

MINUTES
Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J
1555 SW 35th Street
Corvallis, Oregon

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:36 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, Oregon. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Blake Rodman, Chair Matt Donohue, Vice Chair Lisa Corrigan Bill Ten Pas Anne Schuster	<u>EXECUTIVE STAFF PRESENT</u> Dawn Tarzian, Superintendent Steve Youngblood, Assistant Superintendent Jeanne Holmes, Human Resources Director Kathleen Walker, Student Services Director Kathy Rodeman, Business Services Director
<u>BOARD MEMBERS EXCUSED</u> Helen Higgins John Turman	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Rodman invited the audience members to introduce themselves to the Board.

III. SPECIAL REPORTS

A. High School Substance Abuse Prevention Update: Education, Monitoring and Partnerships

Chair Rodman introduced Cherie Stroud, principal at Crescent Valley High School, Dawn Granger, principal of Corvallis High School, and Sally McAfee, Alternative Education Coordinator at College Hill High School.

Ms. Granger discussed the ongoing concerns among high school staff regarding drugs and the

sale of drugs on campuses. She clarified that there is no agenda or action being requested of the Board, but that this is an update on their continued work in the area of drugs and school/community awareness.

Ms. Stroud shared about two incidents at Crescent Valley High School (CVHS) that revealed that drugs were a larger issue at CVHS, one with drugs in a bathroom and an incident at the Mr. CV dance. She outlined the partnerships made with the community, student input and the staff presentations. She noted that the partnership with the sheriff's department and their presentation included a drug dog; she said that in 2006 the staff was very hopeful that using a drug dog would help them do a better job.

Director Schuster inquired what the results of the imposed sobriety check were at the Mr. CV dance; Ms. Stroud noted that everyone was clean except the student whom generated the initial concern.

Ms. Granger discussed the policy and partnerships for dances at Corvallis High School (CHS), and noted that there have been only two substances incidents at CHS this year. She said that the issue at CHS is keeping substances off campus, and that it will be of primary concern for the staff meeting next month. She expressed what the school is allowed to search and what they are not, and said they can educate students and enforce rules at afterschool events, but that keeping drugs off the campus is the most important thing right now.

Ms. McAfee noted that at College Hill High School (CHHS) said that this year there have been zero drug-related offenses, and in the last year, only two expulsions as a result of substances. She noted that the major concern at CHHS is tobacco, and has received informal reports from staff that about forty percent of the student body is involved in some form of illegal drug use, which may include tobacco.

Ms. Granger noted that when students at CHS are asked about alcohol and drugs they indicate that they can be obtained from a student on campus. She also noted that the students at CHHS are students who have their primary registration at CHS or CVHS, but have worked their way to alternative placement.

Chair Rodman said that the three principals have approached Superintendent Tarzian to ascertain better ways to deal with drugs on campus. One strategy may involve bringing drug dogs on campuses to detect if and where there are drugs present and who has them. He noted that a preparation meeting occurred prior to this Board meeting for him and Superintendent Tarzian to hear from the schools. He said that a specific strategy and proposal needs to come from the schools and if that includes drug dogs then how they would be used needs to be in the proposal. Ms. Stroud noted that all schools would need to be in alignment to make a proposal work.

Chair Rodman said he would like to get a sense of how their communities feel about any proposals the schools will put forth before they come with anything specific.

Director Corrigan asked who was included in the term "community." Ms. Granger said it

included staff, students, parents and the CHS neighborhood.

The Board discussed the issue of who should be notified, if anyone, that this discussion is taking place so as not to inadvertently prompt students or community members involved with drugs on the campuses to change their behaviors before a school search. Director Corrigan noted that in her child's middle school manual it states that lockers can be searched at anytime.

Chair Rodman said that he just wanted background information to be provided to the Board.

Director Ten Pas said that he was surprised that the incidents at the high schools are as low as the principals noted. He said that some statistics show that it is higher in middle schools than the few incidents the high schools have detected. He also said that requirements should be made regarding vehicles on campus and inquired about the multiple entrances at CHS. He opined that students should be made to enter through a single entrance, and said that there are certain things that could be done to limit access to the student body. He said that he is looking forward to the recommendations.

Ms. Granger addressed the openness of CHS to the community. Director Ten Pas said that openness is not unique to CHS, but that minimizing community members on campus during school hours and safeguarding kids is the issue. He said that the community should understand that once the safety of the kids is challenged the community would understand the limitations.

Director Schuster commented on the importance of parental reinforcement of not doing drugs, smoking or drinking alcohol and that it resonates with kids. She asked how the high schools are reach parents and mentioned that she would like to see that addressed.

Ms. Stroud noted that is difficult, because it is often parents of kids who do not have the issues who attend drug forums. She said this is why CVHS has parents of children who have been cited come in to talk. Ms. Granger noted that consistency of reinforcing positive messages is important, but that this particular effort if focused on how to keep the drugs off campus.

Superintendent Tarzian said that kids are mandated to attend school in Oregon, so the District has the obligation to keep the buildings drug free because they are required to be there. She said that four things that deter the progress that the principals are making, and she outlined them as 1) the trust relationship between teachers and administrators within a school building, 2) trust and partnership issues with parents and the schools, 3) the trust relationship with students and the adults in their schools and the issue of anonymity, and 4) consistency in consequences.

Superintendent Tarzian praised the principals for having courage to raise this issue and said it is the only way to address this issue with kids. She said that there is a policy in place which allows the use of drug dogs under the initiation of the superintendent. She noted that there have been two additional times that dogs have been on campus. She outlined the restrictions on the use of drug dogs, and said that a District attorney did research about what other districts are doing. She said that per that attorney's information 91 school districts have attached language regarding this issue, and 79 have references to drug detection dogs; she said that reasonable suspicion is

required for the use of the dogs. She said that if the District wanted to do random searches the administrative regulations (AR) attached to the policy would have to be changed. She also said that the problem does not seem to be big enough to warrant the suspension of instruction for searches, and that lockers are not believed to be storing places for substances.

Chair Rodman said that he is very interested in their proposal and said he imagines that the Board will have a lot of questions at that time.

Director Schuster asked if the discussions with school communities will include the random dog searches. Ms. Granger answered that it will and that dogs have not yet been brought up with parents.

Director Corrigan asked for confirmation that CHS had people asking students about drugs on campus. Ms. Granger answered in the affirmative.

Director Ten Pas suggested the use of an online reporting system to protect student anonymity. Ms. Granger wondered whether that would allow for reasonable suspicion. Director Ten Pas opined that it would still be a useful tool. He opined that some parents use drugs too and think that it is okay.

B. Student Achievement

Curriculum and Staff Development Coordinator Mike Strowbridge presented on the Oregon Assessment of Knowledge and Skills (OAKS) and Measure of Academic Progress (MAP) results. (Filed as Supplemental Item # VII-9 in 2008-2009 Official Board Minutes.) He focused first on the MAP results.

Chair Rodman asked that if when looking at the numbers it is important to look at sixth grade year by year, or to track individual cohorts of students through the years.

Mr. Strowbridge said that it is not really tracking cohorts because it is not the same group of students. He said that we can get a general sense at any particular point in time. Chair Rodman said that it seems hard to accurately track growth.

Superintendent Tarzian explained the MAPs test and said that in a way it is more meaningful than the OAKS testing. She explained that results are in terms of the growth that one is able to make from the beginning to end of the year as compared to the growth others in one's same category make in the whole nation from the beginning to the end of the year.

Mr. Strowbridge covered the key results in the OAKS report and noted that the District did not meet the overall District Improvement Plan (DIP) improvement goal.

Director Ten Pas asked how the goal was derived and commented that it is more important to improve than meet the goal.

Mr. Strowbridge said that the goal was set up in the DIP two years ago, so it was a guessing game to set growth rates.

Director Schuster asked for the actual percentage rates for the District in 2007-2008 and 2006-2007. Mr. Strowbridge said that in 2007-2008 was 78% and the statewide percentage was 73.6%. He said in 2006-2007 the District percentage was around 81%.

Director Ten Pas expressed that he was concerned that Mr. Strowbridge saw failure in this, and opined that he thinks that there has been improvement, which is the goal in this process.

Director Schuster pointed out that in 2006-2007 the percentage was approximately 81%.

Superintendent Tarzian said that at the time we did not test second graders and then test them again as third graders so it cannot be known if they improve.

Mr. Strowbridge said that that is why we rely in multiple assessors, especially MAP because it is individualized.

Chair Rodman inquired about the possibility of using MAP data for the Adequate Yearly Progress (AYP) report, and said that the OAKS data is still what the District is judges on in the AYP report. He said that there was some indication that there was going to be flexibility in the use of instrument. He said that we had been on the brink of trying to get a waiver for the use of MAP, but that the No Child Left Behind Act was up for reauthorization and it was not.

Superintendent Tarzian said that the use of MAP in the Corvallis School District because we need a system that is growth based; she said teachers look for MAP data.

Director Corrigan said that the third grade class seemed to be the driver that brought down scores. Mr. Strowbridge said that that has been noted and there is not a current answer, but that it is not just isolated to reading. He also clarified that the term "met norm" means that the growth goal was met.

Director Corrigan noted a concern about higher achieving students and their MAP testing results. Discussion occurred about the demographics of the District and Mr. Strowbridge noted that he and the Assessment Support staff member Laurie Corliss have looked at the high quartile students, and said that when the data is looked at it appropriately shows that there were gains in all three grade levels in the high quartile.

Mr. Strowbridge highlighted other areas, including writing, and noted that results suggest that

the District is still not meeting some needs for LEP students, and said that part of the reason that the District is still focusing on literacy is to address this issue.

Director Ten Pas asked if they look at comparable schools to compare data. Mr. Strowbridge said that it could be done, perhaps with Lake Oswego. Director Ten Pas said that it would be interesting to see if other districts are also noticing gaps.

Chair Rodman asked for Mr. Strowbridge's overall opinion of the results.

Mr. Strowbridge said that it was wise to continue focusing on literacy, and said that the District has to go back and look at some of the programs that are being implemented and focus them on what the data suggests. He said that it is hard to equate progress with the early primary groups using DIBELS as an early screen and it is hard to narrow down whether DIBELS is helping the District see.

Director Schuster inquired about the new reading program and levels. Mr. Strowbridge said that there are things being done to hit the skill level for higher readers; he highlighted the use of Navigators, which accompany the Houghton Mifflin curriculum.

Director Corrigan asked about the state mandated PSAT results.

Superintendent Tarzian indicated that the State board is deliberating in sub-committee about the organization of science curriculum and there is a high degree of secondary science teachers. She said that the Corvallis School District will be requesting the state board to allow local groups to organize curriculum in a way that makes sense for the district.

Director Corrigan asked if they wanted to determine the sequence, and Superintendent Tarzian said yes.

Mr. Strowbridge said this makes the biggest impact at the middle school level, and said that if middle school becomes integrated science our teachers feel it will be harder to get the depth of the individual sciences.

In response to a question from Director Corrigan, Mr. Strowbridge noted that there may be changes in testing, tasks or questions that would require students to be familiar with the new curriculum sequence.

Superintendent Tarzian said that since texts books are not organized in an integrated fashion finding additional resources will be more difficult and it has created a high degree of concern for the secondary teachers.

Director Corrigan said that with the OAKS 8th grade benchmark testing and the current middle school science sequence, Earth Science may be at a disadvantage because that section is usually not finished when the OAKS testing takes place.

C. Graduation Requirements

Assistant Superintendent Youngblood noted that there was the possibility that the implementation date of these graduation requirements will be held by the governor, but that districts have been requested to be prepared. He said that these requirements came from the Oregon State Board of Education. Dr. Youngblood led a review of the report. (Filed as Supplemental Item #VII-10 in 2008-2009 Official Board Minutes.)

Chair Rodman inquired about the integrated math courses and Algebra I meeting the requirements. Assistant Superintendent Youngblood clarified that the requirement is *at least* at Algebra I level, and that if students take Integrated Math I, II and Algebra I they would meet the requirements.

Director Schuster inquired how many students do this. Superintendent Tarzian said that she researched this two or three years ago and that at the time it was approximately 78-80%, and said that while does not feel that this will be a dramatic shift in resources it could present a barrier to some in regards to graduation rate.

Assistant Superintendent Youngblood commented on the increase and options in science, arts, PTE and foreign language. He also mentioned the student education plan and profile as a way to personalize education and that it is already in place for grades seven through twelve in our district. He noted that Sally McAfee heads up the committee for this.

In response to concerns from some Board members, Assistant Superintendent Youngblood clarified that things like band, music, graphic arts, visual and dramatic arts are being reorganized under the Second Language/Art/Professional Technical Education heading. Chair Rodman commented that some things that used to be electives will now be applied to the SL/A/PTE requirement.

Assistant Superintendent Youngblood discussed the student education plan and profile and Ms. McAfee's goals for the year.

He also discussed credit for proficiency, and said that based on what he has read the Board will have to revisit what the District sees as proficiency and adjust policy as necessary. He said that once the committee convenes he will come back with proposed revisions. He explained credit for proficiency and gave the example of Scappoose School District.

Chair Rodman asked about bilingual students testing out of their foreign language credits. Assistant Superintendent Youngblood said that if they could meet the academic regulations of reading and writing the language as well it could qualify.

Director Schuster inquired about how credit for proficiency is graded. Assistant Superintendent Youngblood said that it will be up to the Board, and at Scappoose students keep reviewing material until they are able to receive a C grade.

Director Ten Pas opined that this is grade inflation and that it would change the way a C grade is understood. Vice Chair Donohue said this might be a problem for potential colleges and that it would put students at a competitive disadvantage.

Assistant Superintendent Youngblood said that a student at Scappoose would receive an F grade after two years if they had not completed the standards. He said that it could put students at competitive disadvantage, but that the reality is that students will have mastered the standards because their education will have been much higher. He said it really means that they will not allow any child to fail.

Discussion ensued with the Board about how competence could be shown, how grades may or may not be given, and when students would not be allowed to test out of classes, such as their required three credits of math in high school.

Director Corrigan asked whom this credit for proficiency was intended, and Assistant Superintendent Youngblood gave the example of Scappoose using it in their core subjects and some elective areas, and also noted that a student in Corvallis who scored an 800 on her SAT and is proficient in Chinese and could be credited for that proficiency.

Vice Chair Donohue mentioned about homeschooled students who enter the system may have studied one subject more thoroughly; he asked if credit could be offered for that student. Director Schuster said that she sees that is as a substitute for life experience, such as taking a dance class for a PE class credit or interning at Hewlett Packard as a business class credit. Assistant Superintendent Youngblood said we have to determine these issues, and said we would start with our core subject areas and move on from there. Discussion occurred about the effects of students staying in school longer or leaving school earlier.

Director Ten Pas said he remembered a similar discussion about the CIM and CAM years ago, and that he is a little concerned that with each district determining their own proficiencies it will

Vice Chair Donohue noted that there are several things that would discourage most students from pursuing credit for proficiency, such as staying with their friends and staying in school longer. Director Schuster said that she is surprised how many kids want to accelerate. Chair Rodman said that with the Internet some kids can study on their own in their future, but some students want to be involved in the school culture.

Assistant Superintendent Youngblood said that this is just a different way to assess the kids. He discussed the timeline and the phasing in process, and noted the essential skills proficiency chart on the timeline and phase-in page.

Chair Rodman asked why career related learning standards are not “checked” in the 2012 and

2014 columns; Assistant Superintendent Youngblood said that is because they will be absorbed into Career-Related Learning Experiences. He said that it has yet to be determined whether there will be any additional essential skills for the class of 2014.

Director Schuster asked who structured this program; Assistant Superintendent Youngblood said it was the Oregon State Board of Education. He noted that teacher acceptance of programs is very important because it will be hard on them in time and effort.

Vice Chair Donohue said that changes are being implemented for this year's group of freshmen but the state does not yet have a way to test for the new requirements. Chair Rodman said that with the governor's response this year's freshmen may not have to be tested, but it says that kids can demonstrate as early as this fall but its unknown how. Assistant Superintendent Youngblood said that OAKS scores for writing, analytical thinking and mathematics can be used.

Vice Chair Donohue inquired whether or not there are any Oregon Department of Education (ODE) standards to guide districts in creating assessment for essential skills acquisition. Assistant Superintendent Youngblood student work samples, national standardized tests, the official state scoring guide (which has not yet been created), or OAKS for reading can be used as demonstration. He said that some districts are going to create their own assessments and have their data be reviewed by ODE.

Assistant Superintendent Youngblood talked about the upcoming first steering committee meeting and Sally McAfee's involvement in the current career learning committee which has done work in this area already.

Vice Chair Donohue asked if there are any assurances that this program will continue as currently outlined, even if it is put on hold by the governor. He opined that he does not want us to spend time and money to prepare and then have the state board set forth a different plan. Assistant Superintendent Youngblood said that the best approach is to address what we already think are good things for children, including career learning plans, credit for proficiency and essential skills; they are good things to focus on anyway. He said that even if these graduation requirements are not put in place the District would still have improved education for children. Chair Rodman made note that the District already invests in career learning and extended application, and Assistant Superintendent Youngblood said that it is good for both the Talented and Gifted (TAG) students and for those who are struggling.

Director Schuster opined that the math component of the plan is the biggest challenge and that work on that should be started now. Assistant Superintendent Youngblood said that attention to math is pretty good in the District even though there is still a percentage who might struggle meeting the math graduation requirement; however, he said that he is more concerned with literacy, language arts and science.

Director Ten Pas noted concern about teachers embracing this plan, and recalled problems connected for teachers and administrators with the Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM) in the past. He said he would like to see the preparation spread out because he thinks it will be several years before this requirement program is put in place. Assistant Superintendent Youngblood said he hoped to know more after the economic forecast on November 19, 2008.

Superintendent Tarzian said that she has reflected on the students and the economic crisis, and what the students who are in the system will need to know to prepare them for entering the world. She said she questions whether the District should look to the past and run lean, or whether there is something different now in the world that has redefined itself. She said that she would trade the work in assessing and a few points on the OAKS testing to get teachers on board with these essential skills for kids.

Director Ten Pas asked whether she is convinced the essential skills proficiency requirements meet those needs. Superintendent Tarzian said that anytime an assessment is looked for it automatically reduces a teacher's ability to reach kids with that issue, but that if the teachers embrace these skills as important outside of testing it is more effective.

Vice Chair Donohue opined that the skills are needed, but this is has been a tension for a long time, teaching to a test or to life skills. He said that tension between state and federal requirements is the issue.

Director Ten Pas said that there is a changing teacher group, some aging quickly and new people being put in.

Director Schuster said that the District needs to prioritize since so much is being asked for.

Superintendent Tarzian noted that there is a board policy regarding credit for proficiency because several years ago the Board was concerned with personalizing education, and said this situation bears similarities to parents teaching children to drive; the students may pass their test but that does not mean they are ready to meet any situation.

Chair Rodman opined that when requirements are raised and electives are removed that removes the things that bring kids to school.

Superintendent Tarzian said she wanted to ensure teachers are hearing that what they do is valued. She noted that it is important to articulate values to teachers apart from the Oregon Diploma Requirements.

IV. ADJOURNMENT

There being no further business before the Board, Chair Rodman adjourned the meeting at 8:18 p.m.

Blake Rodman, Chair

Dawn Tarzian, Superintendent

Prepared By: Kaela Schamp

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