structured to reflect this.

It was suggested the item on technology also be tied to CCSS, with which Board members agreed.

Superintendent Rinearson said “quality” can be defined as meeting or exceeding customer expectations, on time or earlier. “We’ve made it a priority to have a quality teacher in every classroom, and a quality principal in every building. I think your goal should be about quality; what it means, the work we’ve done, etc. as well as dealing with continuous improvement.

Director Ellis surmised that the partnership priority could be tied to enhancing student learning. Mr. Rinearson added that this would identify the “why” the district wants to partner with local business, science and arts communities. “Then it is clear the District wants to give back, not just take,” said Rinearson.

Board members suggested removing from Board goals the bullet regarding analyzing the licensed contract, but retaining in the District Priorities the bullet to “Negotiate employee contracts to focus on student achievement.”



Director Ellis thought it appropriate to remove the list of priorities, i.e., not name any of them.

Under Board goals, the Board would like to pilot the revised evaluation form for the superintendent. They also suggested a board goal regarding “exploring how technology can help the Board be more efficient.”

Director Ellis noted absenteeism is high in LCSD, with which Dr. Johnson agreed. Mr. Rinearson stated learning the “why” of absenteeism is important, and said even excused absences count.

On the priorities list, board members suggested changing the bullet about “improving” facilities to “completing” them.

Director Martin stated it may be prudent to insert language about reducing class size. Mr. Rinearson suggested a priority of “obtaining the funding to reduce class size in grades K-3.” He said research does not support small class sizes in all grades, and said large class sizes at the high school level could help prepare students for large college classes. Vice Chairman Turner said she agreed with leaving the priority on class size as it currently stands.

Mrs. Turner said she would like a priority about restoring the school year. Chairman Beck added the restoration of all day kindergarten.

The bullet regarding “recruit and retain highly talented employees” will be expanded to include “by mentoring, professional development.”

The Superintendent explained that the current list of district priorities was developed by listening to board members and others.

Director Ellis asked if bullying throughout the district is an issue. Mr. Rinearson said it is, and said the district is using several different programs to address it. “We do not have a district-wide anti-bullying program, but we do have a district policy.” He said he would like to research what, exactly, bullying is. “To me, bullying is intentional.” He added that schools are a reflection of the community.

The Superintendent said it may be prudent to wait until after the election to have next year’s retreat, but added that “this time of year is a good time to have a retreat.”

The meeting was adjourned at 3:30 p.m.

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Chairman

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Superintendent