

**Corbett School District Site Council Meeting **DRAFT** Minutes  
of Monday, January 27, 2020  
Springdale School, Spanish Language Classroom**

**Site Council Panel:**

Present: Sarah Loveland (Site Council chairperson and middle school parent), Lori Luna (Springdale CAPS Principal/Spanish Teacher/Math Teacher), Holly Elvins-Dearixon (Curriculum & Assessment Coordinator), Niki Hjelm (Classified Staff representative), Andrea Hills arrived at 5:05 (CAPS and high school parent), Rebecca Stewart arrived at 5:13 (CAPS and high school parent),

Absent: Amy Ciecko (GS parent), Rhiannon Young (Middle School Teacher), Dee Dee Hanes (GS Principal).

Guests: Randy Trani – Superintendent, Phil Pearson - HS Principal, Kathy Childress - HS Co-Principal.

Audience: None present.

Meeting minutes taken by Debbie Schneider, Business Office Assistant.

**1 Opening Introductions**

**Presenter: Sarah Loveland - Site Council Chair**

The meeting began at 5:03 pm. Sarah gave an overall greeting to the members and introduced new member Niki Hjelm, the classified employee representative.

**2 Approval of Minutes from October 7, 2019 Site Council Meeting**

**Presenter: Sarah Loveland - Site Council Chair**

Sarah asked if there were any questions regarding the minutes. There were none. Holly Dearixon moved to approve the minutes, and Lori Luna seconded the motion. All members present voted yes to approve the minutes – Sarah Loveland, Lori Luna, Holly Elvins-Dearixon, and Niki Hjelm. (Andrea & Rebecca were not present yet.)

**3 Student Success Act (SSA) & Student Investment Account (SIA) Presenters: Lori Luna – CAPS Principal & Holly Dearixon - Curriculum Coordinator**

Lori Luna said the SSA Community Engagement Night was very successful and CAPS had a good turn out. People attended the breakout sessions. She mentioned the grade school had good turn out as well. The SSA Community Engagement Night was held in October for all CSD grade levels. Community engagement is a required part of the

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process to receive the SIA state grant money. This night was one of the ways the district reached out for community input.

Holly Dearixon gave a presentation to the council reporting on the survey part of the SSA Community Engagement Night. She mentioned that the survey asked very open-ended questions. Her presentation was to give the overall, general findings from the survey. The MESD (Multnomah Education Service District) was asked to help with analysis of the survey data.

ODE/SSA identified five priority areas:

- Reducing academic disparities for students who are of color; have disabilities; are emerging bilingual; are navigating poverty, homelessness and foster care; or have historically experienced disparities in schools
- Meeting students' mental and behavioral health needs
- Providing access to academic courses
- Allowing teachers and staff sufficient time to collaborate, review data, and develop strategies to help students stay on track to graduate
- Establishing and strengthening partnerships

The district survey asked community members three open-ended questions about those five areas, these three questions were crafted by ODE:

1. What's working well?
2. Where do you see challenges?
3. What suggestions do you have for improvement?

110 unique survey responses were received. Holly said while at the MESD she learned that other much larger districts had about the same number of responses. So she felt this was pretty good for a smaller district like ours.

### **Big picture results from the survey:**

Celebrate this -

- School Environment: all students are included and welcome
- Curriculum: rigorous coursework is important and valued
- Educators: are viewed as strong, caring, and dedicated

Consider this -

- A lack of resources (protected time, funding, staff)

The first priority area in the SSA is “Reducing academic disparities for students who are of color; have disabilities; are emerging bilingual; are navigating poverty, homelessness

and foster care; or have historically experienced disparities in schools.”

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### **Reducing Academic Disparities: Strengths**

- 44% of responses mentioned school environment
  - Schools are inclusive: “students are in classrooms where students of all backgrounds feel welcomed”
  - Personal attention: “strong value to support the individual needs of students”
  - Students are able to learn at their own pace
- Other themes included:
  - Strong and caring educators
  - Improved engagement and communication

### **Reducing Academic Disparities: Challenges**

- 43% mentioned lack of time, funding, and supports as a significant challenge
- Lack of resources to support diversity
  - Providing students with exposure to a diversity of cultures is challenging in a community that lacks diversity
  - Lack of equity lens in curriculum and instruction

### **Reducing Academic Disparities: Suggestions**

- Top Suggestion - additional supports for students
  - Identify students who are falling behind
  - Provide meals for families experiencing food insecurity
- Modify the curriculum was a second key theme
  - More Career Technical Education classes and options for electives
  - Updating the math curriculum
  - Earlier opportunities to study foreign languages

### **Meeting Students’ Behavioral & Mental Health Needs: Strengths**

- Many respondents reiterated that the strength of school culture and community, specifically caring staff, is a strength
- Other themes included:
  - Smaller class size that allows individual attention
  - Recognition of need for solutions in this area

### **Meeting Students’ Behavioral & Mental Health Needs: Challenges**

- The most frequently mentioned challenge was lack of a school counselor (17% of respondents)
- Other themes included:
  - Large class size

- Disruptive students taking up a teacher's time
- Factors outside a school environment

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### **Meeting Students' Behavioral & Mental Health Needs: Suggestions**

- 34% suggest adding a school counselor and support staff such as classroom aides
- Other themes included:
  - Increased engagement with students
  - Improved communication with parents
  - Professional learning for teachers
  - Discipline

### **Increasing Access to Academic Courses: Strengths**

- The most frequently mentioned theme was flexibility (22% of respondents)
  - Many choices for students, including online courses
  - Project-based learning
  - Credit recovery
- Other themes included:
  - Rigor of curriculum
  - Passionate, enthusiastic teachers

### **Increasing Access to Academic Courses: Challenges**

- Respondents offered different views on the challenge posed by current curriculum options:
  - Too much focus on academics
  - Not enough options for TAG students
- "Holding together both ends of the spectrum academically."
- Resources were also a concern noted by several respondents

### **Increasing Access to Academic Courses: Suggestions**

- The most common suggestion was also related to curriculum options
  - Adding CTE courses and more electives
  - Emphasis on STEM and STEAM
  - Giving students credit for independent studies
  - Revise AP program
- A few responses suggested additional supports for students
  - Classroom aides
  - More Access to technology
  - Increased engagement between teachers, students, and families
  - MHCC partnerships
  - Cultural & diversity training
  - Reduce class size

## **Provide Teachers and Staff Time to Collaborate: Strengths and Challenges**

- A few common themes for strengths emerged:
  - 4-day week
  - Dedication of teachers

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- Support aides
- 9% cited lack of time, funding and class size as challenges

## **Provide Teachers and Staff Time to Collaborate: Suggestions**

- Top suggestion! Increase staffing and decrease class size
- Some comments suggested setting aside dedicated time
  - Planning hours or more paid teacher work days
  - “Personal retreats or “vision days” for brainstorming and doing the important work of personal innovation that often gets pushed aside.”

## **Establish and Strengthen Partnerships with Community Groups**

- Strengths mentioned included:
  - Field trips and offsite learning
  - The guest artist RBI program
  - The grade school partnership with ECO
  - “Partnerships with indigenous leaders to teach Gorge studies”
- Suggestions mentioned included:
  - Strengthening the connection between jobs and academics
  - Reaching out to local businesses, arts organizations and tech groups to create new opportunities

After Holly gave the above presentation she outlined the next steps which include the Student Investment Account (SIA). The results outlined above were taken and then a more targeted survey was developed to ask people specifically how the SIA money should be spent within the constraints of the SIA guidelines. This targeted survey went live at the beginning of January. Because traditionally underserved students are a focus of the SSA, teachers were asked to send personal invitations to their families who might be underserved like families of students of color, families of students with disabilities, families of students who are emerging bilinguals, and families of students navigating poverty, homelessness, and foster care. Teachers were asked to do this based on the first survey feedback indicating that families felt a trust with their students’ teachers, and that a personal invitation might bring in more responses. To date, over 600 responses have come in for this second survey. In addition to parents, classroom time was also given for 6th - 12th graders to complete the survey, staff members were encouraged to complete the survey, and the CSD Spanish language translator Eliza Miller called the Spanish speaking families and had them complete the survey over the phone with her. This second survey closes tomorrow, January 28th, and then that data will be analyzed. From there a plan will be developed for how to spend the SIA money. That plan will be

taken to the school board in March, and then it will be sent to ODE in April. Hopefully it will be approved. If it isn't approved ODE will send it back with recommendations on how to improve the plan. ODE's intention is that all school districts will receive money as long as the process was followed correctly.

The CSD's Continuous Improvement Plan (CIP) and the SIA plan should dovetail together. Holly mentioned that the district's CIP was approved by ODE. Part of the SIA plan is to show how both of these plans work together. Once ODE has approved the

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SIA plan, they will work with us on setting specific goals in specific areas of student achievement. School boards are restricted by SIA guidelines on how the grant money can be spent.

#### **4 Title Grant Funds: IA, IIA, and IVA**

**Presenter: Lori Luna – CAPS Principal**

Lori explained the difference between the various Title grant funds for which she is the coordinator: IA, IIA, and IVA. These are all federal dollars.

Title IA - deals with academics, and students who need additional reading and math instruction.

Title IIA – deals with teacher improvement.

Title IVA – deals with student engagement.

For small districts, the monies received for the various title funds above can be bundled together so there's one combined "bucket" of money. This helps to simplify reporting. Having it all in one place helps in coordinating and accounting for the money. In December Lori submitted the applications to receive the title funds and it was approved.

Corbett School District receives about \$110,000.00 total between all three funds each year. In the past, the fund money has been used for GS/MS/HS intervention, and things that support students and move them forward. Sometimes it's used for supporting teachers (workshop fees and institutes) which in turn supports the students.

#### **5 High School Update**

**Presenter: Phil Pearson - HS Principal**

Phil Pearson said that he has submitted an application for an ODE non-competitive grant that would provide about \$100,000.00 for CTE Revitalization for the 2020-2021 school year. He's waiting to hear back from ODE. The grant money can be used for equipment, but not teacher salaries. It can be used for teacher training.

Phil also mentioned meetings and discussions he's had with CTE consultant John Niebergall, who was recommended to CSD by Rob Saxton. John has recommended that CSD develop their CTE programs of study around mechatronics, electronics,

manufacturing, and computer science, as compared to construction.

Phil mentioned he would prefer adults and students not look at it as a choice between CTE or basic but rigorous academics, but rather students participating in both.

Phil also mentioned teacher training done with the 8/9 Academy and high school teachers. One training was titled, *Teaching While White*, which centered on racial equity. Others went to *Equity* at the COSA summit. Phil and co-principal Kathy Childress attended the national AVID Conference, which focused on curriculum and

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instruction with an emphasis on cultural education. He thought these trainings were very effective for everyone.

Lori Luna added her thoughts about Culturally Responsive Practices, which ties into her SSA committee, and how these trainings are good teaching practices for everyone in general. While there is a lack of cultural diversity in the community, there is diversity in student's abilities to learn, so these quality practices can help. An important part is engaging and connecting in a variety of ways with marginalized groups. Holly added that this training also ties in with the CIP and the district's commitment to improve.

Phil also touched on graduation rates, and how this past year's rate was very disappointing to him with 89.96% of Corbett seniors graduating. This meant that nine students didn't graduate. Two students attended the high school for a short time, but both left with no further contact with CHS. Since we can't confirm that they graduated from another school we need to report them as not having graduated, even though they no longer attend here. Most schools request student records so we can confirm where students go, but sometimes this doesn't happen. An example might be an online school. Phil reaches out to families individually to see what happened, but doesn't always get a response. Other students transferred in during their senior year with very few credits due to home/life circumstances, one student was in jail. One student didn't stay on the academic plan provided.

## **6 Facility Update**

### **Presenter: Randy Trani - Superintendent**

Randy explained the need for the recent closure of middle school classroom #1 due to structural deterioration of the outer building wall. This wall failure highlights the need to get students out of that building. The CSD board made an offer to the RSD board to buy the old Reynolds Natural Resource Center. The offer was accepted, and the review/inspection process has begun before finalizing the purchase. He said the buildings at the resource center are in better shape than the current middle school. The classrooms at the resource center aren't configured correctly and will need to be reconfigured, and a gym/auditorium building will need to be added. From a seismic standpoint the resource center buildings are far safer. A \$3 million dollar loan will be taken out to work on the resource center. The property is 3.5 acres with 14,000 square feet of current building space (for comparison CAPS has 13,000 square feet).

The hope is to move main campus middle school 6th and 7th graders into this property at the start of the 2020-2021 school year, but this timeline is not set due to factors relating to county decisions.

Thoughts for the future are to go out again for the \$4 million in state matching grant money by passing a small bond next November, something in the neighborhood of \$4-\$6 million. Some of that money could be used to pay off the resource center property and loan, and the rest to be used for main campus ADA accessibility and Title IX upgrades expected from the upcoming Civil Rights audit, and a new grade school

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roof among other things. If the bond doesn't pass the district would pay off the property and \$3 million loan over ten years out of general funds.

Once students move out of the current middle school the building will be closed to students, but will continue to be used for the storage of school records. The district administrative office will most likely move down to the resource center.

## **7 Closing**

**Presenter: Sarah Loveland - Site Council Chair**

**5. 1. Questions and Further Discussions None**

**5. 2. Next meeting**

Monday, April 6<sup>th</sup>, 5 pm.

**5. 3. Adjournment**

6:10 pm



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