

Written report to School board-

## **1. SHAC Sexual Health Curriculum recommendations-**

*Mrs. Terri Gentry and Mr. Paul Beagle discussed our current Health textbooks and the curriculum they utilize that is aligned to Oregon Sexual Health Standards. They shared that our health teachers worked together for 4 hours to review the standards and the curriculum materials they apply to teach the standards. During the course of their meeting they came to consensus on what curriculum they wanted to recommend. They indicated that they would like to continue to use current adopted Health text books as they already covers the Sexual Health standards. They indicated that if the text book does not have sufficient information to hit the depth of information that they currently use supplemental curriculum resources such Center for Decease Control (CDC) pamphlets, The Great Body Shop (Past MCSD adopted Health curriculum) and FLASH (King County) sexual health curriculum. Our teachers displayed content information in some of the chapters and expressed how they felt the information hit the standard and their level of comfort in what they would present to students.*

*Questions centered on the concepts and standards that teachers taught related to different grade levels. Is was shared that students in primary and intermediate grades learn more about growth, nutrition, hygiene, how you should treat others, personal boundaries, fitness, As students get older they do start to learn more about bully, harassment, violence prevention, drug and alcohol prevention, their bodies, and sexual education concepts.*

*It was elaborated that realistically Primary school age children do not spend enough time learning health concepts as they spend a majority of their time focused on reading, writing, math, getting in some Science and Social studies. It was stated that there are no current promotion of sexual health standards adopted by the state for grade K-4. Mr. Beagle expressed how we went about using a nurse to present concepts and ideas related to puberty. From the discussion Mr. Mendoza asked the group to keep in mind that the focus for the group was to make a recommendation to our school board related to what curriculum we would be using to teach sexual health standards and our teachers had made their recommendation.*

*Members then elaborated that they would like to promote the ideas of professionals in the field doing presentations to reinforce and support current, legal and relevant information. They expressed that having Nurse, mental health counselors, the district attorney is something we need to build on. They are a great resource to support sexual health education standards. It was agreed.*

*Mr. Mendoza again expressed to the group that we needed to know if it was acceptable to the group that we follow the recommendations of our Health teachers related to the use of their current Board adopted Health and Wellness curriculum and the supplemental use of CDC information, The Great Body Shop and FLASH to support the instruction of sexual health standards. He indicated that through a collaborative partnership with Morrow County Community Health Improvement Partnership (CHIP) we can address survey information and support deeper levels of alliance to county, community, and school level wellness needs. That we can better involve our health care providers by having more access related to relevant presentations on a variety of health care and mental health topics.*

*At that point the group felt that they were in support of the curriculum recommendation our health teachers presented with the recommendations to continue and/or increase the level of professional presentation made by health care providers as well as providing legal information from our District Attorney.*

*They also recommended we establish deeper collaborative practices with CHIP and SHAC to better support our students, our families, our communities and county-*

Next the meeting focused on a consistent opt in and opt out process to follow- Draft passive consent document and the group did come to consensus on what the paper would look like. Mr. Mendoza He presented a letter he had created and took feedback from the group and indicated he would later update the letter.

Andrea Fletcher and Sheree Smith indicated that they would meet with Mr. Mendoza to prepare they presentation related to giving a recommendation to the School board during our May 14<sup>th</sup> Board meeting at Irrigon High School.

## TAG activities related to Writing Conference at EOU and Math competition.



Back Row: Mrs. Gibbs, Sophie Grant, Mrs. Proctor-Reece, Mrs. Salazar, Gabrielle Miller, Andy Melendez, Kristi Frederickson, Marino Pena, Monique Flores, Hiranía Vera, Sierra Spours, Nate Verley, Johnny Roberts, Tessa Gould, Malorie Jones, Taylor Davis, Kaden Clark, Tessa Gould, Karlee Gale, Malorie Jones, Avery Thompson, Kaden Clark-Lehman, Kayden Kendrick, Mrs. LaFramboise, Chance Jones, Mrs. Luke, Aaron Luke, Mrs. Shane, Olivia Schmidt

Middle Row: Cara Arbogast, Diana Healy, Cooper Szasz, Taylor Baumgart, Brendy Avalas, Savannah Patterson, Andrew Zellar, Caleb Delfs

Front Row: Kelton Byers, Emily Sorensen, Lupita Silva, Emma Mueller, Megan Gilbertson, LilyAnn Rockwell, Bianca Avala, Mason Lehman, Hailee Moise, Hannah Palmer

Not pictured: Will Lutcher

### Tag Writing Conference:

On Saturday, March 10, Morrow County School District sent 38 enthusiastic writers to the Oregon Writing Project Student Writers' Workshop at Eastern Oregon University for an opportunity to both enhance and publish poems, short stories, essays along with other genres of writing. The young writers in grades 3 through 12 along with their teachers and parents participated in a selection of workshops to produce various kinds of writing for inclusion in a CD anthology. At the end of the day, participants celebrated in an open mic session where they listened to literature works written by other students from around Oregon. This field trip was sponsored by Morrow County School District's Talented and Gifted program.

### Math Competition:

Top Math students based on OAKS math scores and local performance assessments if there are ties from all Morrow County Schools in grades 3-8 are going to participate in our annual Math competition held on on April 12 at RHS. The contest starts at 6:30 PM. **Winners receive Math contest plaques and all participants are recognized.** **We will serve punch and cookies as well- Please attend.**

## Common Core Professional Development- status and future plans

1. We have create a Common Core implementation team. They have attended two common core professional development days initiated by COSA and supported by ODE. The final 2 hours of each session focus on districts coming up with implementation planning for Common Core Standards.
2. From those planning discussions along with input from our Best Practice Team- Our district has moved forward with setting aside 2 professional development days. On day 1 our district brought in the ESD assist with a presentation the focused on all certified teachers developing an Awareness for our English Language Arts and Math Common Core State Standards (CCSS) (Dec . 2, 2011). On day 2 (March 9) our district brought in Oregon Consultants Penny Plavala and Shannon McCaw to focus on instructional shifts and digging into the standards for ELA and Math. We moved from gaining awareness to developing understanding for CCSS.
3. On April 2. Our Common Core implementation team attended another COSA and ODE sponsored common core planning day. At this meeting it was established that we would complete the following for grades K-9.
  - A. Each grade level in each school will complete a Crosswalk review - Current standards vs. CCSS (similar and different) Build background to better understand.
  - B. Each grade level in each school will complete a Gap Analysis between CCSS and our core curriculum for reading and math-Does our Core curriculum we have meets Reading and Math-CCSS- What supplemental resource do we have? What supplemental resources can we utilize to support learning? Look at CCSS resources already developed to help us focus. CCSS power standards already developed-Other states, Mult. Esd-etc.
  - C. Each grade level in each school can recommend or Develop supplemental resources, lessons, for Gaps that are identified- create and utilize gap lessons (see Saxon Math Gap lesson supplemental resource or other supplemental resource lessons/modules developed nation wide)
  - D. On June 18-22 we will have Best Practice/common Core/grade level staff come together to complete the following:
    - Proceed with District Horizontal Alignment of CCSS for each grade level (K-9)- CCSS and Best Practice teacher team will create Curriculum map or Horizontal alignment document for Reading and Math (PLC questions 1, 2, 3)— each grade level will have a common map to follow.
    - Creation, implementation of CCSS aligned formative assessments for Reading and Math- Best Practice/CCSS group will look to develop them
    - CCSS Professional development plan will be developed- Instructional practices in Math, Instructional practices in Reading, Writing- How should instruction look like at each grade level? What practices and routines should be taking place in every classroom around Math instruction, reading instruction, and reading instruction? What assessment practices and data practices should we learn and focus on as well.
    - In the future their will be a focus to Firm up-RTI and intervention schedule and for each school around reading and math CCSS . ( What does this look like at each school- What is going on in each grade level? What enrichment are we doing for above level students)

## Social Studies Book Adoption- Status update

1. Building representatives attended Social Studies Book caravan in Hermiston January 6th from 9:00 to 12:00 with a post discussion and planning next steps.
2. Adoption team members recommended we purchase new books for grades 4-6, Junior High, high school- Team kept in mind instructional and curriculum alignment to the state standards/common core, smarter balanced assessment.
3. Primary grades -3-K felt we did not need to buy new text books...Rational- They barely used their current books. "Recommended we keep or "readopt" current social studies books" Focus is on reading, writing, math. Recommended we purchase guided reading books that are historical fiction social studies books to support in reading groups and to integrate reading and writing. Felt they could do without new text books as common Core integration is key- group felt that future language arts adoption can be supportive of literacy instruction related to social studies.
4. -Grades 4-6 liked McGraw Hill, Pearson, Not wowed with Holt but felt that school staff should see and share their options and complete a survey- felt we should be mindful of cost. We are presenting samples from each grade level to Intermediate staff- They will complete a survey and give feedback on the books they recommend.
5. School Budget conversations started to take place in mid January. Conversations related to staffing and funds ran their course. It was determined in Early February that we would look to reduce the book purchase and look to have buildings share.
6. Admin decided we should move forward with minimal purchase and look to share books within each school grade level and share Jr. High and High School books in Irrigon and Boardman. All secondary schools liked Holt books
7. High School liked Holt books- They would like to have updated Psychology, Law, Modern World history H.S., Holt's Modern World History Patterns of Interaction) U.S. History Reconstruction on H.S. (Holt's The Americans Reconstruction to the 21<sup>st</sup> Century) 8<sup>th</sup> grade U.S. History through Reconstruction (Holt's United States History: Beginnings to 1914 © 2012) 7<sup>th</sup> grade World history (Holt's World History Full Survey © 2012)
8. Mr. Mendoza Mrs. Shimer collected grade 4-6 McGraw Hill, Pearson and Holt books--When all books arrived (Mid March) each intermediate sight will get to review books for 4 days and complete instructional and curriculum alignment survey then give a rank order- cost will be considered- Heppner is last school to receive books. They will complete their suveys by April 12, 2012.
9. April 19-Deliver rank order of grades 4-6 books they want and rational to Superintendent Dirksen. Submit Book Adoption proposal to School board for consideration during May 14<sup>th</sup> board meeting. Social studies group will present to Board their social studies book adoption recommendations for consideration.