

**MINUTES OF THE  
CANBY SCHOOL DISTRICT  
BOARD OF DIRECTORS  
Board Work Session and Executive Session  
November 2, 2017  
Canby School District Office, Meridian Room**

**WORK SESSION**

**Board members in attendance** were Tom Scott (Chair), Rob Sheveland (Vice-Chair), Sara Magenheimer, Andrea Weber and Mike Zagyva. Absent Board members were Angi Dilkes Perry and Diane Downs. Also in attendance were Trip Goodall (Superintendent), Kamela Davis (Board Secretary), Denise Lapp, Michelle Riddell, Laretta Manning, Sheryl Lipski, Angela Navarro, Cindy Bauer, Greg Dinse, Troy Soles, and Sam Thompson.

**1.0 CALL TO ORDER**

Tom Scott called the Work Session to order at 6:30 p.m.

**2.0 INTRODUCTIONS**

No introductions were needed.

**3.0 CHANGES TO AGENDA**

No changes were made.

**4.0 PUBLIC FORUM/ANNOUNCEMENTS**

**4.1 Public Comments**

Tom Scott opened the floor for public comments. No public comments were made.

**5.0 CONSENT AGENDA**

Included in the Consent Agenda:

- 5.1 Minutes from the October 19, 2017 Board Regular Session and Executive Session
- 5.2 Personnel Changes

**MOTION: Rob Sheveland moved to approve the Consent Agenda as presented. Sara Magenheimer seconded the motion. Motion passed 5-0.**

**6.0 INFORMATION/DISCUSSION/ACTION ITEMS**

**6.1 CHS Alternative Education Report**

Canby High School Principal Greg Dinse discussed the Canby High School Alternative Education program. He shared students who are missing credits required for graduation may participate in the credit recovery program. Students use the online *Edgenuity* program to access curriculum and appropriate assessments. Another option for students is the Canby Alternative Program (CAP) established in 2016-17 with a small group focus. Classes are blocked together over two periods and students receive specific instruction and group counseling support as well as opportunity to access credit recovery through *Edgenuity*.

Last school year (2016-17) a Field to Table course was initiated in partnership with The Canby Center to introduce at risk students to the basics of agricultural science, while producing food the

needy in the community. Mr. Dinse explained this year (2017-18) the course is an elective credit option for the CTE Agricultural Science program of study.

Mr. Dinse provided clarification regarding scheduling and course work. It was noted there is a summer school credit recovery option for high school students using online curriculum. Superintendent Goodall suggested students who miss one or two units due to an illness, etc. would benefit from the option to retake singular units. The suggestion was discussed and will be researched further.

Mr. Dinse reported there were 73 seniors enrolled in the Alternative Education program last school year (2016-17) and of those 68 graduated successfully. The overall Alternative Education graduation rate is 93.15%.

### **6.2 Data Team – Reporting Process**

Director of Teaching and Learning Sheryl Lipski reviewed the Oregon Department of Education (ODE) reporting schedule for the 2017-2018 school year, report types, and the district person responsible for each report. She discussed the Data Team’s role in supporting staff with assessment and the student information system, which includes grading, attendance, and student demographics.

The Board requested clarification on the Building Collection (facilities) report and the Freshman On-Track report. Director of Finance Denise Lapp shared the Building Collection report includes information on any district structure with electricity. The purpose of the report is unclear. Ms. Lipski clarified the Freshman On-Track report is a milestone indicator.

The Board also requested clarification on the Principal and Teacher Evaluations report and Kindergarten Assessment reports. Director of Human Resources Michelle Riddell explained the Principal and Teacher Evaluations report aligns with ESSA (Every Student Succeeds Act) requirements. A proficiency number is reported to the state based on the matrix for each evaluated teacher and administrator. The Kindergarten Assessment reports were discussed in relation to appropriateness and relevance. It was noted the data is collected as justification for funding early learning programs.

### **6.3 R.E.A.C.H. (Resources, Education, and Community Help) Report**

Ms. Lipski provided an overview of the R.E.A.C.H. (*Resources, Education, and Community Help*) program and services. Supports include interpretation and translation, family education, and community resources. Ms. Lipski reported there are two new staff members: Migrant Recruiter Maria Romero and Homeless Liaison Magda Moreno. Ms. Lipski discussed training opportunities for Ms. Romero and Ms. Moreno noting state level supports and resources vary between the two programs. Ms. Lipski added newly hired Education Equity Coordinator Rudyane Rivera-Lindstrom would partner with R.E.A.C.H. staff to organize parenting workshops in conjunction with the Salem Keizer Coalition for Equality. The Board requested a follow-up presentation on the number of students who qualify as homeless this year and specific services provided.

### **6.4 Dual Language Immersion K-12 Report**

Coordinator of Federal Programs Cindy Bauer and Trost Elementary Principal Angie Navarro presented a keynote highlighting the Canby School District Dual Language Immersion (DLI) Program’s history and current status. The program began at Trost Elementary in 2005-06 with

two kindergarten classes. In 2011-12 the program expanded to Baker Prairie Middle School with one class offering and in 2013-14 Trost Elementary became a DLI magnet school with open enrollment. Last school year (2016-17) the program expanded to Canby High School with one elective class. This year (2017-18) two DLI courses are offered at Baker Prairie Middle School, freshman may take a language class, and there is one high school DLI social studies class offering.

Ms. Navarro reviewed a *Thomas And Collier* longitudinal study and the program's three main goals: bilingualism and biliteracy, high academic achievement, and cross-cultural competence. She discussed the District received a \$120,000 K-12 Biliteracy grant for the 2015-2017 biennium to strengthen the K-6 DLI program and establish a 7-12 DLI program. The grant provided professional development, materials, and a .2 TOSA (Teacher On Special Assignment) to support program implementation. The process included a program self-evaluation using *Guiding Principles for Dual Language Education* and plan development for students to receive the Seal of Biliteracy.

Ms. Bauer shared assessment results from the ACT, Smarter Balanced/Work Samples, and STAMP (language assessment) on this year's seniors who have participated in the DLI program. She noted the students have not had a fully implemented DLI program since the sixth grade; therefore, the results should be considered baseline data. The Board requested further information regarding whether or not the students are on track to graduate, if they elected to enroll in AP classes, and if they participated in student leadership/extra curricular activities, etc. It was noted that a system to indicate which students are DLI students is not consistent and a district wide tracking process will be established moving forward. It was further noted that accurate tracking of student performance is vital to measure the program's overall effectiveness.

Ms. Bauer and Ms. Navarro shared immeasurable outcomes for DLI students including: involvement in student leadership, celebration and value for bilingualism and biliteracy, and increased equitable access for Latino students. In addition, there are 17 seniors on the path to receive the Seal of Biliteracy. Ms. Bauer discussed the next step is full DLI implementation for grades 9-12, which includes course development, ongoing teacher training, student support, and appropriate assessments.

Ms. Bauer and Ms. Navarro provided clarification on the Seal of Biliteracy incentive and curriculum materials selected for the program. A discussion was held regarding Canby's language class offerings, which are limited in comparison to other districts. Ms. Navarro noted that in addition to implementing an established tracking system for DLI students, she would like to initiate a standard exit survey for students in grades 6, 8, and 10 to provide program feedback.

### ***6.5 New Online Evaluation Update***

Director of Human Resources Michelle Riddell provided an overview of the new Frontline Professional Growth (Evaluation) Online system. She reviewed the benefits of the new system including ease in tracking evaluations, reporting capabilities, and flexibility in adapting forms to fit the needs of the district. Ms. Riddell added the system is user-friendly and all employee groups have indicated positive feedback. She discussed that with the passage of ESSA (Every Student Succeeds Act) Student Growth Percentiles (SGPs) are no longer required as a measure for Student Learning and Growth (SLG) goals. As a result, administrators and teachers were encouraged to set "gutsy" SLG goals. She demonstrated how the system works for Board members and provided clarification on requirements and process.

Ms. Riddell noted resources for staff have been updated on the website with quick reference guides for using the online system. The 2017-18 Educator Evaluation Cycle was provided for the Board's reference.

### ***6.6 Functional Capacity Report By Building***

Superintendent Goodall discussed information regarding each building's capacity and facility usage. He reviewed data on enrollment and classroom designations by school, i.e., regular classrooms, special programs. Mr. Goodall noted classroom needs change from year to year and currently no facility modifications are required. The Board asked about future increases to enrollment as projected by a recent Davis Demographics study. Mr. Goodall responded some shifts in classroom use could be made in order to accommodate growth. For Lee Elementary, an option is using the Ackerman Center for upper elementary grades. Mr. Goodall noted another consideration is the number of in-district and out-of-district student transfers; decisions may need to be made to limit the number of transfers allowed. The Board will be kept apprised of any capacity issues moving forward.

### **7.0 FUTURE AGENDA ITEMS**

The following items will be addressed at an upcoming session:

- C.A.R.E. Award
- Spotlight on Student Success: BPMS
- Monthly Curriculum Update: 6-8 Math
- Title Programs Report
- CHS Department Chairs Report
- Draft 2018-19 CSD School Calendar
- Financial | Special Funds | Enrollment Report

An update on the number of homeless students and services provided by the Homeless Liaison was requested.

### **8.0 GOOD OF THE ORDER**

No items were discussed.

### **EXECUTIVE SESSION**

Tom Scott exited the Board from the Board Regular Session and entered into an Executive Session at 9:01 p.m. Board members in attendance were Tom Scott (Chair), Rob Sheveland (Vice-Chair), Sara Magenheimer, Andrea Weber and Mike Zagyva. Absent Board members were Angi Dilkes Perry and Diane Downs. Also in attendance were Trip Goodall (Superintendent), Kamela Davis (Board Secretary), Michelle Riddell (Human Resources Director), and Denise Lapp (Director of Finance).

The Board met in Executive Session to conduct deliberations with persons designated to carry on labor negotiations pursuant to ORS 192.660(2)(d).

It was requested information discussed in the Executive Session not be disclosed and information discussed in the Executive Session shall not be made public by the news media.

Tom Scott exited the Board from the Executive Session and reentered the Regular Session at 9:39 p.m.

**REGULAR SESSION**

**9.0 ADJOURNMENT**

Tom Scott adjourned the meeting at 9:39 p.m.

Respectfully Submitted:

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Kamela Davis  
Board Secretary

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Tom Scott  
Board Chair