

**Board Meeting Minutes**

**June 5, 2014**

**Board Work Session**

**Meeting Location: Canby School District Office, Meridian Room**

**Board members in attendance** were Brendan Murphy, Diane Downs, Kristin Downs, Andrea Weber, Angi Dilkes Perry, and Mike Zagyva. Also in Attendance were Dr. John Steach (Superintendent), Kamela Davis (Board Secretary), Mary Knigge, Sam Thompson, Cindy Bauer, Angie Navarro, Kimie Carroll, Joe Morelock, Susie Strangfield, Josh Boren, Betty Rivinus, Sondra Strong, Ann Ziehl-Fox, Christine Taylor, Marilyn Wood, Paula Dawson, and Tim Oberg. Board members absent from the meeting were Tom Scott.

**WORK SESSION**

**1.0 CALL TO ORDER**

Board Chair, Brendan Murphy, called the Board Work Session to order at 6:40 p.m.

**2.0 INTRODUCTIONS**

Audience members introduced themselves.

**3.0 CHANGES TO AGENDA**

No changes to the agenda.

**4.0 PUBLIC FORUM/ANNOUNCEMENTS**

Chair Brendan Murphy opened the floor for public comments.

Dr. Steach announced that he extended an offer to Denise Lapp for the Director of Finance position and she has accepted. Ms. Lapp will begin employment on July 1<sup>st</sup>, 2014.

**5.0 CONSENT AGENDA**

Included in the Consent Agenda:

- 5.1 May 15, 2014 Board Regular Session and Executive Session Meeting Minutes  
May 19, 2014 Special Session and Executive Session Minutes
- 5.2 Personnel Changes

**Diane Downs moved to approve the consent agenda. Kristin Downs seconded the motion. Motion passed 6-0.**

**6.0 INFORMATION/DISCUSSION/ACTION ITEMS**

*6.1 Carus Title I School-Wide Presentation*

Sam Thompson, Carus Elementary Principal, presented on the Carus School-Wide Title I process this past year. Mr. Thompson discussed the project undertaking including the rationale for going through the process, selecting the team, the over-all approach, creating the task list, the Oregon Department of Education (ODE) Indistar Indicators for guidance, and the outcome of the process.

Mr. Thompson explained that high-poverty schools (those with 40 percent or more students from low-income families) are eligible to adopt school-wide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children. Carus School is currently a Targeted Assist School, which requires all Title I resources be designated to specific students.

The indicator used by the state to determine a school's poverty level is the percent of students on a Free or Reduced lunch program. At the end of the process, the Carus team discovered that their student population was at 36 percent of students being on Free or Reduced lunch, which is just under the 40 percent eligibility requirement. Mr. Thompson, however, explained the option to apply for a state Ed-Flex Waiver that may grant participation in School-Wide Title I based on other factors.

Mr. Thompson feels that the process was a benefit over-all. The end result is a three-year plan to implement goals for measurable improvement in achievement. He acknowledged Cindy Bauer, Coordinator of Special Programs, as a helpful resource. Ms. Bauer in turn expressed appreciation for the team’s openness and transparency. The Board expressed appreciation for the committee’s hard work and asked about plans to communicate to families regarding the process.

**6.2 Canby High School Graduation – Class of 2014**

Kimie Carroll, Canby High School Associate Principal, presented the Board with the following self-reported senior survey results regarding plans for higher education:

	2013-14	2012-13	2011-12
Attend a 2 year school	44%	41%	39.5%
Attend a 4 year school	39%	29%	35.1%
Attend Voc./Tech. school	2%	5%	.04%
Work	16%	10%	10.1%
Military or other	6%	3%	.09%
Undecided or not reported	8%	12%	.06%

Ms. Carroll explained that for the past three years, the data has remained about the same. There was an increase of 10 percent of students planning to attend a 4-year school; it was a similar percentage year 2011-12. It should be noted that some students chose more than one area (ex. Work and Community College) so the data is somewhat inconsistent.

Ms. Carroll also reported that twelve students are eligible to return as fifth year seniors.

**6.3 Special Education Systems Performance Review and Improvement (SPR&I)/Elementary Resource Consultant Teacher Pilot**

Sondra Strong, Director of Student Services, presented on Special Education Systems Performance Review and Improvement (SPR&I). Ms. Strong explained that Special Education Systems Performance Review and Improvement is an annual monitoring process, required by the state, to evaluate our special education program for accountability. It consists of data collection and analysis, identification of individual and systematic issues, improvement planning, and implementation. Canby School District uses a Special Education Systems Performance Review and Improvement (SPR&I) Leadership Team made up of K-12 representation to review its special education program. This team is responsible for reviewing the data and making decisions on how to improve the special education program in our district.

Ms. Strong introduced members of the SPR&I Leadership Team: Paula Dawson, Learning Specialist Grades 9-12; Betty Rivinus, Learning Specialist/Autism Consultant, Grades K-12; Josh Boren, Psychologist K-12 with focus on ELL evaluations; Coleen Barnhardt, Learning Specialist Grades K-6; Susie Strangfield, Manager of Systems and Accountability; Marilyn Wood, Elementary Director of Student Achievement; and Sondra Strong, Director of Student Services. Members of the leadership team collaborated on the presentation and shared different talking points.

Annual state assessment data from 2012-2013 showed inadequate growth for students with disabilities in English/Language Arts and Math at elementary, middle and high school levels. Additionally, state and district child find data from 2012-2013 showed that 30% of the students referred for a special education evaluation did not qualify under the criteria contained in the Individuals with Disabilities Act (IDEA) as a student with a disability. As a result, the SPR&I committee researched and completed an analysis of our current special education program to determine: a) what pre-referral processes were being used in schools; b) progression of Individualized Education Program (IEP) services to provide access for students with disabilities to the core instructional program; and c) the

district's responsibility to standards based IEP's.

After the completed analysis, the team created the following hypothesis statement:

- The 30% of 2012-13 Special Education referrals that did not result in meeting eligibility criteria is related to the inconsistencies in the purpose, intent, and outcomes of the current intervention processes from school to school.

The team researched best practices to develop a school based Disciplinary–Intervention Team model that includes General Education and English Language Learner staff to address all students needs to meet Common Core State Standards. For the 2014-2015 school year, the plan is to work with elementary principals, classroom teachers, ELL teachers, and District stakeholders to review and edit the “draft” Student Intervention Process Guideline and implement the process in each of our elementary schools. In addition, training on the use of Accessible Instructional Materials (AIM) and Universal Design for Learning (UDL) will be provided for staff to help address curriculum needs.

Ann Ziehl, School Psychologist, updated the Board on the implementation of Standards Based Individual Education Plans (IEPs) as it relates to Common Core State Standards. Ms. Ziehl reviewed the district's requirement by the state to implement Standards Based IEPs. This year the focus was to facilitate the training of special education staff and administrators, begin the implementation of Standards Based IEPs, support special education staff during the process, and survey special education staff. Moving forward in the fall of 2014-2015, the district will fully implement Standards Based IEPs and provide support for staff with additional trainings.

#### *Elementary Resource Consultant Teacher Pilot*

Ms. Strong updated the Board on the Consultant Teacher Model K-6 Pilot implemented this year as part of the effort to bring services into alignment with the requirements under IDEA and Section 504. This year staffing delays, lack of having a special education teacher in the building full time, and the workload of the consulting teacher presented significant challenges. Other issues included schools not using common progress tools for comparable data and an increase in students with behavioral challenges.

For year two of the Consultant Teacher Model K-6 Pilot implementation, the plan includes adding a .5 FTE consulting teacher so that there is a half time consulting teacher at each school to help with work load, using common progress tools and administer three times per year for comparable data, and early identification of students who have behavioral needs with a developed plan at the start of the year to meet those needs.

In addition, Ms. Strong reported that the improvement plan for student performance is to:

- Target 5% growth overall for students with disabilities in ELA and Math as measured by state assessment data.
- Increase access to the regular classroom and Common Core State Standards.
- Increase collaboration between special education and regular education.

Ms. Strong and the SPR&I Leadership Team answered additional questions from the Board regarding implementation of Standards Based IEPs, the rationale of adding a .5 FTE consulting teacher, funding sources, and the comparison of data between the two models. The Board expressed disappointment in schools not using common progress tools. Ms. Strong reported that this past year was a learning experience and moving forward will ensure the use of comparable assessment tools used across schools.

Tom Scott entered the meeting at 8:25 p.m.

**6.4 Technology Purchase Status**

Joe Morelock, Director of Technology, Innovation & Secondary Education, provided the Board with an update on district technology purchases made to date. Mr. Morelock reviewed a chart outlining the replacement schedule noting the teacher laptop lease is at the three-year renewal mark. Mr. Morelock’s recommendation is to renew the teacher laptop lease in order to keep the flow of aging teacher laptops to student laptops current. Deferring the lease is an option but would result in a difficult rollout the winter of 2014. In addition, replacement of Baker Prairie Middle School’s original 300 laptops and the replacement of 400 3<sup>rd</sup> grade iPods purchased in 2010 are needed but not as critical.

A discussion was held with the Board regarding other possible options. The Board expressed concern regarding new state assessments requiring updated operating systems and the potential ramifications if the lease option is deferred. Diane Downs stated that potential use of Facility Grant funds to help pay for the lease is a reasonable and legitimate use of resources. The Board agreed to recommend that Mr. Morelock move forward with preparing the lease renewal for teacher laptops. The lease agreement will be added to the agenda for approval at the next Board meeting.

**6.6 Added Agenda Item - Smarter Balance Assessment Field Test Update**

Susie Strangfield, Manager of Systems and Accountability, updated the Board on the Trost Elementary Smarter Balance assessment field test, which began April 28<sup>th</sup>, 2014. Ms. Strangfield explained that Angie Navarro, Trost Elementary Principal, and her staff accepted the challenge of piloting the new Smarter Balance assessment required by the state to implement fully next school year. Smarter Balance assessments go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Ms. Strangfield reported the field test was a learning experience with some issues to consider before implementation next year: student absenteeism during the testing window, staff training coordination, instructional time required to administer the assessment, and technology requirements. Other issues discovered were system issues and were reported to the state for troubleshooting.

**6.5 Inter-District Transfer Available Seats 2014-2015**

Dr. Steach explained that according to policy, the district must determine the available inter-district transfer capacity at each school and each grade level for the 2014-2015 school year. Dr. Steach asked the Board to approve the following recommendation:

	Carus	Eccles	Knight	Lee	Trost	91	BPMS
<b>Kinder.</b>	5	0	0	0	11	0	-
<b>1<sup>st</sup></b>	2	9	5	0	6	0	-
<b>2<sup>nd</sup></b>	0	8	0	0	0	0	-
<b>3<sup>rd</sup></b>	0	0	0	0	0	2	-
<b>4<sup>th</sup></b>	8	8	0	0	0	4	-
<b>5<sup>th</sup></b>	8	0	5	0	0	2	-
<b>6<sup>th</sup></b>	8	0	0	0	0	10	-
<b>7<sup>th</sup></b>	-	-	-	-	-	0	5
<b>8<sup>th</sup></b>	-	-	-	-	-	10	15
<b>Totals</b>	<b>31</b>	<b>25</b>	<b>10</b>	<b>0</b>	<b>17</b>	<b>28</b>	<b>20</b>

Total = 131

Ackerman Omega Academy (total = 10) 9-11 Grades only: 10

Canby High (total = 150) 9th grade: 50, 10th grade: 50, 11th Grade: 50

All other schools, grade levels and programs = 0

**Tom Scott moved to approve the number and location of inter-district transfer seats presented as revised for the 2014-2015 school year. Mike Zagyva seconded the motion. Motion passed 7-0.**

**7.0 FUTURE AGENDA ITEMS**

- Budget Hearing
- School Safety – “I Love You Guys”
- Laptop Lease Approval
- Boundary Change/Release
- Budget
- Enrollment
- Policy
- Curriculum Renewal Planning

**8.0 ADJOURNMENT**

Brendan Murphy adjourned the Work Session at 9:30 p.m.

Respectfully Submitted:

---

Kamela Davis  
Board Secretary

---

Brendan Murphy  
Board Chair