

AGENDA	CORBETT SCHOOL DISTRICT SITE COUNCIL MEETING Grade School Longhouse 35800 E Historic Columbia River Highway Corbett, Oregon 97019	5:00 PM Monday, May 9, 2022
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The Site Council is charged with the following responsibilities according to the Oregon Education Act for the 21st Century:

- The development of plans to improve the professional growth of the school's staff;
- The improvement of the school's instructional program;
- The development and coordination of plans for the implementation of programs under this chapter at the school;
- The administration of grants-in-aid for the professional development of teachers and classified district employees.

The Site Council's recommendations shall not interfere with the duties, responsibilities, and rights of a duly elected school district board.

1. Opening Introductions

Grade School Longhouse
 35800 E Historic Columbia River Highway
 Corbett, Oregon 97019

Site Council Panel: Michelle Dawkins-GS Principal, Holly Elvins-Dearixon (Curriculum & Assessment Coordinator), Rhiannon Young (MS Teacher), Nikki Hjelm (Classified Staff Representative), Sarah Loveland (Site Council chairperson and HS parent), Andrea Hills (HS parent), Jack Chiu (MS parent), Benno Lyon (CAPS parent), Rebecca Stewart (Community member).

- 2. Public Comments
- 3. Review & Approve Minutes for the January 10, 2022 Meeting 2
- 4. K-12 PE and Music
- 5. ESSER and SIA Update 6
- 6. Woodard Building Update
- 7. Summer Enrichment
- 8. Summer Projects
- 9. Parent Guardian Access to Student Learning in Middle School 8
- 10. Preschool for All
- 11. CTE/Portable
- 12. New Business
- 13. Questions
- 14. Adjourn

**Corbett School District Site Council Meeting Minutes
of Monday, January 10, 2022 - via Zoom**

These minutes were approved at the September 13, 2021 Site Council meeting.

Site Council Panel:

Present: Michelle Dawkins (GS principal), Holly Elvins-Dearixon (Curriculum & Assessment Coordinator), Rhiannon Young (MS teacher), Andrea, Jack Chiu (MS parent), Benno Lyon (CAPS parent), Rebecca Stewart (Community member).

Absent: Nikki Hjelm (Classified staff representative), Sarah Loveland (Site Council chairperson and HS parent), Andrea Hills (HS parent)

Guests: Dan Wold – Interim Superintendent, Cassie Duprey - HS Assistant Principal, Rachel Goodloomis – CAPS/MS Principal, Karl

Meeting minutes taken by Brie Windust, Business Office Assistant.

AGENDA:

1. Opening Introductions
Public Comments Instructions - via chat function
Presenter: Michelle Dawkins, Grade School Principal

The meeting began at 5:00 pm. Michelle Dawkins gave an overall greeting.

2. Approval of Minutes from the September 13, 2021 Site Council Meeting
Presenter: Michelle Dawkins, Grade School Principal

Michelle asked if everyone had a chance to review the minutes from the September meeting. Four members present voted to approve the minutes. Approved by show of hands Michelle Dawkins, Holly Elvins-Dearixon, Jack Chiu, and Benno Lyon. There were no objections.

3. ODE Update for In-Person Learning
Presenters: Dan Wold – Interim Superintendent

ODE has said quarantines have been shortened to five days. There has been no guidance from Multnomah County about this yet. They will have another emergency meeting with the regional superintendent and the regional director of public health tomorrow. If there is a change, then the school will send out the new guidance. Michelle Dawkins explained ODE wants schools to stay in person, as long as you can keep it safely staffed. Benno Lyon asked if teachers were having to juggle online and in person teaching. Dan Wold explained that no. There are additional teachers doing online support. Michelle Dawkins said if you're 18 and over and have your booster you are considered up to date on your vaccination or have had your second dose within 5 months.

4. CTE Program Updates
Presenter: Cassie Duprey

Kathy has been working diligently to secure additional building space for CTE. The school has applied for grant funding for a portable. It is used, but in good shape. One side would be used as a maker space, the other side as a classroom. At this time, they are working with the Gorge Commission to have it approved. Bob Buttke is confident the school will get approval based on the past history of portables being used at Corbett.

5. Youth Truth Survey
Presenter: Holly Elvins-Dearixon

Holly shared a presentation of the survey results. This is the second year Corbett participated in the Youth Truth Survey. The survey was given to students, guardians and teachers in grades three through twelve. The results for the Fall 2021 survey will be shared by the principals.

There were 1210 participants. The participation rate was very high for students. Parent participation decreased a bit this year. Holly believes it's due to survey fatigue. The survey asked questions on a variety of themes such as school culture, relationships, academic challenge, mental health and diversity, equity and inclusion.

Building principals will be doing a deep dive into the data. A key point is students, parents and teachers perceive district wide that the highest rated themes are: belonging and relationships. One of the areas that Holly noticed for growth district wide was questions related to culture. 94% of our families surveyed at the Corbett grade school responded positively to feeling they felt comfortable approaching

teachers related to students' progress. The results give us a wide variety of ways to divide up our subgroups and look at the data that way.

The principals will work on sharing the information with staff and families. They will choose one survey question to work on for growth within the school. The school will continue to use the Youth Truth Survey for many years to come. It will be helpful to have the continuity of data. This will show how we're growing and improving and show areas that still need to continue to be worked on.

6. Update on Woodard Property
Presenter: Dan Wold

There has been no word back from the county on our permit. We were asked to make changes to our septic design. It was done and resubmitted. The design is 100% finished. All the septic designs are finished. Waiting for approval from land use. It is expected to be back next month. After that the next step would be the bid process. The hope is to complete construction and move into the building in August, or by mid fall.

7. School News: High School, Middle School/CAPS, Grade School
Presenters: Cassie Duprey, Rachel Goodloomis, Michelle Dawkins

Cassie Duprey (HS) Things are going great. There's been a dramatic increase in the number of students that are vaccinated. This is helping with not having to send so many students home for exposure. Only five out of sixty close contact students were sent home today. Additionally three chose to test to stay. The trend is that students are able to stay in school more often.

Rachel Goodloomis (MS/CAPS): The team collaboration with other administrators is going well. Makes us able to work as a team to serve students. "It feels good to be able to do two SAT meetings for students even amongst covid". Consensus among the middle school teachers is that they are able to accomplish things that feel like regular school. We have been able to keep school up and going with some shuffling.

Michelle Dawkins (GS): Covid is still out there but we have not had a lot within our school. The goal is to keep classes going safely. Teachers agree that they do not want to have to go virtual. There have been two vaccination clinics. The first clinic had 138 participants, and the second clinic had 118 participants. People were able

to get the first, second or booster dose for Covid-19. Also available was the flu vaccine. Promoting vaccines, continued use of seating charts, and mask wearing is key. Hepa Filters in all the classrooms have had the filters replaced. Have seen an increase of students coming back from homeschool, or online school. The newly formed playground committee is committed to improving the playground.

Benno Lyon asks if the district is having a hard time filling absences with substitute teachers. Michelle Dawkins explained it has been okay so far. There are three full time district substitute teachers being used. And two more who recently secured their emergency substitute licensing. Rachel Goodloomis said it is a lot of shuffling but they are able to do it. Cassie Duprey said High school is leaning heavily on two restricted substitute teachers. In addition, teachers are able to help each other during open periods.

Rebecca Stewart asked what the requirements are for substitutes. It was explained that under the current emergency circumstances the requirement is a high school diploma. This is a restricted license that is only good until March. All of Corbett's restricted substitutes have a college degree or higher. Dan Wold explains the person needs to be a person within the community, with high moral standards, and connected to the community. State level meetings are discussing if this restricted license will continue.

8. Future Site Council Meeting Dates and Times

The council agreed that the next meeting will be held on Monday, May 9, 2022 at 5 pm.

9. Items for Next Meeting or Questions:

No reply.

10. Adjourn

The meeting adjourned at 5:34 pm.



Corbett School District

2021-22 Student Investment Account Spending Summary

Allocation - \$837,315.02

Health and Safety

? SIA Priority - Increase student access to counselors/mental health professionals

- Continue to fund one full-time counselor to serve students at the Grade School, Middle School and CAPS.
- Fund an additional .5 FTE dedicated to counseling services in grades 8-12 (totaling a full-time counselor for the 8/9 academy and High School).*

Class Size

? SIA Priority - Address individual student needs through strategic class size/caseload reduction

- Continue to fund one classroom teacher at grades K-1 to maintain an average class size of 25 or lower.
- Fund an additional full-time special education teacher to serve students at the Middle School.*
- Increase FTE dedicated to English Language Development services from .5 to 1.0 to serve students K-12.*
- Increase FTE dedicated to intervention services from .5 to 1.0 to serve students at the Grade School and Middle School.*
- Hire an additional four paraeducators to increase one-on-one and small group instruction at the Grade School, Middle School, High School and CAPS.*

Well-Rounded Education

? SIA Priority - Broaden curricular options especially CTE at the high school

- Continue to fund 1.0 FTE CTE position at the high school.
- Allocate \$66,000 to CTE supplies and materials*

*New activity in 2021-22



ESSR III Strategies and Activities

2021-22 School Year

Strategy 1 Health and Safety: Implement measures, purchase materials, and increase staff FTE in areas critical to effectively reopening the school safely and sustaining safe operations.

Activities:

- Fund substitute teachers to provide short term online quarantine support.
- Fund temporary office personnel to assist with COVID-19 exposure tracking and family support.
- Fund food service/cafeteria staff to support enhanced health and safety protocols.
- Purchase PPE for staff and specialized PPE for the 4-12 band program.

Strategy 2 Time & Attention: Provide opportunities for additional, targeted learning to close learning gaps and accelerated growth for K-12 students.

Activities:

- Fund an additional language arts teacher at the high school to support students during the school day and on Fridays.
- Fund the district match for the 2021 Summer Learning Program.

2022-23 School Year

Strategy 1 Health and Safety: Implement measures, purchase materials, and increase staff FTE in areas critical to effectively reopening the school safely and sustaining safe operations.

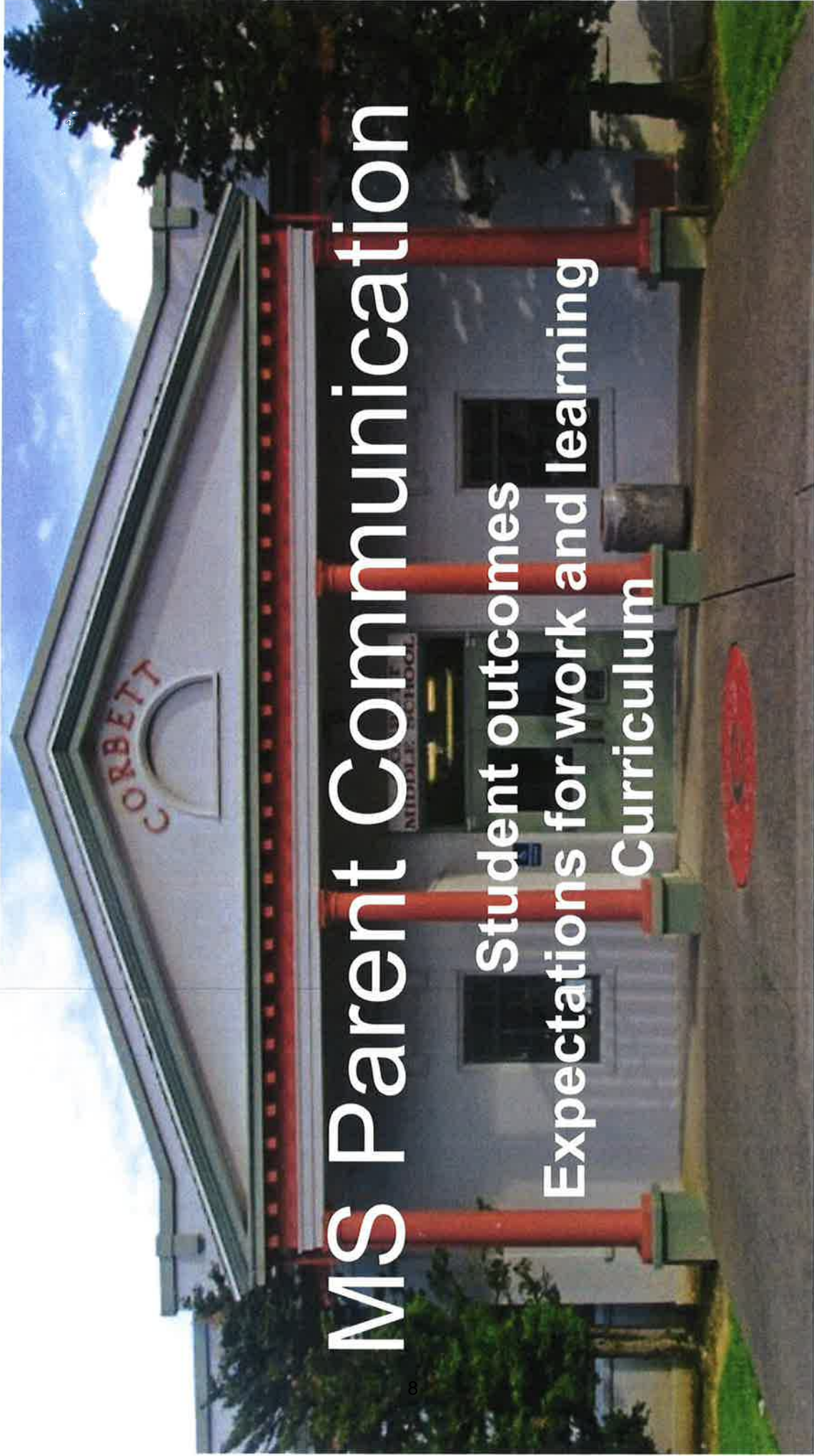
Activities:

- Fund food service/cafeteria staff to support enhanced health and safety protocols.

Strategy 2 Time & Attention: Provide opportunities for additional, targeted learning to close learning gaps and accelerated growth for K-12 students.

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MS Parent Communication

Student outcomes
Expectations for work and learning
Curriculum

Why share this presentation?

- New stakeholders and a long history.
- Why is our middle school different?
- Continuous Progress!



History, Values and Philosophy of our Program

- What we believe about Middle school: What students need most
 - Engaging
 - Choice
 - Depth
 - Multiple Ways to Express Learning
 - Clear Expectations
- How we meet those needs
 - Project Based Learning
 - Narrative Progress Reports

How we communicate and partner with families

Macro level: What all students are learning / what to expect

- Spring and fall meeting with incoming families
- Class communications
 - Digital: Email / Google Classroom
 - Overviews of big projects
- Principal updates

How we communicate each student's growth and partner with families

In Corbett Middle School, we constantly assess students, but we don't give letter grades. We test, we evaluate work, we score projects, and we do it continually. But we have better means of communicating progress.

Student specific: Progress, checking up, etc.

- Fall Conferences
- Teachers send class communications with info on upcoming units.
 - Calendar
 - List of assignments
- Narrative Progress Reports

How to assess student growth?

Grade Based System:

- It doesn't account for growth.
 - It fails to address attitude, behavior and use of time.
 - It is difficult to adjust to fit students' ever-changing (and widely varying) ability levels.
 - It does a disservice to students by rewarding the easy speech choice, or the vanilla book report, or the ready-made science project
 - A bad grade does not motivate a student to do better - it does the opposite.
- There is ample academic research on the detriments of grade based systems.*

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How do we assess student growth?

What do we want for our students?

- Clear expectations.
- A safe place to take risks (how about historical fiction, a challenging science experiment, a 3D model, a presentation).
- Feedback on work

-14

Informally: one on one dialogue, workshops, peer reviews, writing shares, museum walks

Formally: formally, with state tests, class quizzes, with the Oregon Benchmark rubrics, or with teacher- and student-created rubrics that can be specifically tailored to a unit that might last eight weeks or three days.

- A chance to do better.

We communicate with a narrative progress report that includes:

- Hundreds of hours of schooling's worth of information: writing, speech, social studies and science projects which includes significant scores
- Math - completion, averages, comments
- The books we read as a class
- Synopsis of every unit
- Details on PE and enrichments that might be skipped on a traditional report card
- Personalized comments and goals for each student in the upcoming weeks.

Opportunities for families to get more information:

- Student centered - Opportunity for communication with student
 - Check & Verify

It's important for a student to know how they are doing and how they can do better. Teachers and parents are here to support them in getting really good at this.

- Google classroom (Example of what is posted)
- Big Ideas (detailed examples of student work habits and progress.)
- Email teachers:
 - How is x doing in math / science / writing, etc.?
 - My child is telling me they have turned in their assignment: have they?

What We've Heard from Families

OUR EXPERIENCE

OUR EXPERIENCE

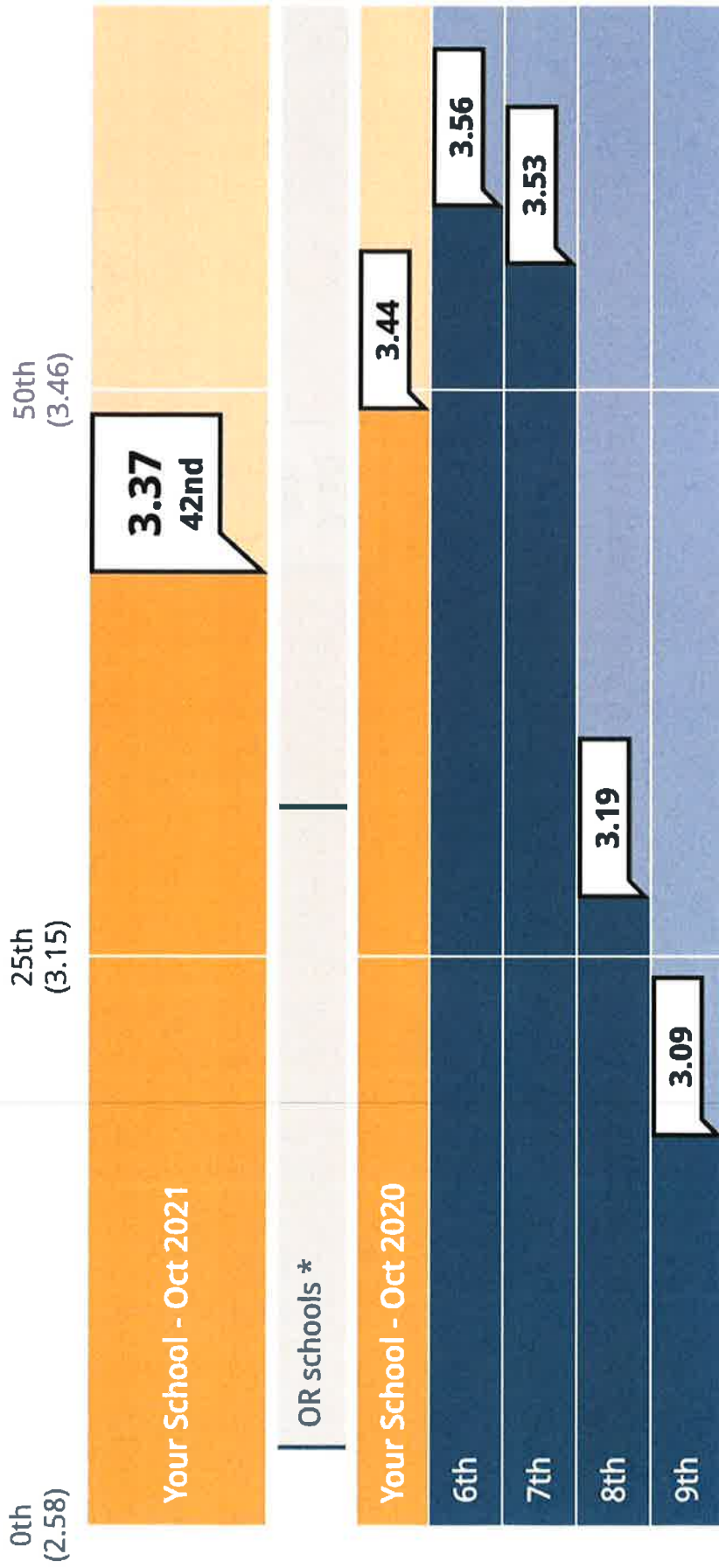
OUR EXPERIENCE

DISAGGREGATION

Youth Truth
STUDENT SURVEY
A NATIONAL NONPROFIT

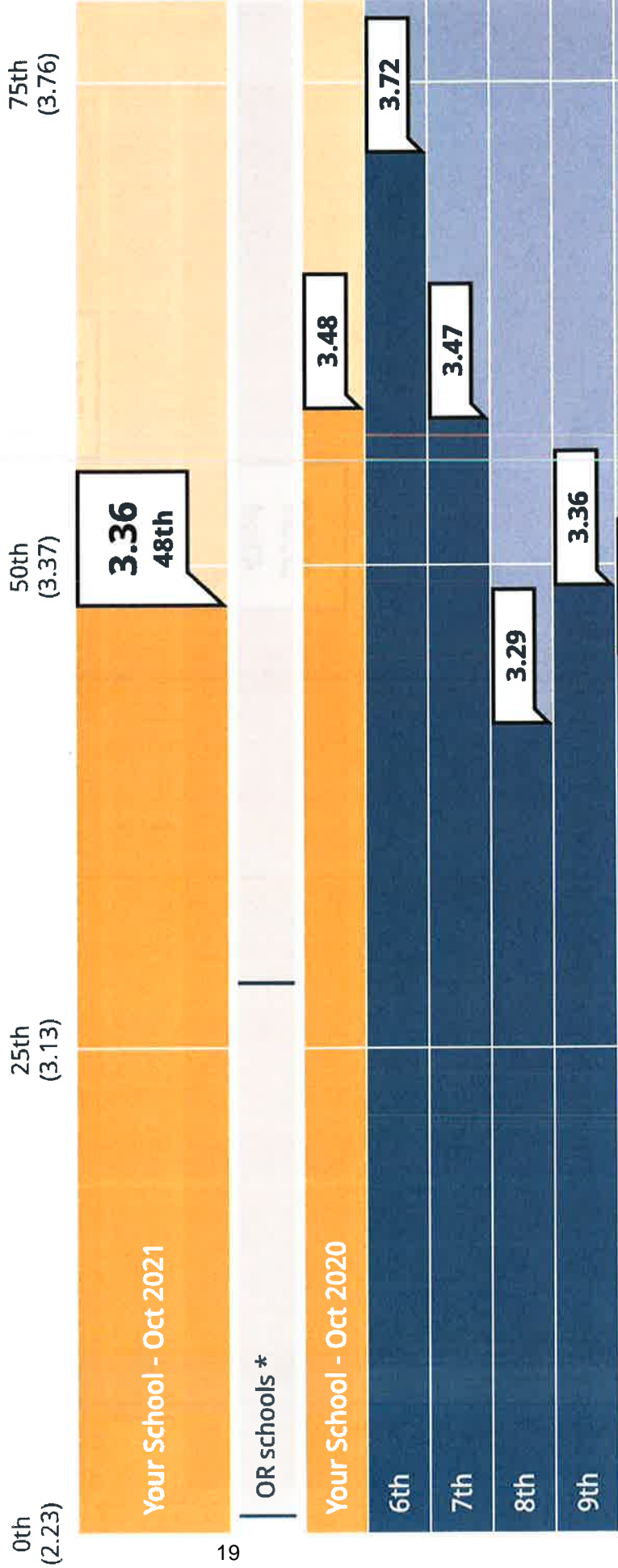
Teachers clearly communicate expectations for my child's progress.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



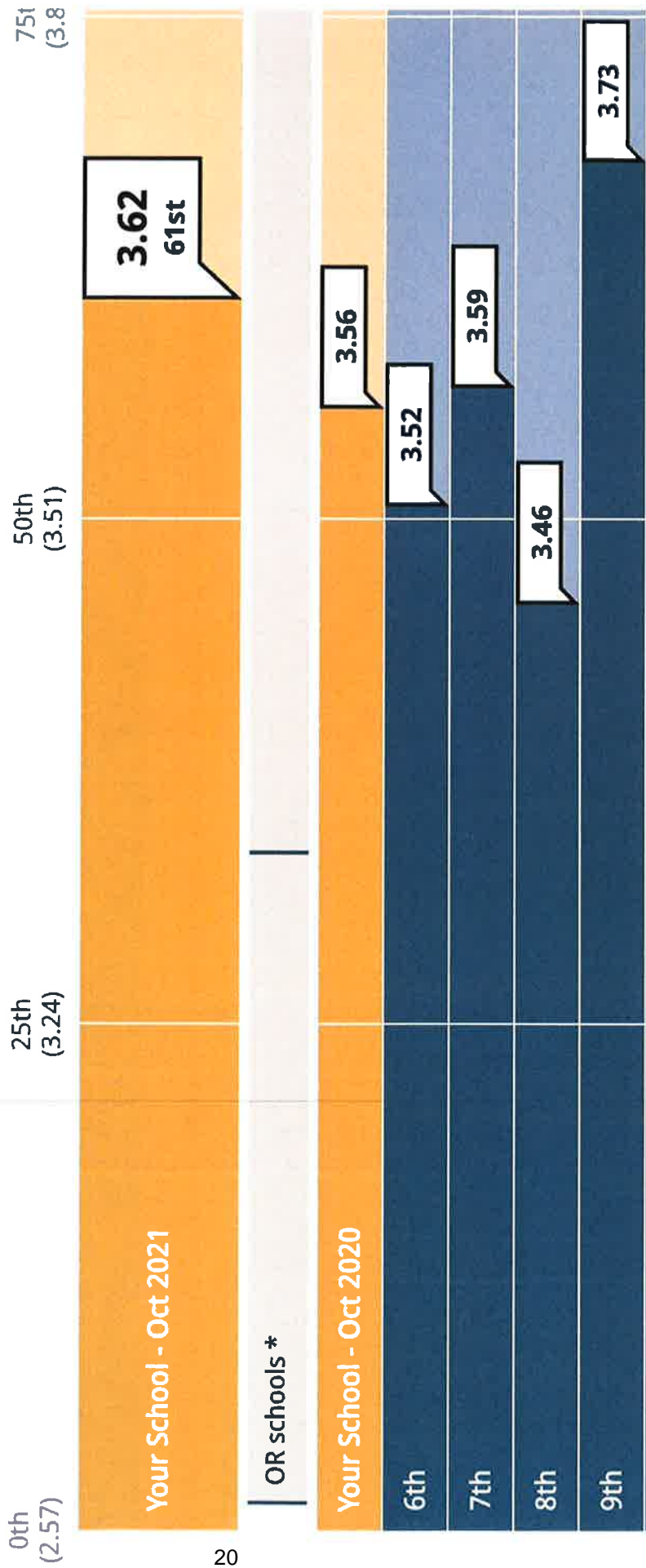
I receive information about what my child should learn and be able to do.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



I receive regular feedback about my child's progress.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



I feel comfortable approaching teachers about my child's progress.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

