



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, January 26, 2015 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Monday, January 26, 2015
6:30 PM

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, January 26, 2015, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION
- IV. DIVISION 22 STANDARDS

BOARD MEETING DATE: January 26, 2015

FOR ACTION

SUBJECT: Division 22 Standards

Issue:

We are required by OAR 581-022-1610 Operating Policies and Procedures to report to the Board and the community, the District's standing with respect to the Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22. Districts must complete and upload the 2014-2015 Assurances form to Indistar by February 13, 2015.

As part of the Oregon Department of Education's mandate relief efforts, the 2014-2015 Assurances process has been simplified. The number of administrative rules included has been reduced to the following five OARs:

- OAR 581-022-1134 Modified Diploma
- OAR 581-022-1140 Equal Educational Opportunities
- OAR 581-022-1620 Instructional Hours
- OAR 581-022-1723 Teacher and Administrator Evaluation and Support
- OAR 581-022-1941 Complaint Policy

After the Board approves the motions at the end of this page, the District will be in compliance with all of the above named Division 22 OARs.

Districts are also required to report to the board and community the status on ALL Division 22 Oregon Administrative Rules.

The District complies with all Division 22 OARs except the following:

581-022-0413 Prevention Education Programs in Drugs and Alcohol

This standard requires the development of a comprehensive plan for alcohol and drug abuse. At this time we have embedded drug and alcohol instruction into our K-12 health curriculum, however the district will develop a comprehensive plan in 2015 that includes the items outlined required in this OAR.

581-022-1520 Media Program

This standard requires the District's coordinated media program to be assigned to a certificated media specialist. At the start of the 2014-15 school year LBLESD provided certified FTE to oversee the District media program. Effective January 15, 2015 the District is not in compliance with this standard. The District will actively seek to replace this position to begin no later than the beginning of the 2015-16 school years.

The following motions are necessary to bring us into OAR 581-022-1620 Instructional Hours.

RECOMMENDED ACTION:

1. **Motion to authorize the school district to include up to 30 hours of professional development time in the calculation of instructional hours.**
 2. **Motion to authorize the district to reduce instructional time for twelfth-grade students for not to exceed 30 hours of instructional time.**
-

CONTACT PERSON: Kevin Bogatin, Assistant Superintendent



Division 22 Standards for Public Elementary and Secondary Schools 2014-2015 Assurances

Instructions for Completing Form

In response to requests to lessen the reporting burden of districts, the 2014-2015 Assurances submission will include responses to questions about five Oregon Administrative Rules.

- a. OAR 581-022-1134 Modified Diploma
- b. OAR 581-022-1140 Equal Educational Opportunities
- c. OAR 581-022-1620 Instructional Hours
- d. OAR 581-022-1723 Teacher and Administrator Evaluation and Support
- e. OAR 581-022-1941 Complaint Policy

Districts are still expected to report to their communities regarding compliance to ALL Division 22 standards by **January 15, 2015**, as required by OAR 581-022-1610. Districts should complete this form and upload it to the Indistar system by **February 13, 2015**.

1. Determine your district's compliance with the five Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review in ODE's [2015 Quick Reference](#) guide or on the Secretary of State's webpage at http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_022.html.
2. Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below.
3. Create a plan that details how your district will correct the identified areas of non-compliance. Provide the plan in the expandable text box.
4. Complete the questions related to the five OARs.
5. Certify that your district's annual report was presented to the community, as required by the Department of Education. Please include evidence (such as school board minutes or a newspaper article) with this completed assurance form. This evidence should document that the report was made to the community.
6. Obtain your District Superintendent's signature on this Assurance Form.
7. Upload the completed (and signed) Assurance Form with any necessary attachments to the Indistar system, <http://www.indistar.org> by **February 13, 2015**. Directions for uploading the document(s) are provided at the end of this form.

Please note: The Oregon Department of Education does not require that districts submit evidence of compliance at this time. Any files, documents, or artifacts collected during the assurances process are at the discretion of the local district.

If you have questions or need further assistance, please email Andrea Morgan, Education Specialist, at andrea.morgan@state.or.us or call (503) 947-5772.

Corvallis School District

School District
Benton

County



Division 22
Standards for Public
Elementary and Secondary Schools
2014-2015 Assurance Form

I hereby certify that Corvallis School District has completed and presented its annual report to the community and is in compliance with and implementing as required, **all** of the applicable Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22.

581-022-1134 Modified Diploma

The district ☒ is ☐ is not fully compliant with OAR 581-022-1134.

Yes	No	
☒	☐	1. Is this school district meeting the requirements of OAR 581-022-1134 relating to the modified diploma?
☐	☐	2. Is the school district granting eligibility for a modified diploma only to those students who have:
☒	☐	a. A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
☒	☐	b. A documented history of a medical condition that creates a barrier to achievement.

581-022-1140 Equal Educational Opportunities

The district ☒ is ☐ is not fully compliant with OAR 581-022-1140.

Yes	No	
☒	☐	3. Has your district school board adopted a policy in accordance with ORS 339.356 prohibiting harassment, intimidation or bullying and prohibiting cyberbullying?
☒	☐	4. Does your district have a clear statement prohibiting discrimination against any person in the public schools and programs of the district. "Discrimination" means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex or sexual orientation.
☒	☐	5. Is this statement visible on your district's web page and included in all student, parent and employee handbooks?
☒	☐	6. Has your district developed and implemented a plan for identifying students whose primary language is other than English and provided such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities?

581-022-1620 Instructional Hours

The district ☒ is ☐ is not fully compliant with OAR 581-022-1620.

7. Based on your school calendar, how many instructional hours are you currently offering for:

Kindergarten	904.0	Grade 5	936.0	Grade 9	1,002.5
Grade 1	904.0	Grade 6	952.0	Grade 10	1,002.5
Grade 2	904.0	Grade 7	952.0	Grade 11	1,002.5
Grade 3	936.0	Grade 8	952.0	Grade 12	978.5
Grade 4	936.0	Click to copy Grade 1 to all grades→ Copy Entries			

8. How many hours of Parent Teacher Conferences are you including in your current calculation of instructional time for:

Kindergarten	28.0	Grade 5	28.0	Grade 9	14.0
Grade 1	28.0	Grade 6	22.0	Grade 10	14.0
Grade 2	28.0	Grade 7	22.0	Grade 11	14.0
Grade 3	28.0	Grade 8	22.0	Grade 12	14.0
Grade 4	28.0	Click to copy Grade 1 to all grades→		Copy Entries	

9. How many hours of professional development are you including in your current calculation of instructional time for:

Kindergarten	0.0	Grade 5	0.0	Grade 9	30.0
Grade 1	0.0	Grade 6	0.0	Grade 10	30.0
Grade 2	0.0	Grade 7	0.0	Grade 11	30.0
Grade 3	0.0	Grade 8	0.0	Grade 12	30.0
Grade 4	0.0	Click to copy Grade 1 to all grades→		Copy Entries	

10. Has your local school board authorized the district to include professional development in the calculation of instructional time?

☒ Yes ☐ No

11. Has your local school board authorized the district to reduce instructional time for twelfth grade students?

☒ Yes ☐ No

12. What percentage of the district's students are enrolled in a full day of school for:

NOTE REGARDING QUESTION 12—ODE has proposed a rule change that would require districts to ensure 90% of students are scheduled in a full day of school. While the proposed rule will require 90% at the district level, ODE requests information here at grade level. Question 12 is included to gather information and get a clearer understanding of where districts currently stand in relation to the proposed revision. Districts responding to question 12 with an answer that is less than 90% will not be out of compliance for purposes of the 2014-15 Division 22 Assurances.

Kindergarten	100	Grade 5	100	Grade 9	99
Grade 1	100	Grade 6	99	Grade 10	99
Grade 2	100	Grade 7	99	Grade 11	99
Grade 3	100	Grade 8	99	Grade 12	98
Grade 4	100	Click to copy Grade 1 to all grades→ Copy Entries			

581-022-1723 Teacher and Administrator Evaluation and Support

The district ☒ is ☐ is not fully compliant with OAR 581-022-1723.

Yes	No	
☐	☐	13. The district evaluation and support system is aligned with the five elements of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems and includes:
☒	☐	a. Standards of Professional Practice
☒	☐	b. Differentiated Performance Levels
☒	☐	c. Multiple Measures
☒	☐	d. Evaluation and Professional Growth Cycle
☒	☐	e. Aligned Professional Learning
☒	☐	14. The district has a plan to monitor progress and refine the local evaluation and support system.

581-022-1941 Complaint Policy

The district ☒ is ☐ is not fully compliant with OAR 581-022-1941.

Yes	No	
☒	☐	15. Has your district adopted and implemented a process for resolving complaints by a person who resides in the district or by any parent or guardian of a student who attends school in the school district?
☒	☐	16. Is the process in writing and can it be found by parents and community members?
☒	☐	17. Does the process clearly state who is responsible for responding to the complaint at each level of the complaint process?
☒	☐	18. Does the process clearly establish the time frame for the district to complete each step of the process?
		19. For complaints that may be appealed to ODE pursuant OAR 581-022-1940, does the district's complaint process:
☒	☐	a. Clearly state at what step the district's decision is final?
☒	☐	b. Require the final decision be in writing and clearly establish the legal basis for the decision, findings of fact and conclusions of law?
☒	☐	c. Require the complainant be given notice of the right to appeal the final decision to ODE under OAR 581-022-1940?

Please list any of the five Division 22 rule(s) included in this 2014-2015 report, including the OAR number and title, with which the district is not in compliance and detailed plans to correct. Attach a separate document if necessary.

SIGNED ASSURANCES

I certify that any Division 22 rules with which the district does not yet comply are noted. An explanation of why the district is not in compliance and a plan for correcting the deficiency (or deficiencies) is attached.

I hereby certify that the district's annual report was presented to the community on 01/26/2015, as required by OAR 581-022-0807. Evidence (school board minutes or a newspaper article) is attached.

I further certify that all representations in this Assurance Form are true and correct to the best of my knowledge.

Dr. Erin Prince

Name of District Superintendent

Kevin Bogatin, Assistant Superintendent

Name of person completing form

Click to replace with
scanned signature or blank
image if signing on paper.

Signature

1/26/15

Date

Please return the 2014-2015 Assurance Form by **February 15, 2015 to:
<http://www.indistar.org>**



Division 22

Standards for Public Elementary and Secondary Schools

2014-2015 Assurances

REPORT TO COMMUNITY

This list is provided to assist you in your report to your community as required by OAR 581-022-1610.
Please ***do not*** submit this form to the Oregon Department of Education.

- ✓ Determine your district's compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review in ODE's [2014 Quick Reference](#) guide or on the Secretary of State's webpage at http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html.
- ✓ Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below. Districts should report to their communities on each of the standards listed below.
- ✓ Report your district's compliance or non-compliance to the Division 22 Standards for Public Elementary and Secondary Schools to your local district school board by **January 15, 2015**.

OAR Number	Title	Compliance Status	
		Yes, in compliance	No, not in compliance
0405	Career Education	☒	☐
0413	Prevention Education Programs in Drugs and Alcohol	☐	☒
0416	Anabolic Steroids and Performance Enhancing Substances	☒	☐
0421	Safety of School Sports -- Concussions	☒	☐
0606	District Improvement Plan	☒	☐
0610	Administration of State Assessments	☒	☐
0612	Exception of Students with Disabilities from State Assessment Testing	☒	☐
0615	Assessment of Essential Skills	☒	☐
0617	Essential Skill Assessments for English Language Learners	☒	☐
0705	Health Services	☒	☐
0711	Policies on Reporting Child Abuse	☒	☐
0807	Standardization	☒	☐
1030	Local District Goals	☒	☐
1060	School and District Performance Report Criteria	☒	☐
1130	Diploma Requirements	☒	☐
1131	Credit Options	☒	☐
1133	Extended Diploma	☒	☐
1134	Modified Diploma	☒	☐

1135	Alternative Certificate	☒	☐
1140	Equal Education Opportunity	☒	☐
1140	Harassment, Intimidation, Bullying and Cyberbullying	☒	☐
1210	District Curriculum	☒	☐
1215	Literacy Instruction	☒	☐
1310	Identification of Academically Talented and Intellectually Gifted Students	☒	☐
1320	Rights of Parents of Talented and Gifted Students	☒	☐
1330	Programs and Services for Talented and Gifted Students	☒	☐
1340	Special Education for Children with Disabilities	☒	☐
1350	Alternative Education Programs	☒	☐
1361	Expanded Options Program Annual Credit Hour Cap	☒	☐
1364	Expanded Options - Requirements for Oregon Public School Districts	☒	☐
1420	Emergency Plans and Safety Programs	☒	☐
1430	Asbestos Management Plans	☒	☐
1440	Human Sexuality Education	☒	☐
1510	Comprehensive Guidance and Counseling	☒	☐
1512	Child Development Specialist Programs	☒	☐
1520	Media Programs	☐	☒
1530	Auxiliary Services	☒	☐
1610	Operating Policies and Procedures	☒	☐
1620	Required Instructional Time	☒	☐
1622	Independent Adoptions of Instructional Materials	☒	☐
1630	Daily Class Size	☒	☐
1640	Instructional Materials Adoption	☒	☐
1650	Postponement of Purchase of State-Adopted Instructional Materials	☒	☐
1660	Records and Reports	☒	☐
1661	Report on Physical Education Data	☒	☐
1670	Individual Student Assessment, Recordkeeping, and Reporting	☒	☐
1710	Personnel	☒	☐
1720	Personnel Policies	☒	☐
1723	Teacher and Administrator Evaluation and Support	☒	☐
1724	Core Teaching Standards	☒	☐
1725	Educational Leadership—Administrator Standards	☒	☐
1730	Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	☒	☐
1910	Exemptions	☒	☐
1941	Complaint Procedures	☒	☐
2130	Kindergarten Assessment	☒	☐

Districts must report their status with regards to the Division 22 Standards to their communities
by

January 15, 2015



Corvallis
SCHOOL DISTRICT

V. SCHOOL BOARD RECOGNITION - BRIEF COMMENTS BY
SUPERINTENDENT

STATE OF OREGON
PROCLAMATION
OFFICE OF THE GOVERNOR

- WHEREAS:** Oregonians rely on public education to ensure a prosperous quality of life and strong economic health for Oregon; and
- WHEREAS:** Locally elected boards fulfill leadership roles and serve as the conduit through which teachers, parents, businesses and communities demonstrate the care, creativity and support that lead to student achievement; and
- WHEREAS:** Public schools nurture and train diverse student populations to the best of their ability, whatever the resources, to give students the knowledge, skills and opportunities they need to succeed; and
- WHEREAS:** Board members build the framework that makes it possible for education organizations to teach Oregon's children; and
- WHEREAS:** The committed men and women who serve on the boards of Oregon's 197 school districts, 19 education service districts and 17 community colleges deserve recognition and thanks for their dedication to the education needs of the people of Oregon.

NOW,

THEREFORE: I, John A. Kitzhaber, M.D., Governor of the State of Oregon, hereby proclaim **January 2015** to be

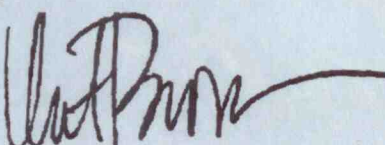
SCHOOL BOARD RECOGNITION MONTH

in Oregon and encourage all Oregonians to join in this observance.



IN WITNESS WHEREOF, I hereunto set my hand and cause the Great Seal of the State of Oregon to be affixed. Done at the Capitol in the City of Salem in the State of Oregon on this day, December 16, 2014.


John A. Kitzhaber, M.D., Governor


Kate Brown, Secretary of State]



Corvallis
SCHOOL DISTRICT

VI. EQUITY

Corvallis School Board Work Session

EQUITY

Outcomes

- Explore challenges and opportunities that come with changing demographics
- Further develop a working definition of equity
- Understand the vision and strategic plan for our ELs
- Discuss priorities for addressing equity
- Begin to formulate a call to action
 - (to be continued in March: communication, budget, policy)

Agenda

- Welcome and Board Business – Chris (20 minutes) 6:30 p.m.
- Providing Context – Erin (20 minutes) 7:00 p.m.
- Engaging in this Conversation – Erin (10 min) 7:20 p.m.
- Learning Together, Article Review – Kevin (15 min) 7:30 pm.

Short Break

- Moving Forward, Systems and Cultural (Adaptive) Shifts through Data and Equity Work and Board Conversation – Student Services Team (75 min) 7:45 p.m.

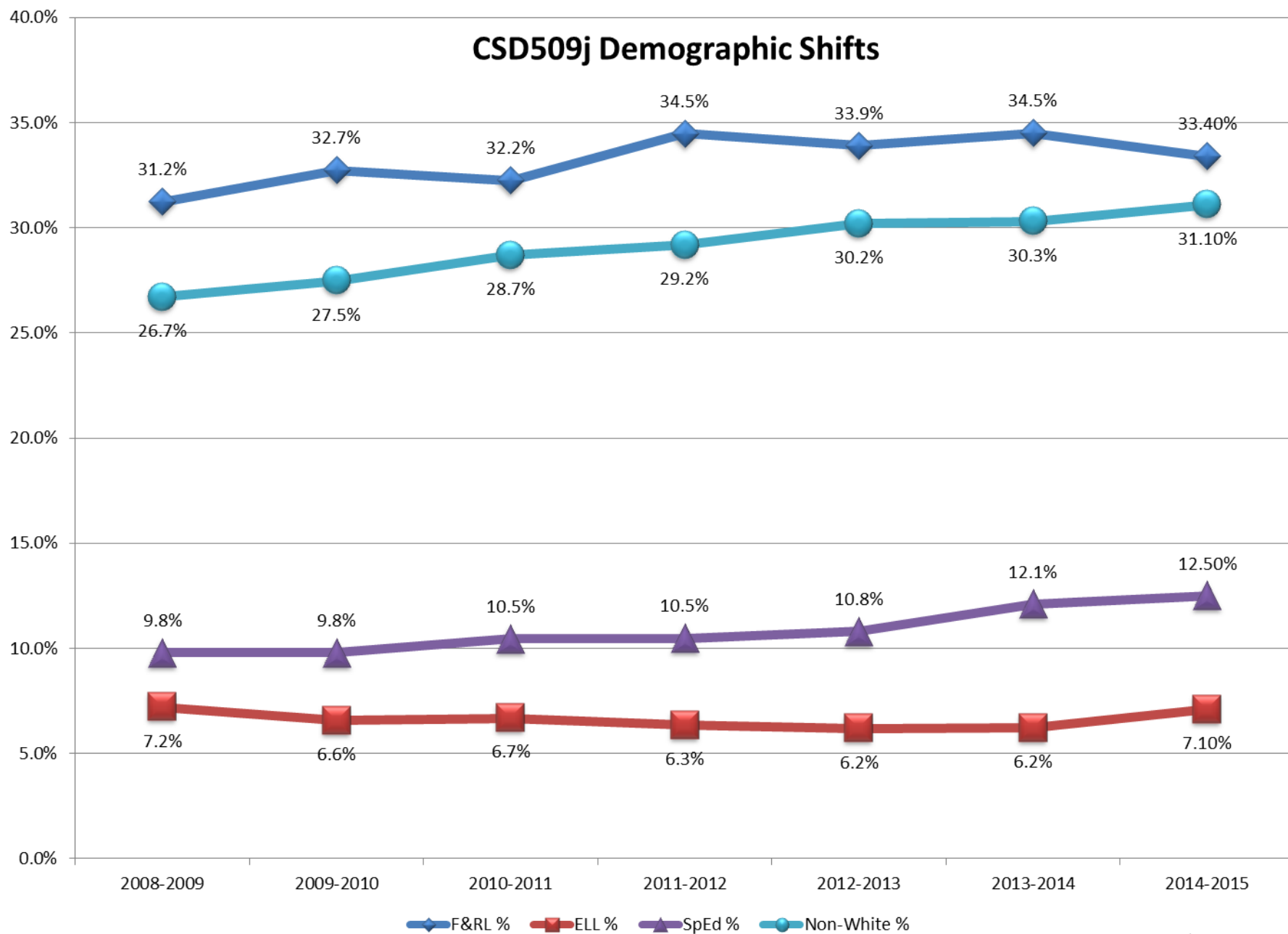
Equity Definition

- Share your equity definition with a partner

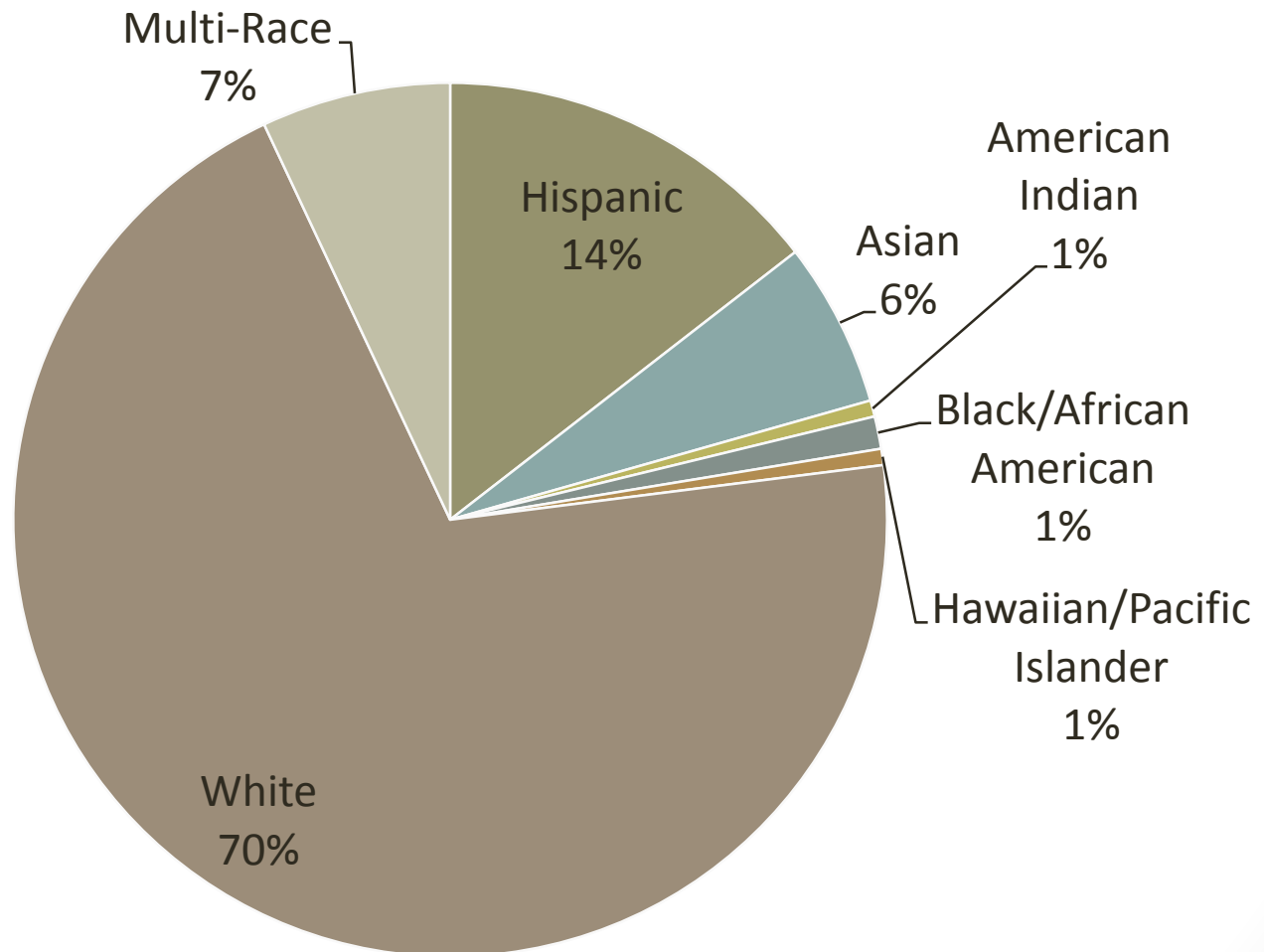
Data Brief

- Our Reality Today

CSD509j Demographic Shifts



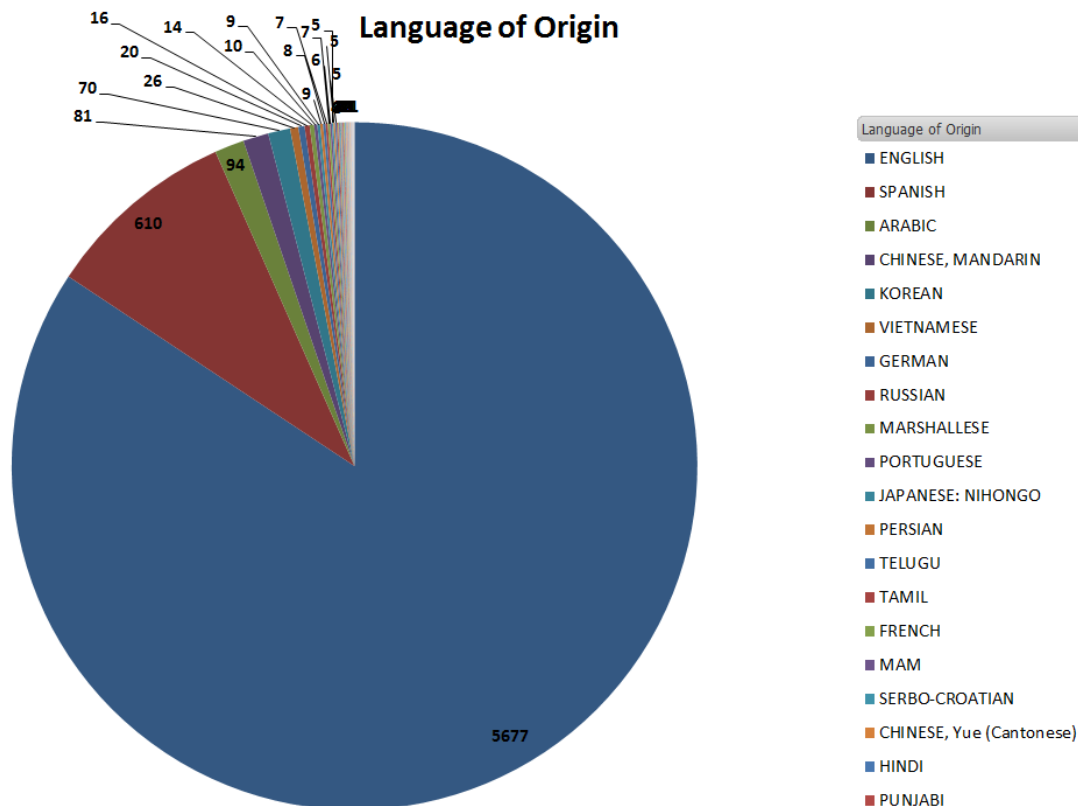
CSD Race/Ethnicity



District: Language of Origin (49 languages – 6735 students)

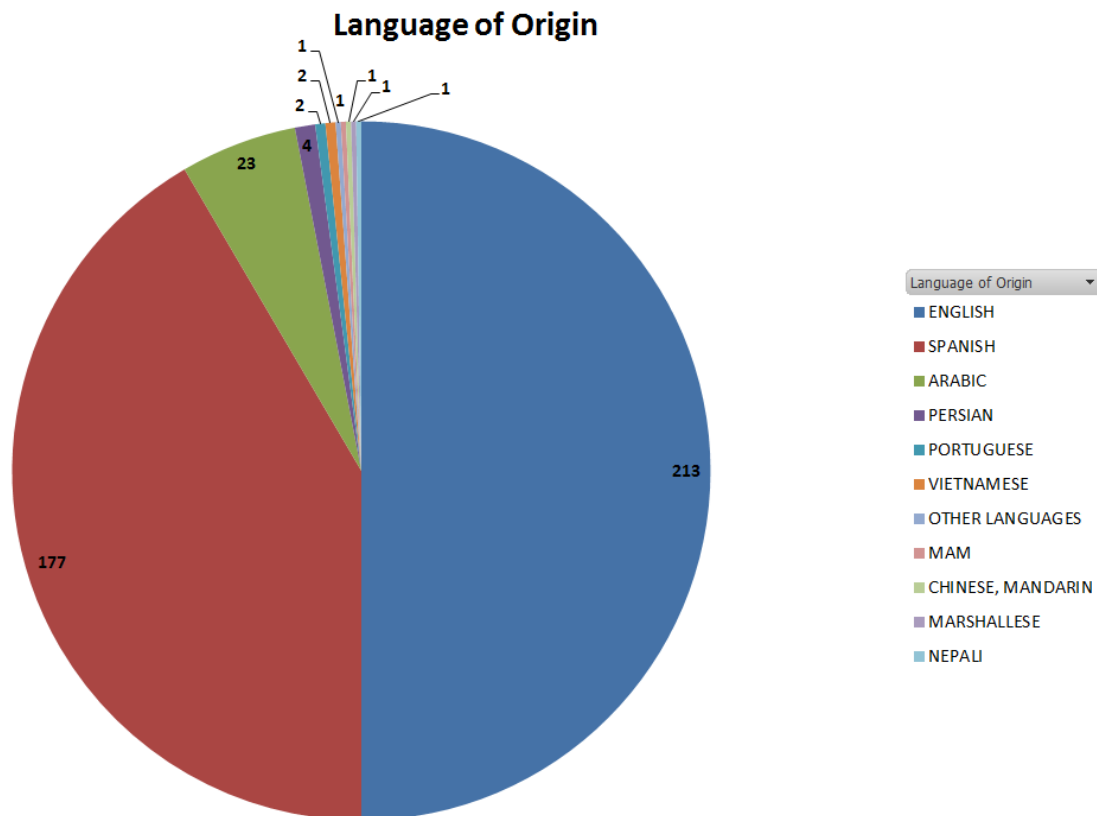
ENGLISH	5677
SPANISH	610
ARABIC	94
CHINESE, MANDARIN	81
KOREAN	70
VIETNAMESE	26
GERMAN	20
RUSSIAN	16
MARSHALLESE	14
PORTUGUESE	10
JAPANESE: NIHONGO	9
PERSIAN	9
TELUGU	8
TAMIL	7
FRENCH	7
MAM	6
SERBO-CROATIAN	5
CHINESE, Yue (Cantonese)	5
HINDI	5
PUNJABI	4
SLOVAK	3
URDU	3
DANISH	3
HUNGARIAN	3
OTHER LANGUAGES	3
INDONESIAN	3
MARATHI	3
THAI	2
SWAHILI	2
SLOVENIAN	2
NEPALI	2
TAGALOG	2
NORWEGIAN	2
AFRIKAANS	2
KANNADA	2
SAMOAN	2
ITALIAN	1
ROMANIAN	1
HEBREW	1
FINNISH	1
GEORGIAN	1
KAZAKH	1

ABKHAZIAN	1
GUJARATI	1
BENGALI: BANGLADESH	1
PANJABI, Western	1
CHINESE, Min Nan (Fujianese)	1
BULGARIAN	1
KURDISH	1



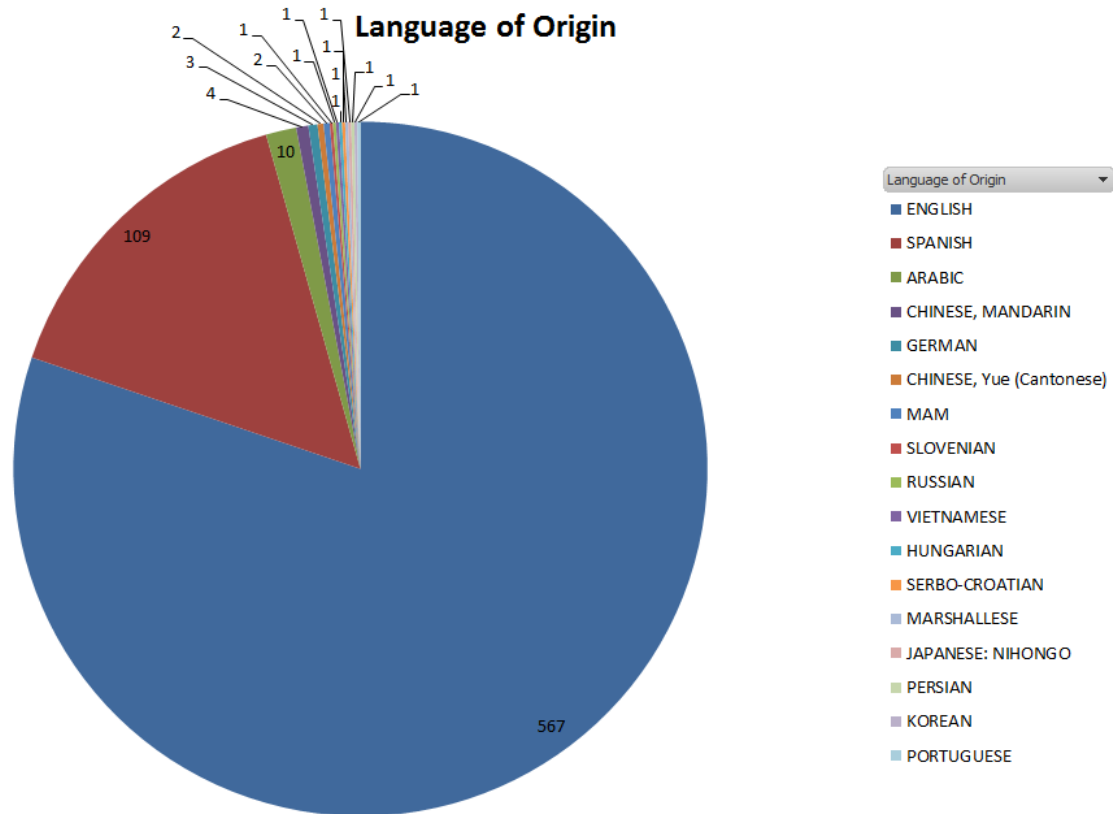
Garfield: Language of Origin (11 languages – 426 students)

ENGLISH	213
SPANISH	177
ARABIC	23
PERSIAN	4
PORTUGUESE	2
VIETNAMESE	2
OTHER LANGUAGES	1
MAM	1
CHINESE, MANDARIN	1
MARSHALLESE	1
NEPALI	1



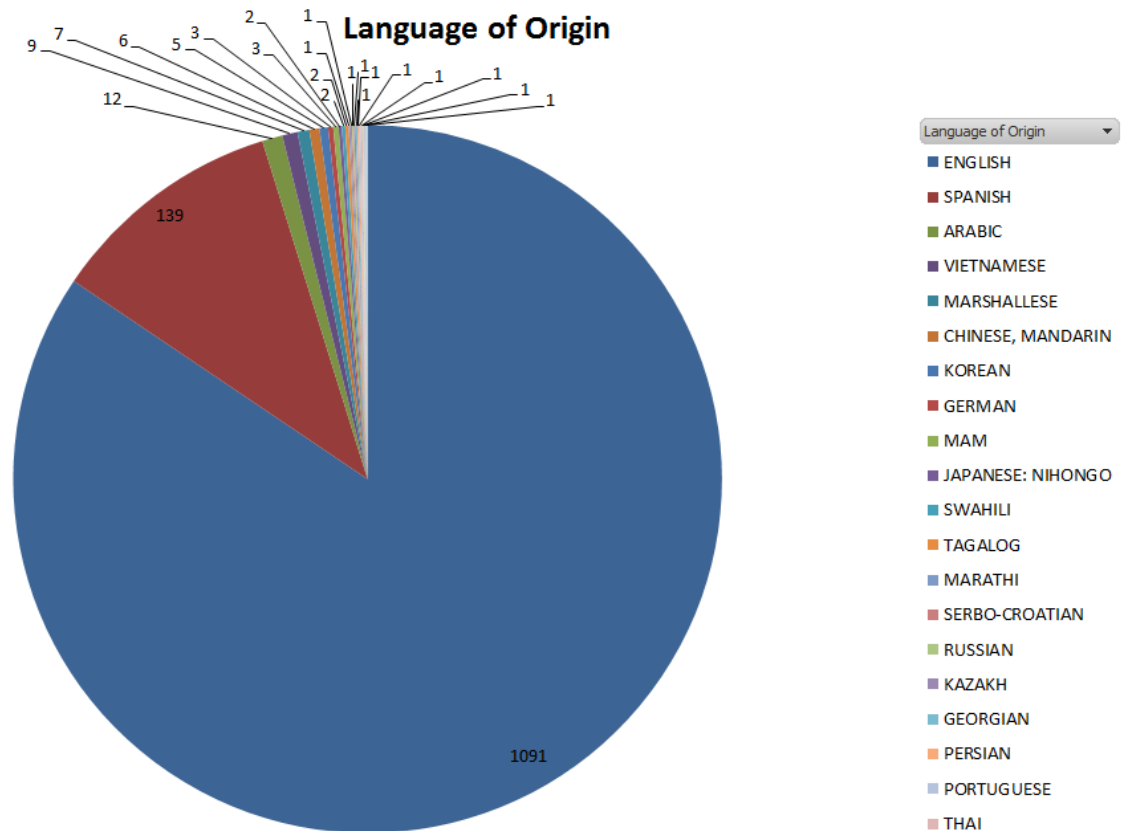
Linus Pauling: Language of Origin (17 languages – 707 students)

ENGLISH	567
SPANISH	109
ARABIC	10
CHINESE, MANDARIN	4
GERMAN	3
CHINESE, Yue (Cantonese)	2
MAM	2
SLOVENIAN	1
RUSSIAN	1
VIETNAMESE	1
HUNGARIAN	1
SERBO-CROATIAN	1
MARSHALLESE	1
JAPANESE: NIHONGO	1
PERSIAN	1
KOREAN	1
PORTUGUESE	1



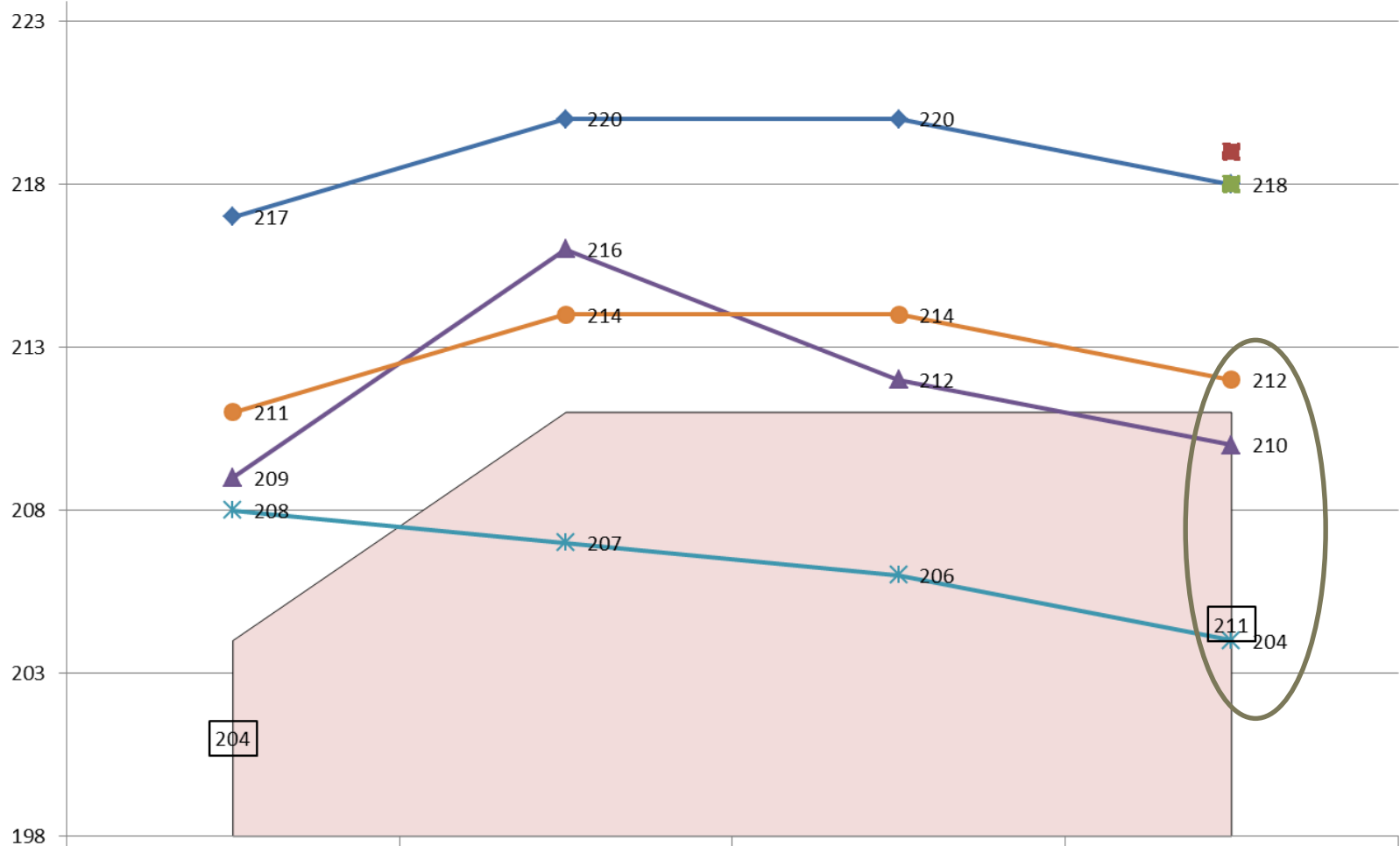
Corvallis High: Language of Origin (23 languages – 1292 students)

ENGLISH	1091
SPANISH	139
ARABIC	12
VIETNAMESE	9
MARSHALLESE	7
CHINESE, MANDARIN	6
KOREAN	5
GERMAN	3
MAM	3
JAPANESE: NIHONGO	2
SWAHILI	2
TAGALOG	2
MARATHI	1
SERBO-CROATIAN	1
RUSSIAN	1
KAZAKH	1
GEORGIAN	1
PERSIAN	1
PORTUGUESE	1
THAI	1
NORWEGIAN	1
INDONESIAN	1
PANJABI, Western	1



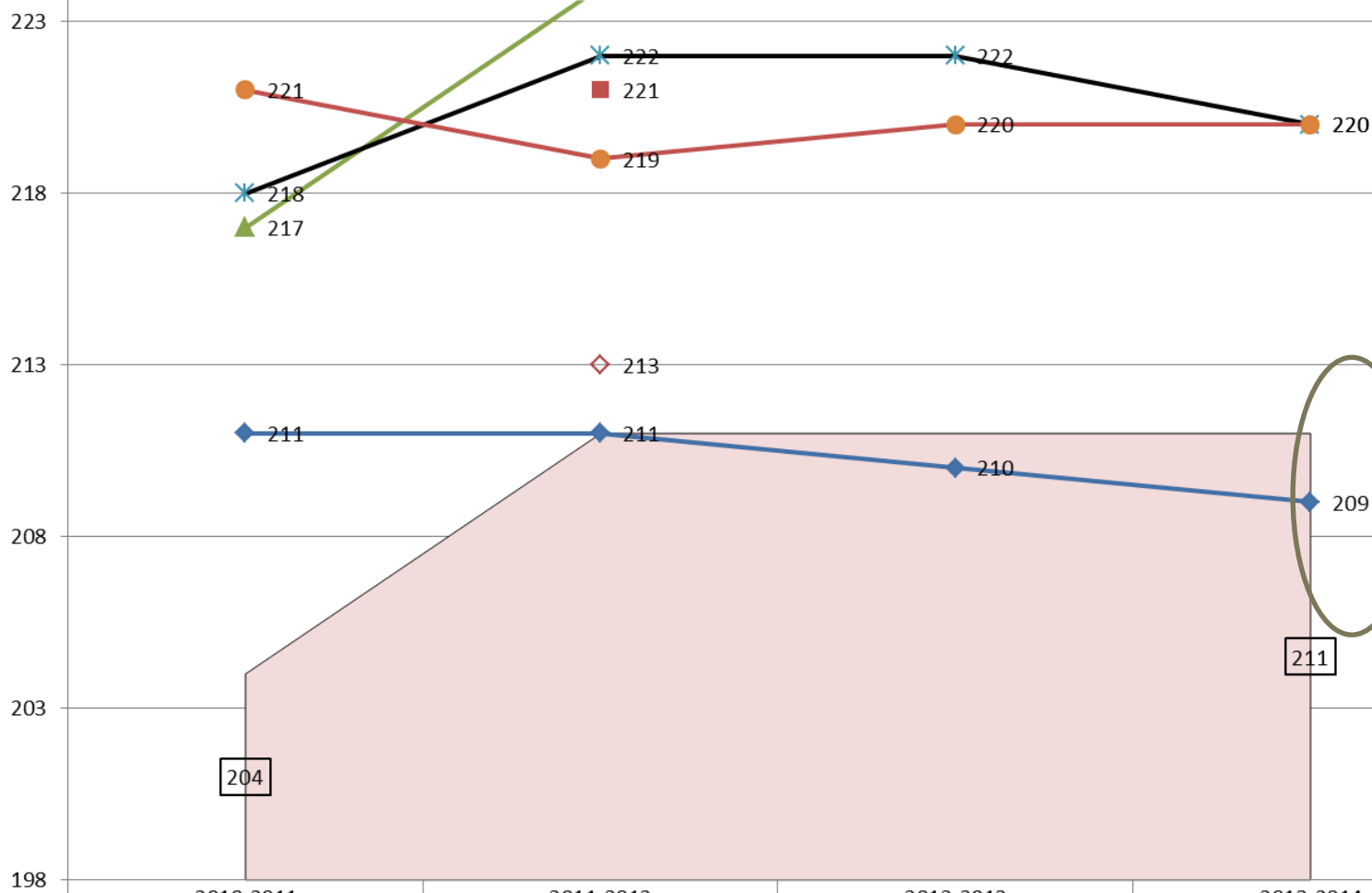
Grade 3 Reading Performance - Mean Scores by Demographic Subgroup

OAKS Reading RIT



	2010-2011	2011-2012	2012-2013	2013-2014
Achievement Standard	204	211	211	211
ALL STUDENTS	217	220	220	218
Female				219
Male				218
SpEd	209	216	212	210
ELL	208	207	206	204
F&RL	211	214	214	212

Grade 3 Reading Performance - Mean Scores by Race/Ethnicity



OAKS Reading RIT

	2010-2011	2011-2012	2012-2013	2013-2014
Achievement Standard	204	211	211	211
Hispanic	211	211	210	209
AmerInd/AK Nat		213		
Asian/Pac Isle	217	224	225	224
Black/AfrAmer		221		
White	218	222	222	220
Multi/Other	221	219	220	220

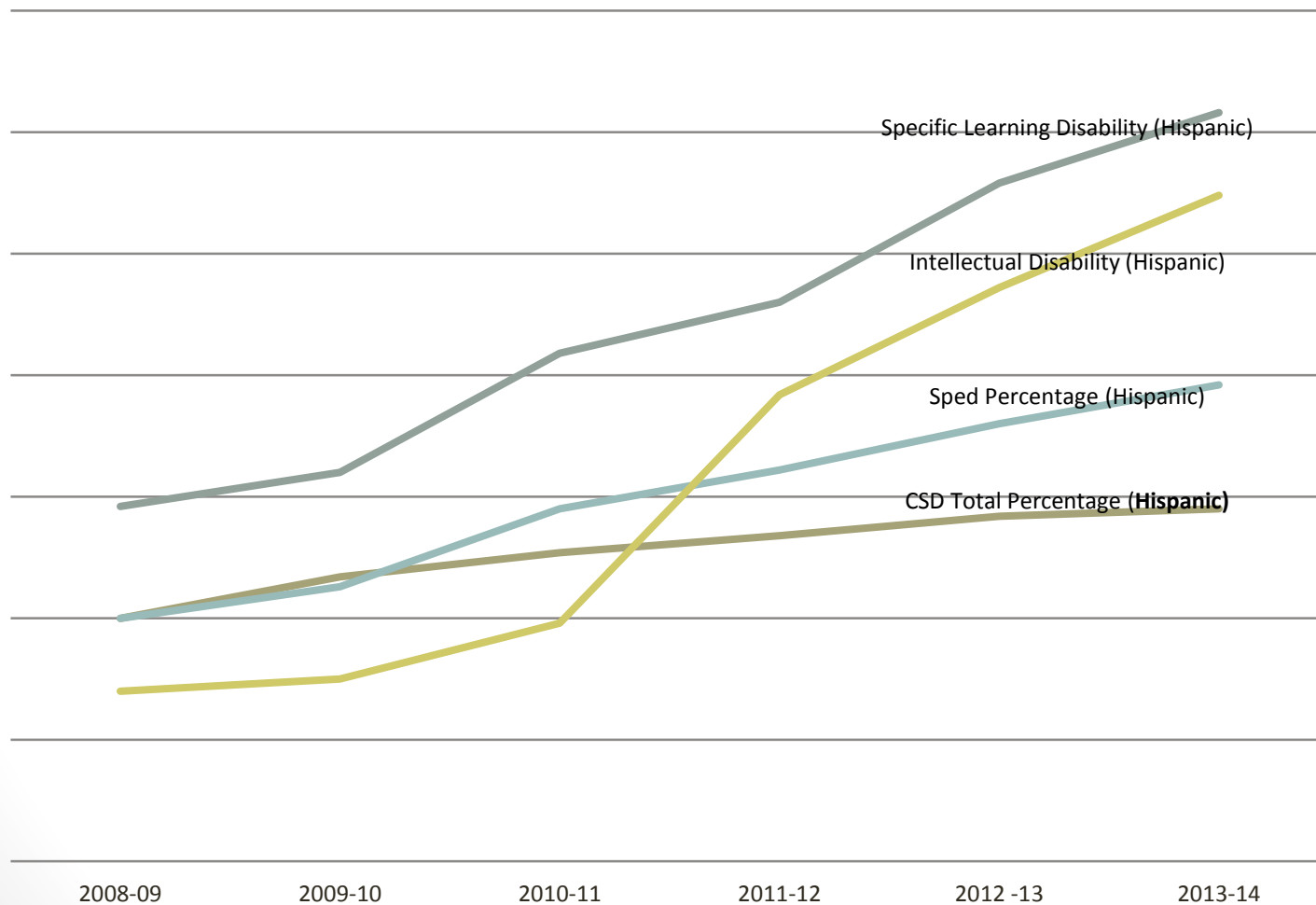
ODE

Flagged Special Education Data

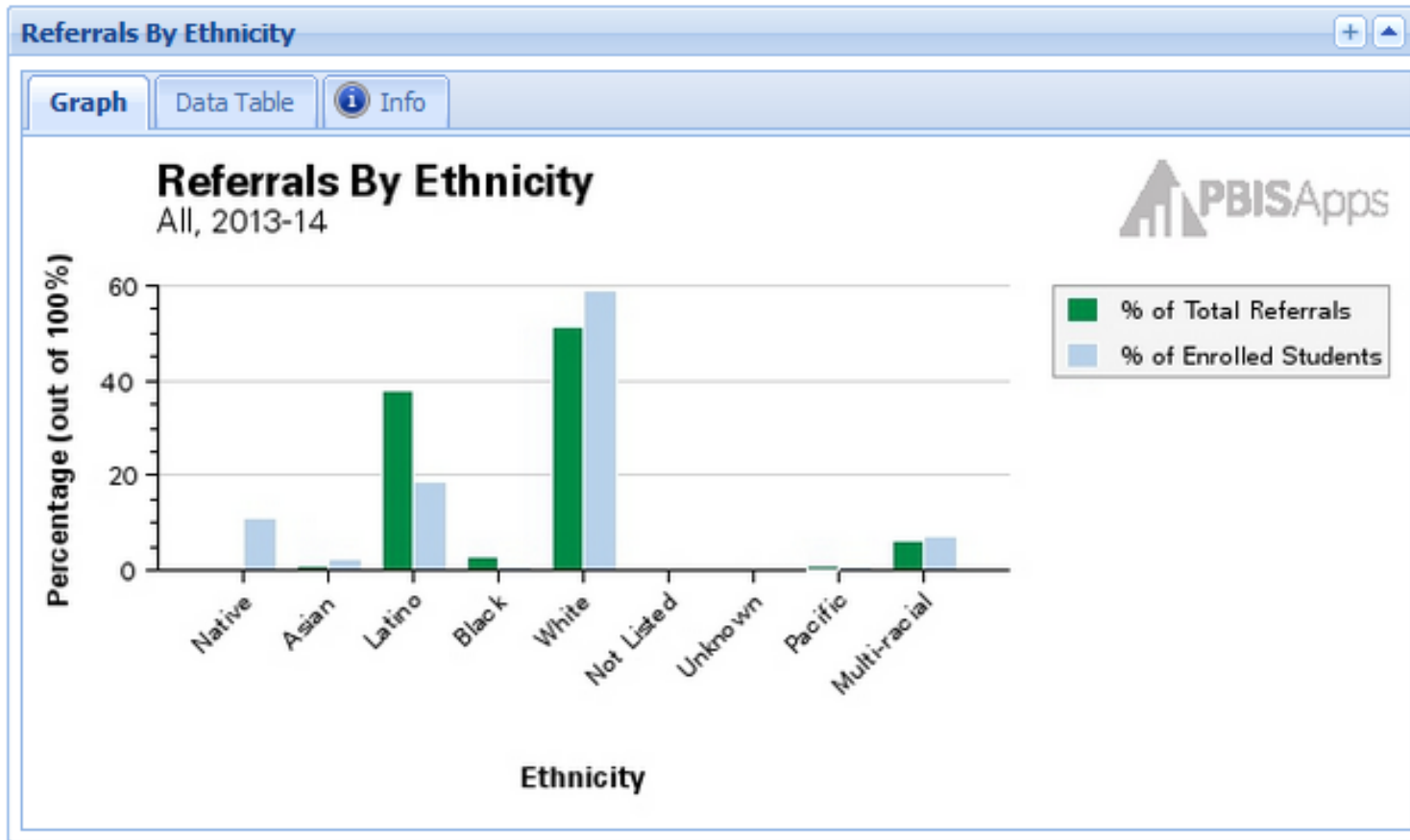
B10: Number, Percent and Weighted Risk Ratios of Special Education Students by Race/Ethnicity and Disability in LEA (Age 6 - 21)

	Asian			Black			Caucasian			Hispanic			Native American			Pacific Islander			Multiple Ethnicities			Total	
	#	%	WRR	#	%	WRR	#	%	WRR	#	%	WRR	#	%	WRR	#	%	WRR	#	%	WRR	#	%
Autism Spectrum Disorder	2	1.6%	0.26	1	0.8%	0.65	102	82.9%	1.78	11	8.9%	0.56	2	1.6%	2.91	0	0%	0	5	4.1%	0.56	123	100%
Communication Disorder	8	6%	0.94	1	0.7%	0.58	88	65.7%	0.77	22	16.4%	1.13	3	2.2%	3.92	1	0.7%	1.29	11	8.2%	1.12	134	100%
Emotional Disturbance	0	0%	0	0	0%	0	27	75%	1.22	6	16.7%	1.2	0	0%	0	0	0%	0	3	8.3%	1.18	36	100%
Intellectually Disabled	2	3.2%	0.46	3	4.8%	3.74	38	61.3%	0.57	17	27.4%	2.11	0	0%	0	0	0%	0	2	3.2%	0.39	62	100%
Other Health Impairment	1	0.9%	0.14	2	1.8%	1.48	86	78.9%	1.4	15	13.8%	0.93	0	0%	0	1	0.9%	1.62	4	3.7%	0.5	109	100%
Specific Learning Disability	3	1.5%	0.21	7	3.5%	2.53	120	59.7%	0.5	62	30.8%	2.42	3	1.5%	2.29	0	0%	0	6	3%	0.35	201	100%
Other	2	10%	1.86	0	0%	0	16	80%	2.3	1	5%	0.32	0	0%	0	0	0%	0	1	5%	0.76	20	100%

Digging Deeper – Special Education Disproportionate Trends (Hispanic)

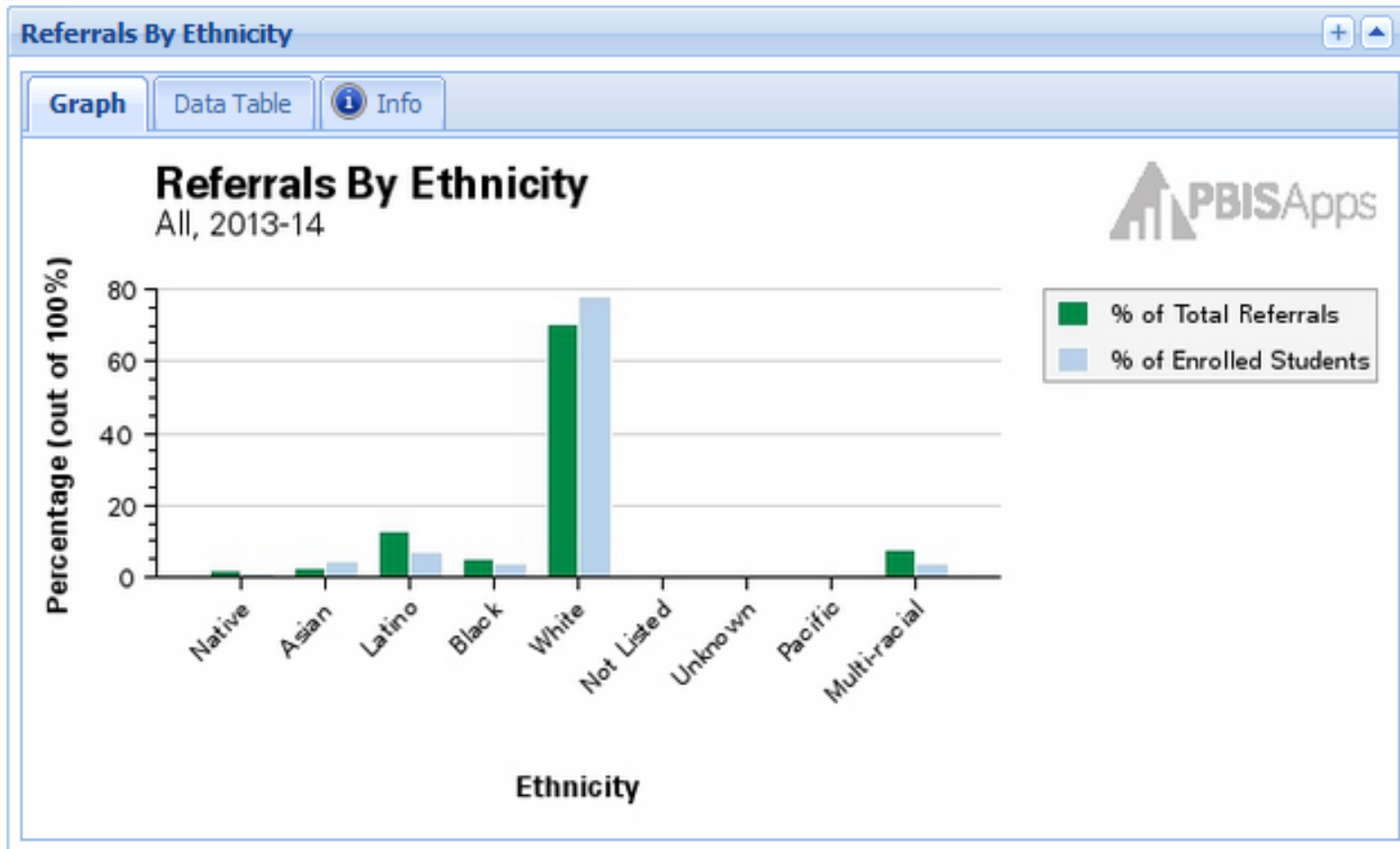


Disproportionate Data...Behavior



One CSD Middle School

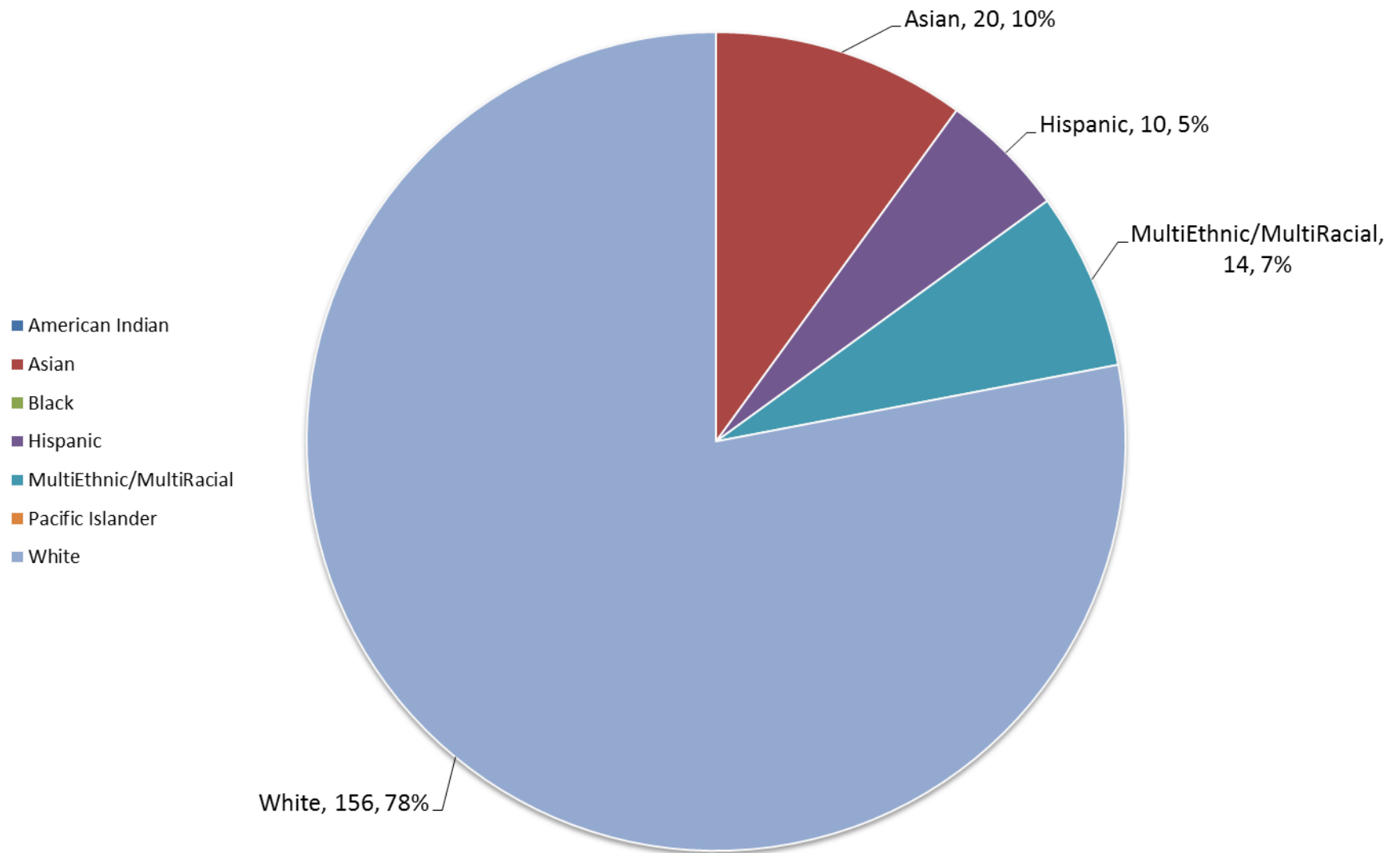
Disproportionate Data...Behavior



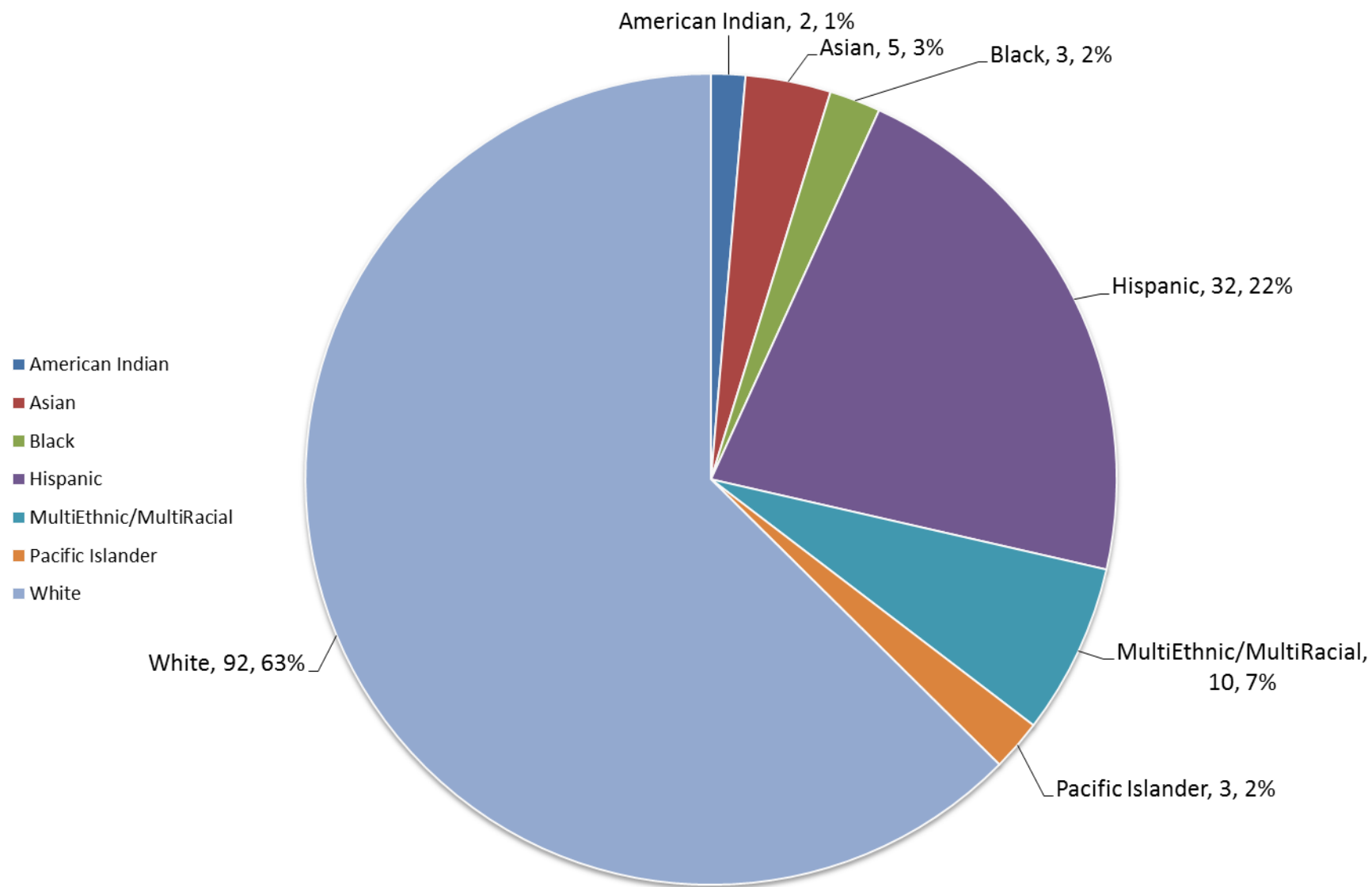
One CSD Elementary School

High School AP Honors and Intervention Math Courses

Sample demographic for three Advanced Math classes



Sample demographic for three Intervention Math classes



How Do We Engage in this Conversation?

4 Agreements

How do we begin to have courageous conversations?

- Stay Engaged
- Experience Discomfort
- Speak your Truth
- Expect and Accept Non-Closure

Myths About Learning, Language and Culture

- Partner discussion
 - What “new learnings” came from reading this article?
- Board members – Share out one sentence take away

Moving Forward – Systems and Cultural (Adaptive) Shifts through Data and Equity Work

Equality =

- *Equal* educational opportunities: Providing the same resources, opportunities and treatment for each student.

Equality =

Equal educational opportunities: Providing the same resources, opportunities and treatment for each student.

...Beyond equal educational opportunity is

Equity =

Equality =

Equal educational opportunities: Providing the same resources, opportunities and treatment for each student.

...Beyond equal educational opportunity is **Equity** =

- **EQUITY is based on the principles of fairness and justice in providing all students with the full opportunity and access to achieve educational success regardless of their race, socioeconomic status, language or ability.**

Elementary RTI Intervention Data

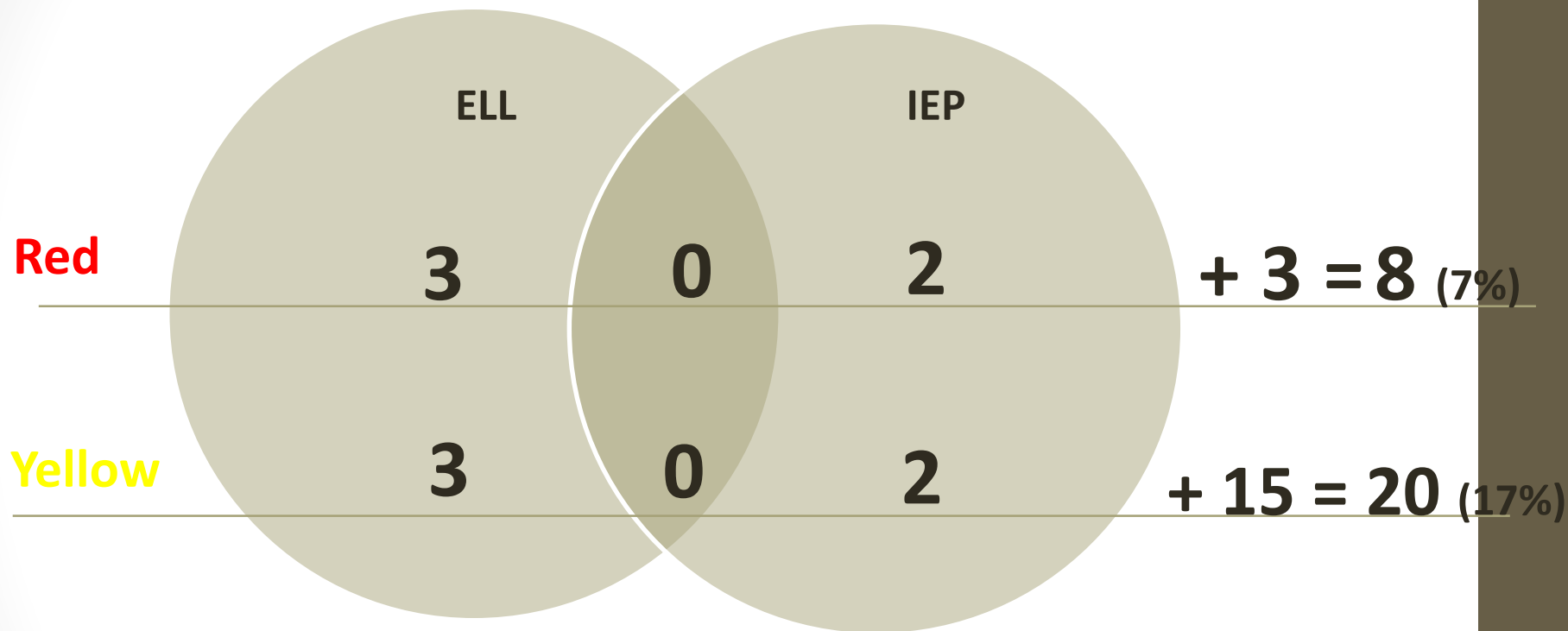
Ah-Ha's

Questions

Barriers

Notes

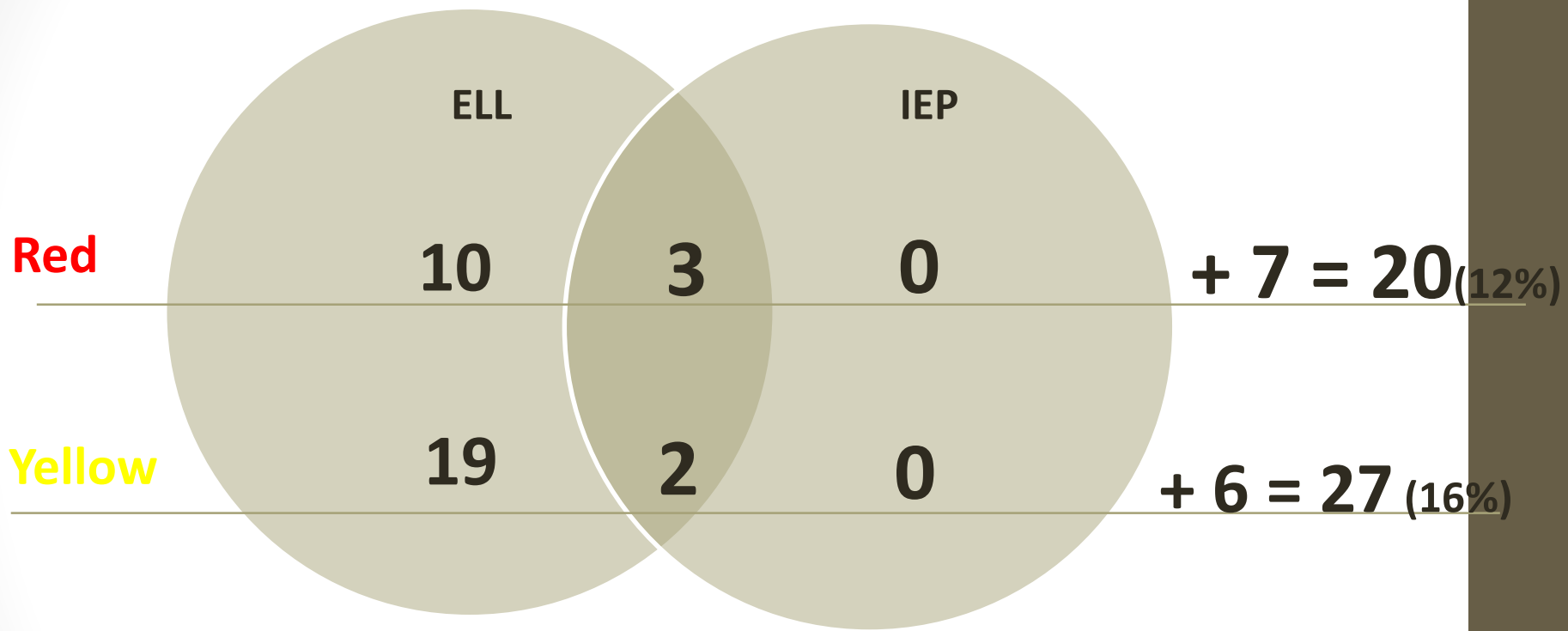
Adams STAR Early Literacy K-1 Intervention Counts Fall 2014



Blue 0 ELL + 0 ELL & IEP + 0 IEP + 30 = 30 (26%)

Green 3 ELL + 0 ELL & IEP + 3 IEP + 58 = 52 (50%)

Garfield STAR Early Literacy K-1 Intervention Counts Fall 2014



Blue $19 \text{ ELL} + 2 \text{ ELL \& IEP} + 3 \text{ IEP} + 21 = 45 \text{ (28\%)}$

Green $5 \text{ ELL} + 0 \text{ ELL \& IEP} + 2 \text{ IEP} + 64 = 71 \text{ (44\%)}$

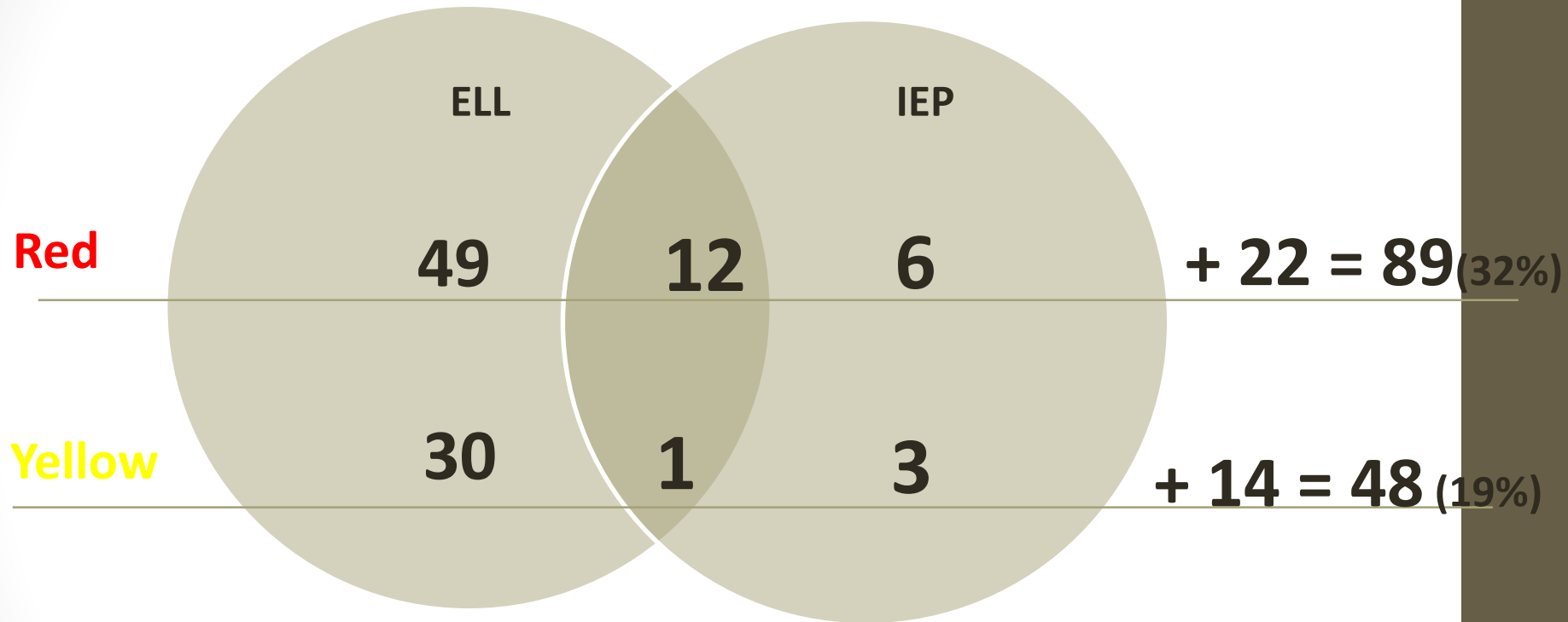
Adams STAR Reading 2-5 grade Intervention Counts Fall 2014



Blue 0 ELL + 0 ELL & IEP + 4 IEP + 23 = 27 (11%)

Green 1 ELL + 0 ELL & IEP + 8 IEP + 183 = 192 (77%)

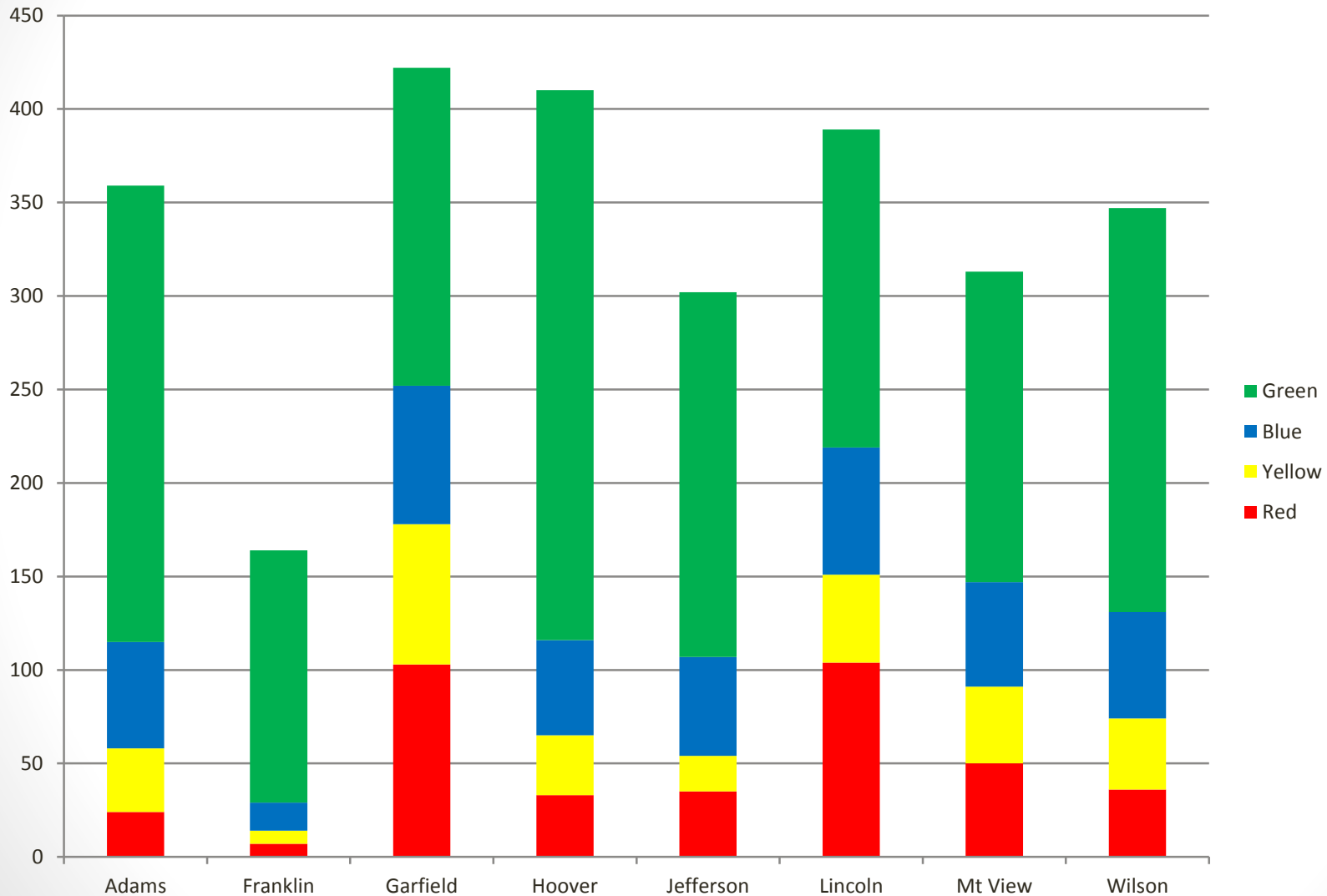
Garfield STAR Reading 2-5 grade Intervention Counts Fall 2014



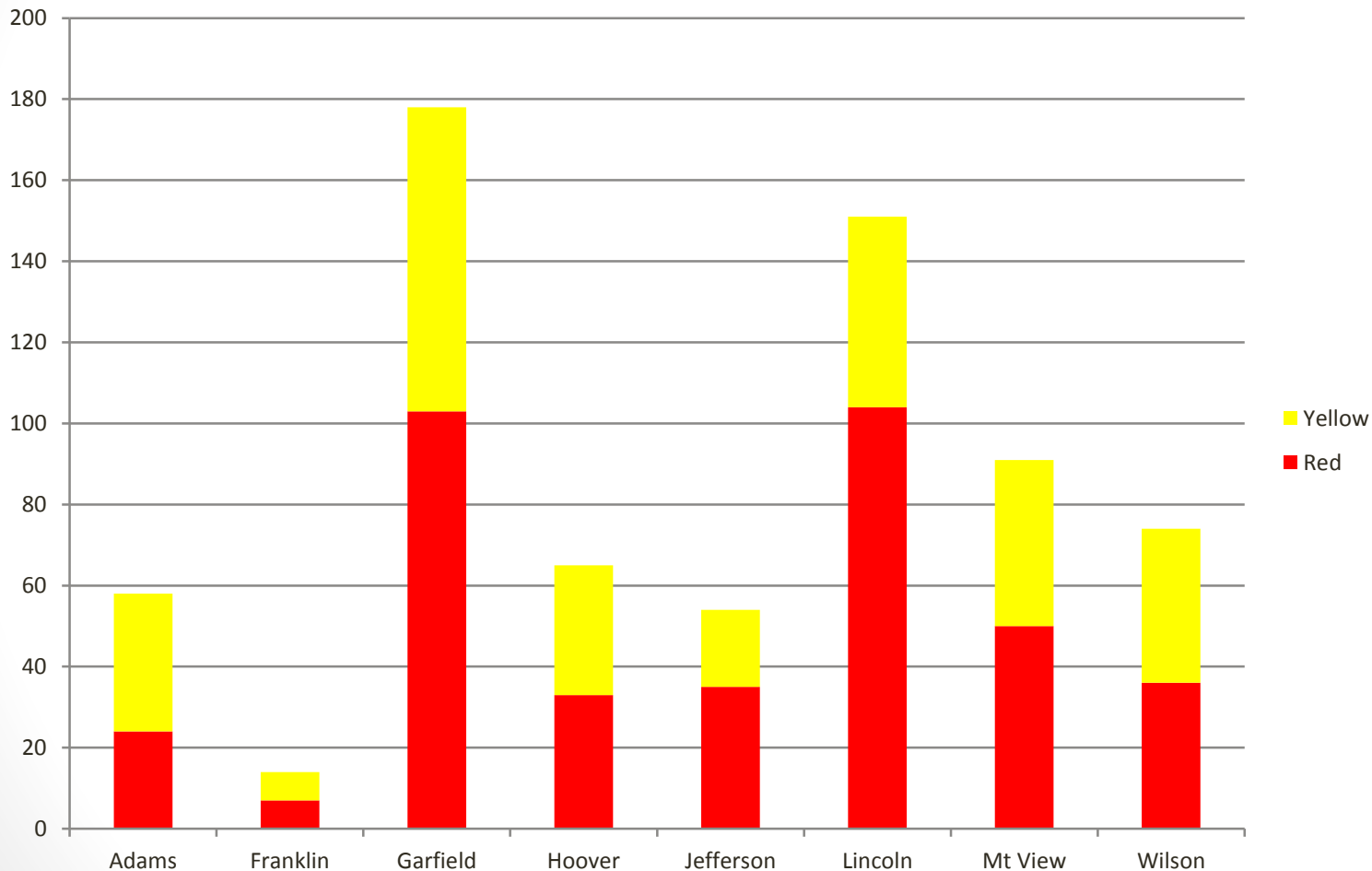
Blue 13 ELL + 0 ELL & IEP + 1 IEP + 15 = 29 (11%)

Green 9 ELL + 0 ELL & IEP + 2 IEP + 88 = 99 (38%)

At A Glance...Fall STAR K-5



At A Glance...Fall STAR K-5



Elementary Intervention Staffing

	RTI Specialists (Levy Funded /Gen Fund)	ELL (General Fund)	Sped (General Fund)	Life Skills (General Fund)	Title Funded	Totals
Adams	.5	.5	1.0			2.0
Franklin Elementary	.25	.2	.5			.95
Garfield	.5	1.83	1.5		.5 Coach .5 E/O support	4.83 (3.83)
Hoover	.5	.4	1.0			1.9
Jefferson	.5	.1	1.0	2.0		3.6
Lincoln	.5	1.5	2.0		.5 Reading .5 E/O support	5.0 (4.0)
Mt View	.5	.2	1.0		.5 Reading	2.2 (1.7)
Wilson	.5	.6	1.0		.5 Reading	2.6 (2.1)

Actions and Next Steps

- **How are we addressing the needs of red (tier 3) and yellow (tier 2) students?**
 - Intervention in the classroom (increase access to core)
 - Progress monitoring (is what we are doing working?)
 - Engagement strategy teacher/principal focus
 - Intervention materials purchase
 - CORE curriculum (are we at 80%?)
 - Increases staff mid year (to the extent possible)
 - Developing strong teacher leaders, leadership teams at each school (including sped, intervention, ELD teachers and principal)
 - Partnering with Benton County Health Dept. to serve our families
- **What do we see as some potential next steps?**
 - Materials adoption (Reading, Math, Intervention, English/Spanish)
 - Increase FTE (RTI specialist, coach, ELL teacher) to address needs
 - Adopt materials that integrate science and social studies that also engage students in a meaningful way
 - Better engage parents of students that struggle (home visits, family liaisons)
 - Further develop our partnership with community agencies
 - Reach students earlier (Pre-K, summer school incoming K)

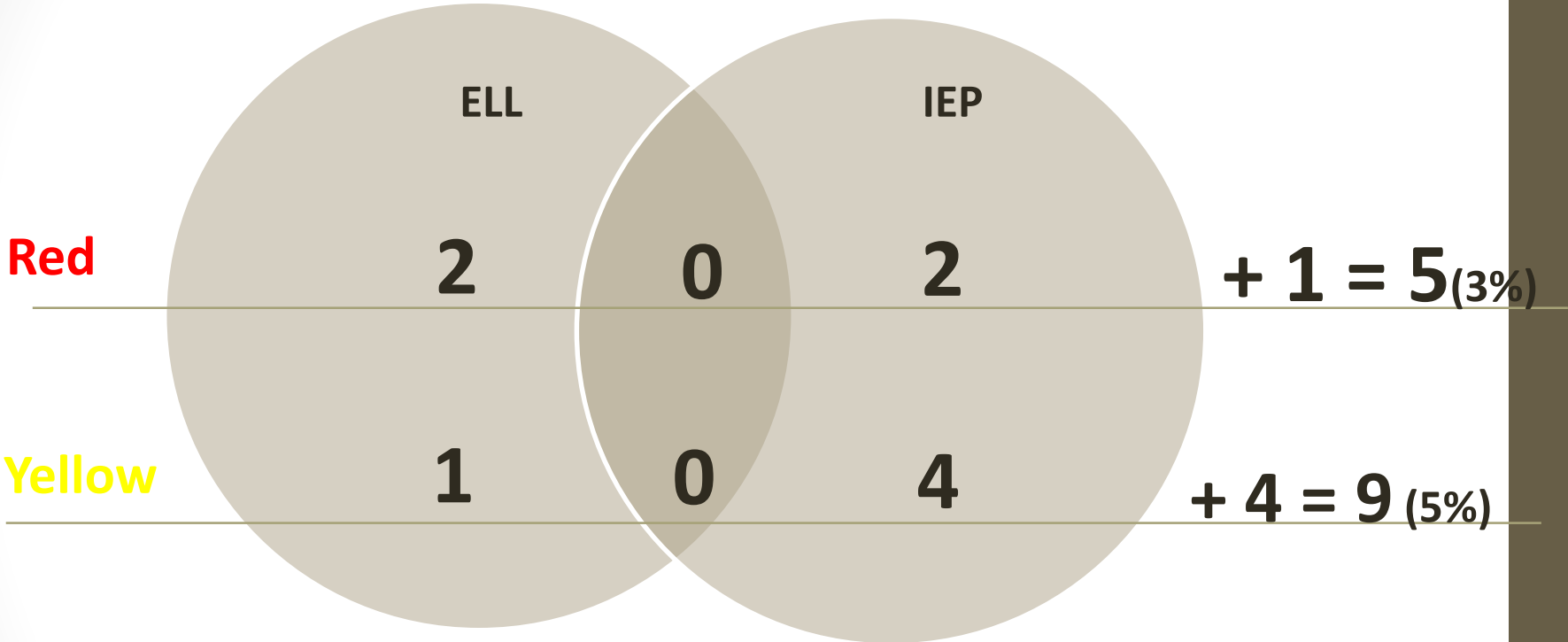
Secondary Intervention Data

Cornell Notes Style

Essential question: As we review the secondary data, what are some priorities we may need to address in equity to insure equitable outcomes?

Questions	Notes
Summary	

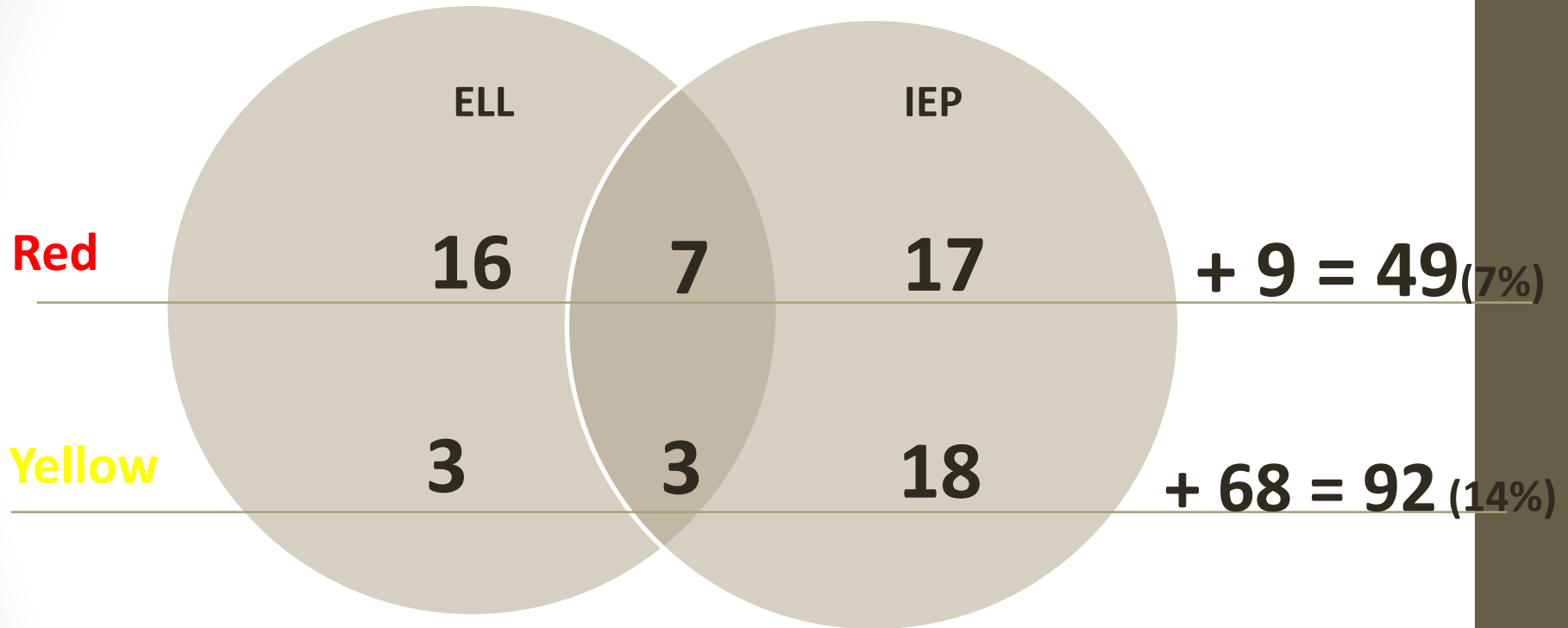
Franklin STAR Reading 6-8 grade Intervention Counts Fall 2014



Blue 0 ELL + 0 ELL & IEP + 6 IEP + 1 = 7 (4%)

Green 0 ELL + 0 ELL & IEP + 18 IEP + 144 = 162 (89%)

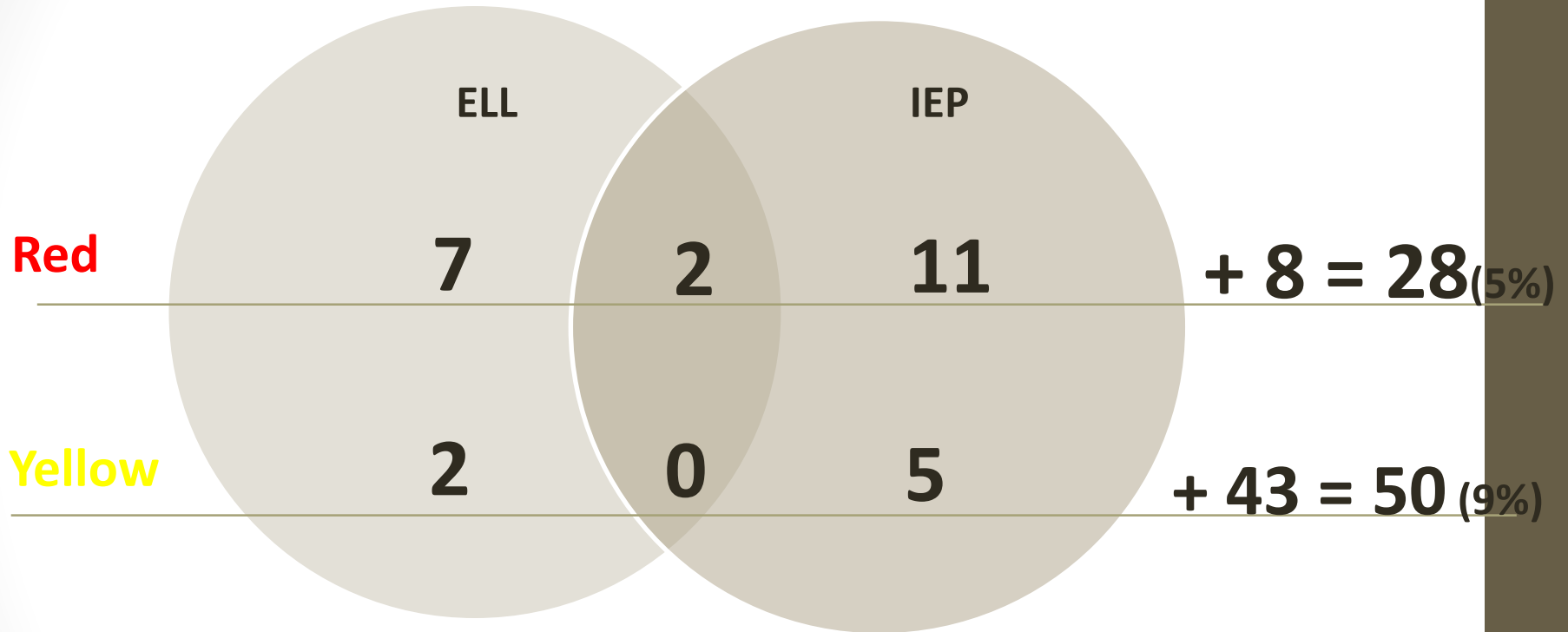
Linus Pauling STAR Reading 6-8 grade Intervention Counts Fall 2014



Blue 0 ELL + 1 ELL & IEP + 9 IEP + 77 = 87 (13%)

Green 1 ELL + 0 ELL & IEP + 17 IEP + 426 = 444 (66%)

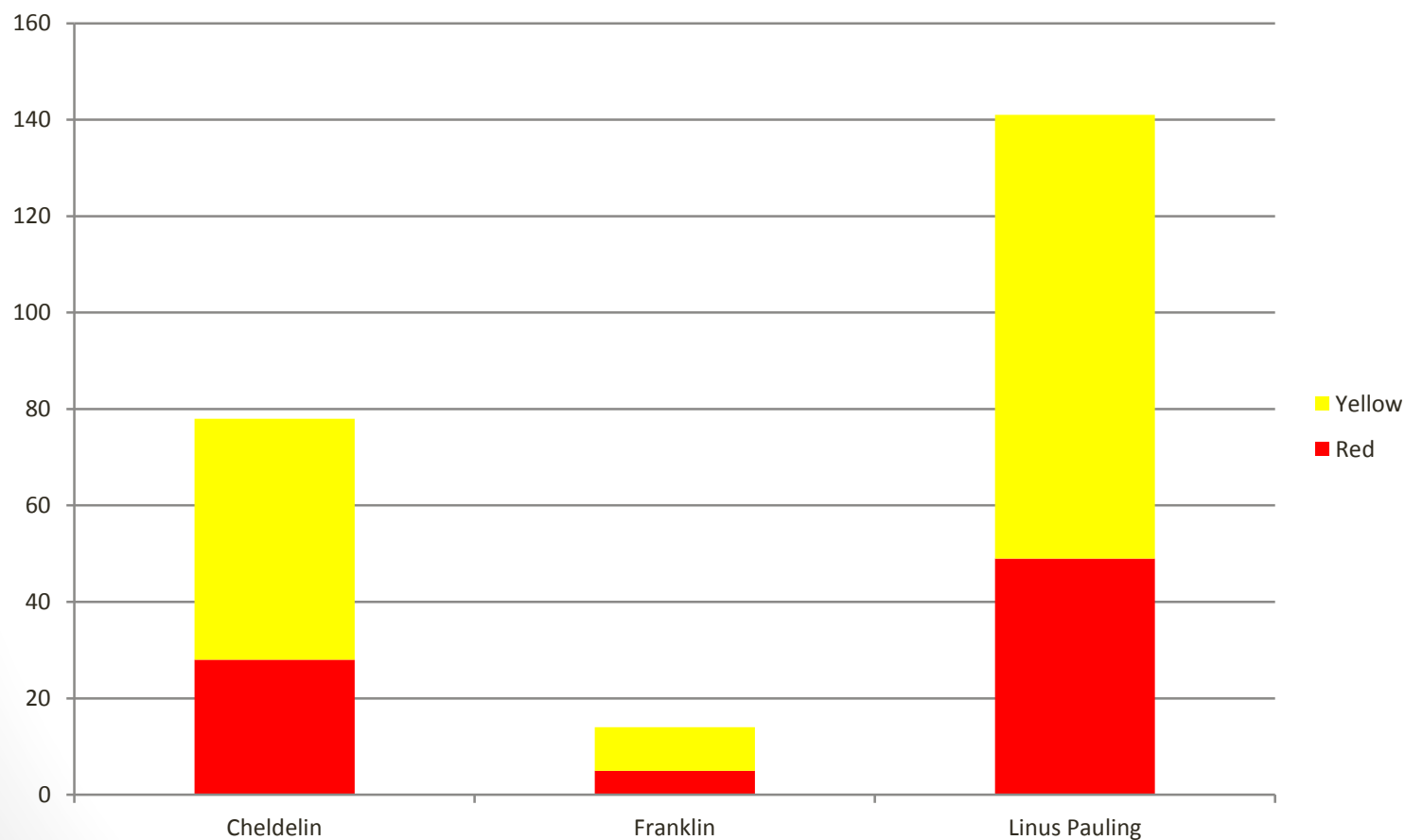
Cheldelin STAR Reading 6-8 grade Intervention Counts Fall 2014



Blue 1 ELL + 0 ELL & IEP + 9 IEP + 68 = 78 (14%)

Green 1 ELL + 0 ELL & IEP + 16 IEP + 382 = 399 (72%)

At A Glance...Fall STAR 6-8



Secondary Intervention Staffing

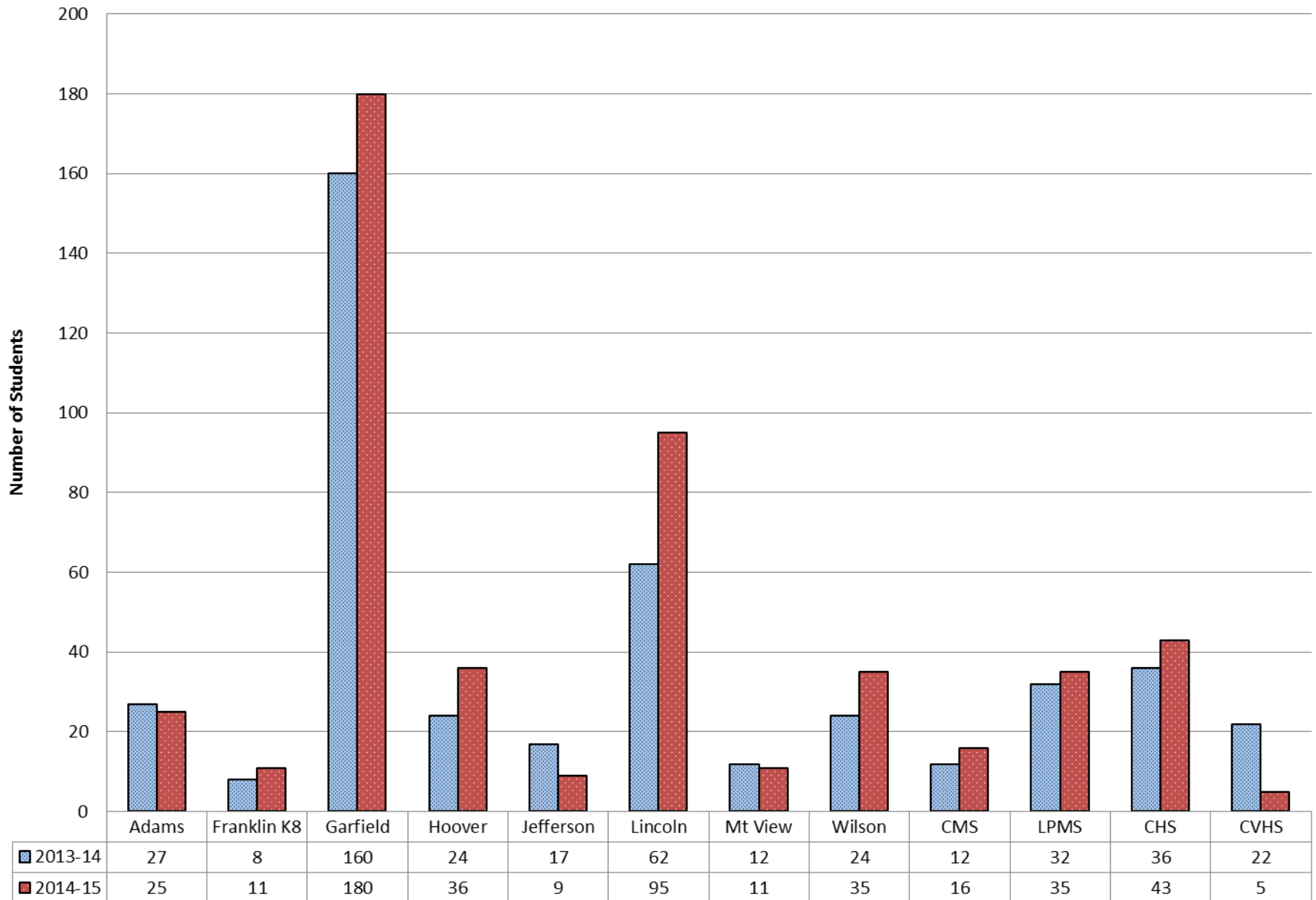
	RTI (Grant Funded)	ELL (General Fund)	Sped (General Fund)	Life Skills (General Fund)
Franklin	Release time	.3	1	
LPMS	.5	.5	2.75	1
CMS	.33	.25	2	
CVHS	.33		2.5	
CHS	.5	1	3	2
CHHS	Release time		.5	

Actions and Next Steps

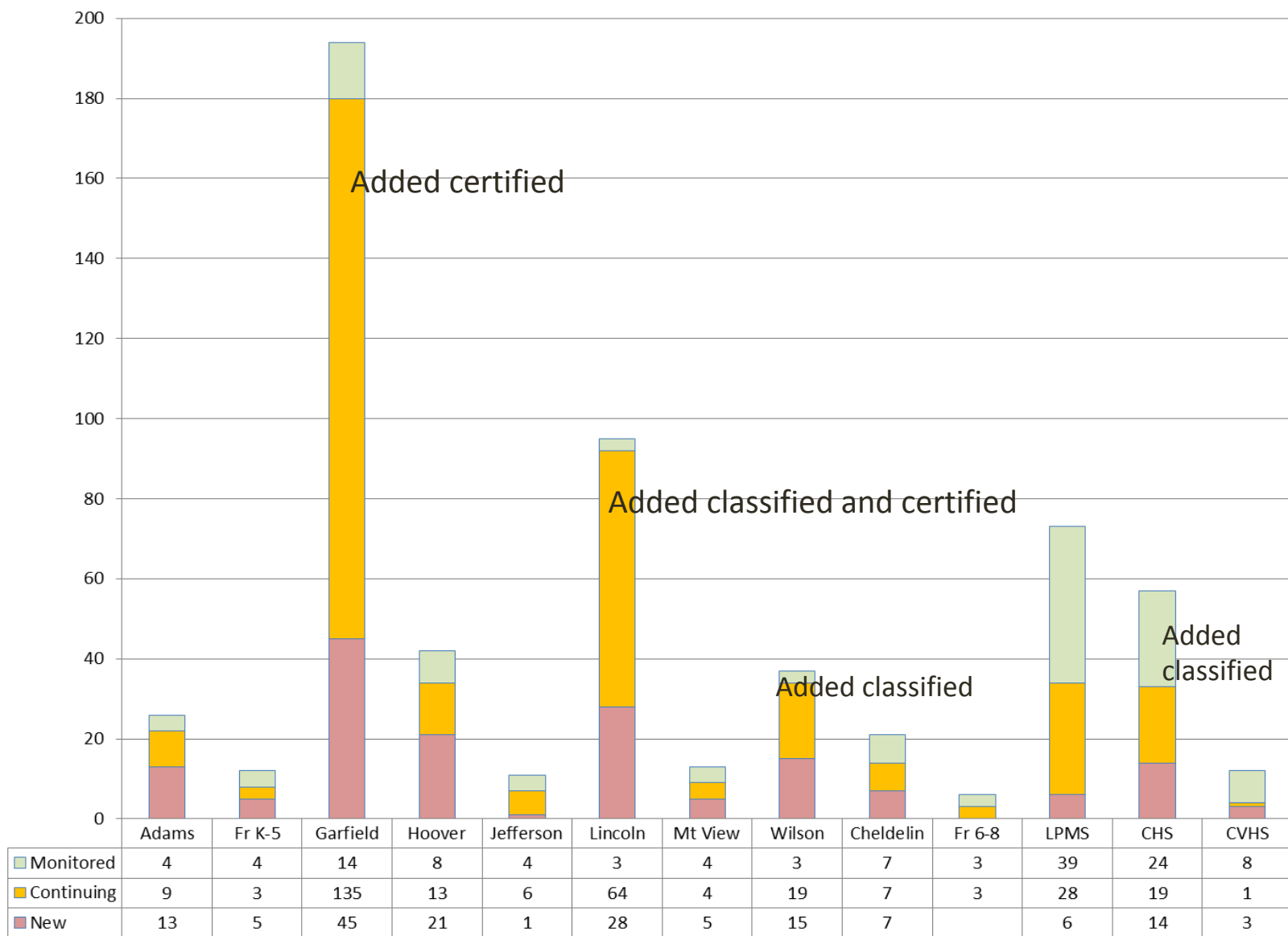
- How are we addressing the red (tier 3) and yellow (tier 2) students?
 - Providing RTI specialists at the secondary level for the first time (through grant funds)
 - Implementation of an RTI system at secondary
 - Training principals and teacher leaders in intervention, and engagement strategies in all classrooms
 - AVID
 - Partnering with foundation to provide quality summer school experiences
 - Utilizing iPads for intervention and individualization
- What do we see as some potential next steps?
 - Curriculum Adoption (Math and Intervention)
 - Looking at general funds for RTI specialists
 - Expansion of AVID program to Middle Schools

English Language Learner (ELL) and English Language Development (ELD) Vision

English Language Learners by School (2014-15 counts as of 1/23/15)



New, Continuing, and Monitored ELs



English Language Development Delivery Models

Traditional

- Students receive 20-30 minutes of instruction daily in small group instruction outside the classroom.(segregation)
- Curriculum themes are not necessarily aligned with classroom instruction
- Some students may be pulled out for ELD instruction during core and specials

Push-in

- Students receive 30 minutes of instruction daily that is co-taught by the classroom teacher and the ELD teacher, using the existing curriculum.
- Levels 3 and 4 ELD students will remain in the classroom for explicit language instruction. Levels 1 and 2 will still be pulled out for explicit English language instruction

Actions and Next Steps

- Look at the number of newcomers at each level and determine the viability of a newcomer program.
- Create partnership with OSU to better understand their recruitment efforts abroad and the implication that might have for the Corvallis School District English Learner population.
- Create a partnership with the INTO English Institute on the OSU campus to help the district anticipate the influx of English learner students arriving in Corvallis.
- Identify incoming kindergarten students that are English learners in order to involve them in a summer school to promote readiness to enter kindergarten in September.

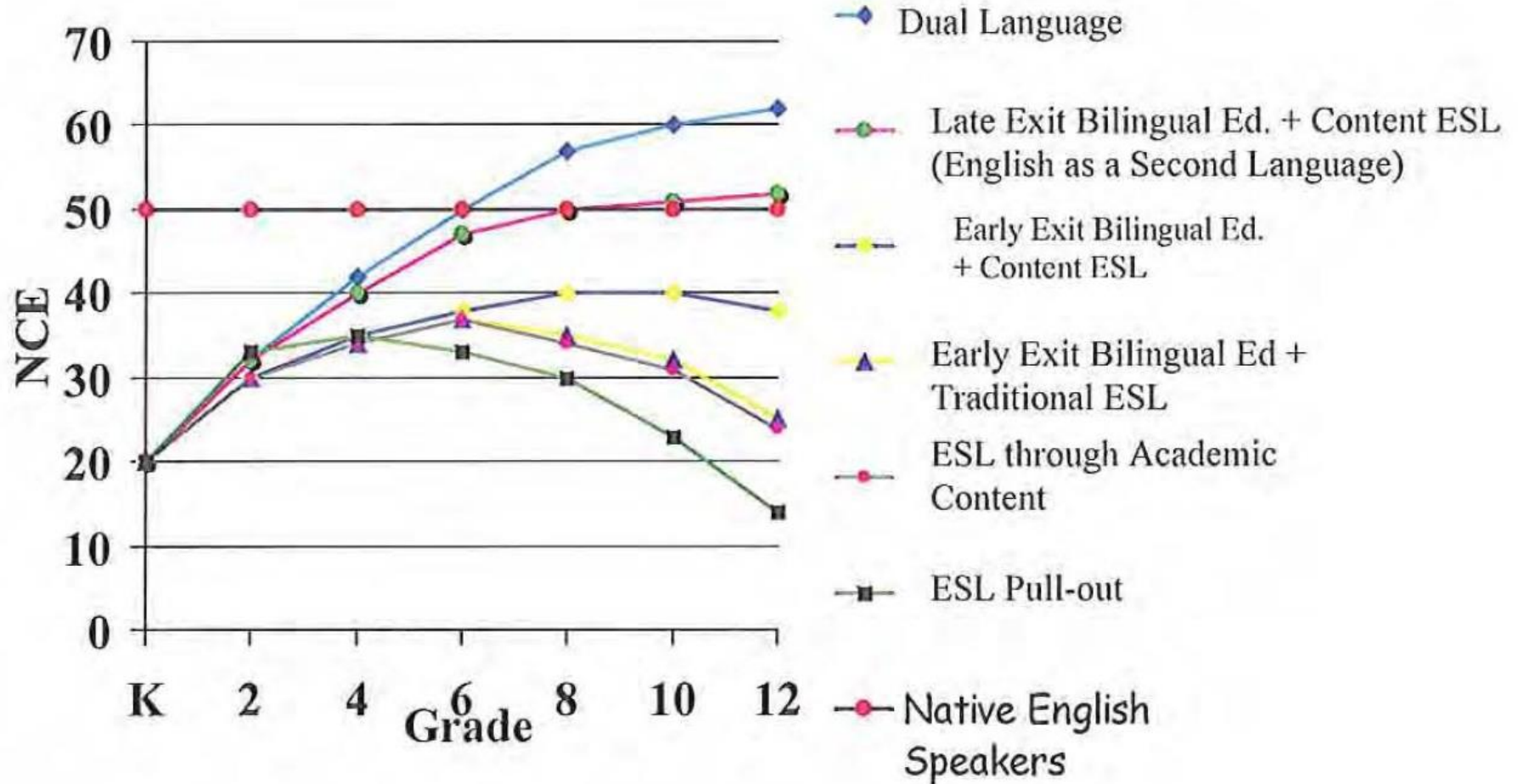
Dual Language

Definition of DLI

Dr. Katheryn Lindholm-Leary, one of the country's leading experts on dual immersion programs defines them as:

"[In dual immersion programs] English-dominant and target-language-dominant students are purposefully integrated with the goals of developing bilingual skills, academic excellence, and positive cross-cultural and personal competency attitudes for both groups of students." (Lindholm-Leary, 2001 pg. 30)

Program Models for English Learners



Board Conversation

- Take a look at your equity statement, take time to revise (if necessary) and then share out.
- What have you learned tonight?
- As you think about our conversation, what are your priorities in addressing equity as we move forward?
- What other questions do you have to help us prepare for further discussions?



Corvallis

SCHOOL DISTRICT

VII. EXECUTIVE SESSION - The Board will meet in Executive Session at 5:00 p.m. under ORS 192.660(2)(h) - To consult with legal counsel, ORS 192.660(2)(f) - To consider records that are exempt by law from public inspection, and ORS 192.660(2)(b) - To hear complaints against staff members.

VIII. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841