

**St. Helens School District #502
Board of Directors
Regular Meeting
February 26, 2014**

The St. Helens School District Board of School District #502 convened in a Regular Meeting at 6:30 p.m. in the District Office Board Room of the District, County and State on February 26, 2014.

- PRESENT** Those present were:
Marshall Porter, Board Chair
Gordon Jarman, Board Vice Chair
Kellie Smith, Board Member
Jeff Howell, Board Member
Ray Biggs, Board Member
Mark Davalos, Superintendent
Janine Salisbury, Business Manager
Amanda Stuber, Executive Assistant
- CALL TO ORDER** Marshall Porter called the Regular Meeting to order at 6:30 p.m. followed by the flag salute.
- AGENDA APPROVAL** Ray Biggs entered a motion to approve the agenda. Kellie Smith seconded.
The motion approving the agenda as presented unanimously carried.
- VISITORS ADDRESS THE BOARD** Visitors Address the Board
No visitors provided public comment to the Board.
- CONSENT AGENDA** Consent Agenda
Jeff Howell entered a motion to approve the consent agenda as follows:
Resolution 2013-14 No. 8: Licensed & Administrative Staff Renewals/Non-renewals
Revenue & Expenditures Report
Revenue & Expenditures Projection
January 2014 Enrollment Report
January 19, 2014 Special Session Minutes
January 22, 2014 Regular Meeting Minutes
Ray Biggs seconded. The motion unanimously carried.
- REPORTS & DISCUSSION** Superintendent Report
The Superintendent Report included a report and presentation on Lewis & Clark School's Attendance Campaign and Proficiency Based Grading at St. Helens High School as per attachments.

SHHS ASB Report

Prior to the SHHS ASB Report, Buddy Terry shared his experience with the proficiency based grading change that started as fearful, but is now well accepted. The ASB report included an update on SHHS Valentines' Day events, the NHS fundraising dance, ASB 2014-15 application process and Doernbecher Week planning.

2013-2014 Instructional Calendar Revisions

Superintendent Davalos provided a revised recommendation to make up two of the five inclement weather related lost instructional days. The revised recommendation included moving the last day of school from Wednesday, June 11 to Friday, June 13 and the final teacher workday from Thursday, June 12 to Monday, June 16.

2014-15 Budget Priorities

Superintendent Davalos provided a summary of Board Member budget priority discussion from the February 19 Work Session. The priorities included preserving or improving class size, preserving the instructional calendar, and maintaining non-required programs. The Board was in agreement with the summary.

HB3681 Open Enrollment

Superintendent Davalos reviewed his February 19 recommendation to declare 20 openings across grades K-12 for the 2014-2014 school year with the exclusion of CCEC and CRYC. The School Board had no questions.

Budget Committee Vacancies

Marshall Porter announced receipt of two budget committee applications and reminded the Board of their option to appoint or interview. The Board was in favor of appointing during action.

Community Auction Announcements

Gordon Jarman announced the upcoming Boosters Club Auction and Sacagawea Health Center Auction. Mr. Jarman encouraged Board Member and district office attendance.

2013-13 Financial Audit

Prior to the February 26th Regular Board Meeting, a copy of the 2012-13 Financial Audit was provided. The Board presented no questions.

VISITOR COMMENTS

Visitors Address the Board

No visitors addressed the Board regarding meeting agenda items.

ACTION ITEMS

Action Items

2013-14 Instructional Calendar Revisions

Gordon Jarman entered a motion to approve Superintendent Davalos recommendation to revise the 2013-14 instructional calendar with addition of two of the five inclement weather lost days. Ray Biggs seconded.

The motion unanimously carried.

HB3681 Open Enrollment

Ray Biggs entered a motion to approve Superintendent Davalos recommendation and declared 20 Open Enrollment openings across grades K-12 for the 2014-2014 school year with exclusion of CCEC and CRYC. Kellie Smith seconded.

The motion unanimously carried.

Budget Committee Member Appointments

Jeff Howell entered a motion to appoint Burt Sweet and Mike Herron to the SHSD Budget Committee. Gordon Jarman seconded.

The motion unanimously carried.

2012-13 Financial Audit

Ray Biggs entered a motion to approve the 2012-13 Financial Audit. Jeff Howell seconded.

The motion unanimously carried.

**BOARD
EMAILS**

School Board Correspondence

Marshall Porter acknowledged receipt of emails from Tanya Webster, Angie Oehlert and Julie Farrell.

**UPCOMING
MEETING
INPUT**

Upcoming Meeting Input

The March 19, 2014 Regular Meeting Agenda will include the Division 22 Standards Report and updates on the Achievement Compact and 2014-15 Calendar.

**ADJOURN
TO
EXECUTIVE
SESSION**

Adjourn to Executive Session

Adjournment of the February 26, 2014 Regular Meeting occurred at 9:00 p.m. into executive session to discuss matters exempt from public record in accordance with ORS 192.660 (2) (d) and (i) to meet with persons designated by the Board to conduct labor negotiations. The media and public was excluded from attendance.

**PUBLIC
MEETING
CALL BACK
TO ORDER &
ADJOURN**

Reconvening of Regular Meeting

The February 26, 2014 Regular Meeting was called back to order at 10:0 p.m. and adjourned.

Marshall Porter, Board Chair


Mark Davalos, Superintendent

8th Grade Curriculum Night
What to expect as a 9th grade student


PROFICIENCY BASED TEACHING AND LEARNING

Credit for Proficiency (not seat time)

- Units of required and elective graduation credit awarded to students who demonstrate proficiency or mastery of recognized standards through sufficient and appropriate assessment evidence.






Common standards help ensure that all students, no matter where they live, are prepared for success in postsecondary education and the workforce. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to serve the needs of students.



Smarter
Balanced
Assessment Consortium




- The Smarter Balanced Assessment Consortium is a collection of more than 30 states that have been working collaboratively since 2009 to develop a student assessment system aligned to the Common Core State Standards (CCSS).

Example: CCSS/Content Standard # 1

| Practice Work | Attempts | Standards Based Assessments |
|---|---|---|
|  |  |  |
| No more than 20% | 0% | 80-100% |

Combined Grade for Total %

Standard #1

| Practice Work | Attempts | Essential Standard |
|--|---|---|
| <ul style="list-style-type: none">•Practice HW•Formative Assessments•Participation•Work Ethic•Group Work  | <ul style="list-style-type: none">•Attempt #1 73%•Attempt #2 87%•Attempt #3  | Best Score 87%  |
| Up to 20% | 0% | 80-100% |

Combined Grade for Total %

Common Expectations for Grading Practices

SHHS Purpose for Grade Reporting:

To report student progress and achievement of content knowledge and skills that meets the common core or state standards of that course. Non-academic factors such as behaviors, work ethic, and attitude are important and will be reported separately.

HB 2220
The Transition to Proficiency Based Teaching and Learning

St. Helens High School

ODE /Administrative Expectations SHSD Plan for Implementation OVERVIEW

According to the guidance from ODE, the SHSD is accountable for three things.

Requirement # 1 - Align classroom instruction to the Oregon Academic Content Standards and Common Core State Standards

- The SHSD has met this requirement. Secondary teachers are teaching courses that have specific standards designated to be taught in the class.
- **Evidence: Standards Alignment Plan (SAP)**
 - This year, our school collaborated to take a more deliberate step by creating Standards Alignment Plans for each course, which give a general indication of what standards are being taught and assessed. The Standards Alignment Plans (SAP) also provide a general timeline of when each standard will be addressed in the course. These documents identify the standards taught in specific courses and were created by teachers.

Requirement # 2 - Schedule the annual report to students and parents.

The SHSD will issue a *Standards Progress Report* after the second semester. The report format will be developed in the winter -spring.

Evidence: Assignments categorized as "Assessments" in Synergy will have standards attached. The score on that assignment will indicate student progress toward meeting that standard.

Requirement # 3 - Ensure that academic grades reflect academic achievement. Behavior should be reported separately

- Based on the current policy and practice in the St. Helens School District, academic grades should reflect academic achievement. This year our teachers will be able to report on behaviors separately by utilizing an expanded and refined list of comments. These comments now include academic behaviors that are vital in student development.

Evidence: Principals will review the **syllabi** and **standards alignment plans** for each course and check for the SHSD common expectations regarding our grading practices. Teachers will use a set of **comment codes** in Synergy to report on behaviors.

Common Expectations for grading practices

1. Teachers will identify essential standards being taught in their course in a **Standards Alignment Plan (SAP)** and **attach standards to assessments** in their Synergy grade books.

Common Expectations for Grading Practices

- 2. In all *core content courses* and *courses with common core standards*- grades will be weighted with a **minimum of 80%** of the grade coming from **standards based assessments** and **no more than 20%** of a student's grade will be based on **formative work** (homework, daily assignments, practice, and formative assessments).

This means teachers have the flexibility to set their course weighting for **100% standards based assessments** if they choose to go that route. Teachers will need to decide how they want synergy to calculate grades and how much weight they will give **Practice VS. Assessments**. All assignments in synergy should be categorized as **Practice/Formative** or **Assessments/Summative**.

Common Expectations for Grading Practices

- 3. *Electives, CTE, performing arts, and Physical education courses*- In these courses, teachers will be able to weight assignment categories as they see appropriate for that course. Teachers in these courses still need to categorize assignments in synergy the same as all other courses **Practice/Formative** or **Assessments/Summative**.

*These courses draw standards from multiple sources or do not have well established standards. These teachers and departments need more time to establish a fair weighting scale for students. Teachers also need more time to become familiar with shifting standards allowing them to develop quality assessments for those standards.

Common Expectations for Grading Practices

SHHS Purpose for Grade Reporting:
To report student progress and achievement of content knowledge and skills that meets the common core or state standards of that course. Non-academic factors such as behaviors, work ethic, and attitude are important and will be reported separately.

Common Expectations for grading Practices: The Proficiency Scale

| F/I 0-59% Insufficient Evidence | D 60-69% Beginning Proficiency | C 70-79% Basic Proficiency | B 80-89% Proficiency | A 90-100% Advanced Proficiency |
|---|--|---|--|---|
| Student has not demonstrated understanding of the course standards. | The student has demonstrated progress towards understanding of the course standards. | The student can demonstrate partial understanding necessary to meet the course standards. | The student demonstrates consistent understanding of the course standards. | The student demonstrates consistent understanding of the course standards and an ability to apply knowledge and strategies to complex problems. |

Reformation VS Transformation



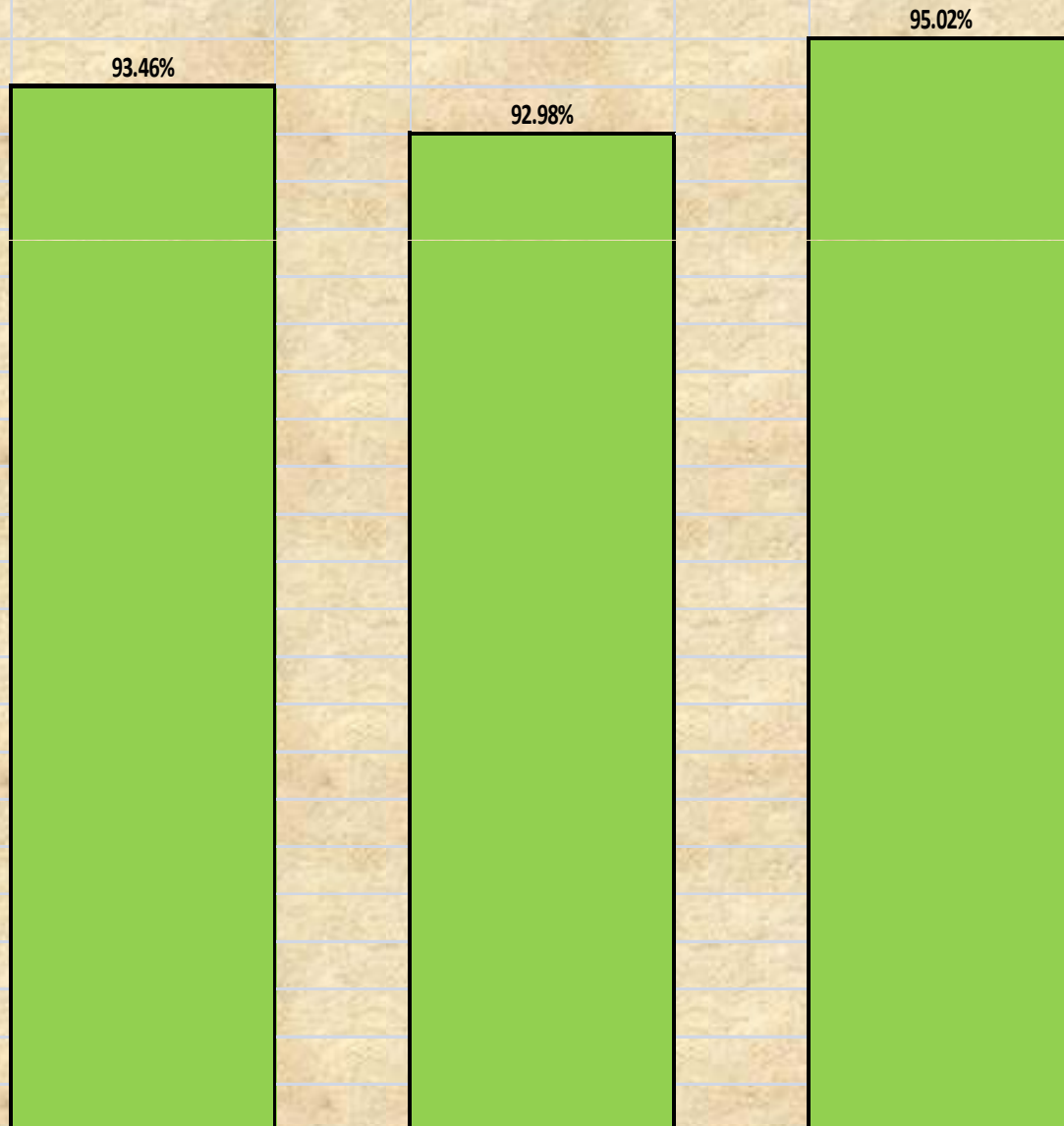
2013-14 Attendance Focus

Lewis & Clark Elementary

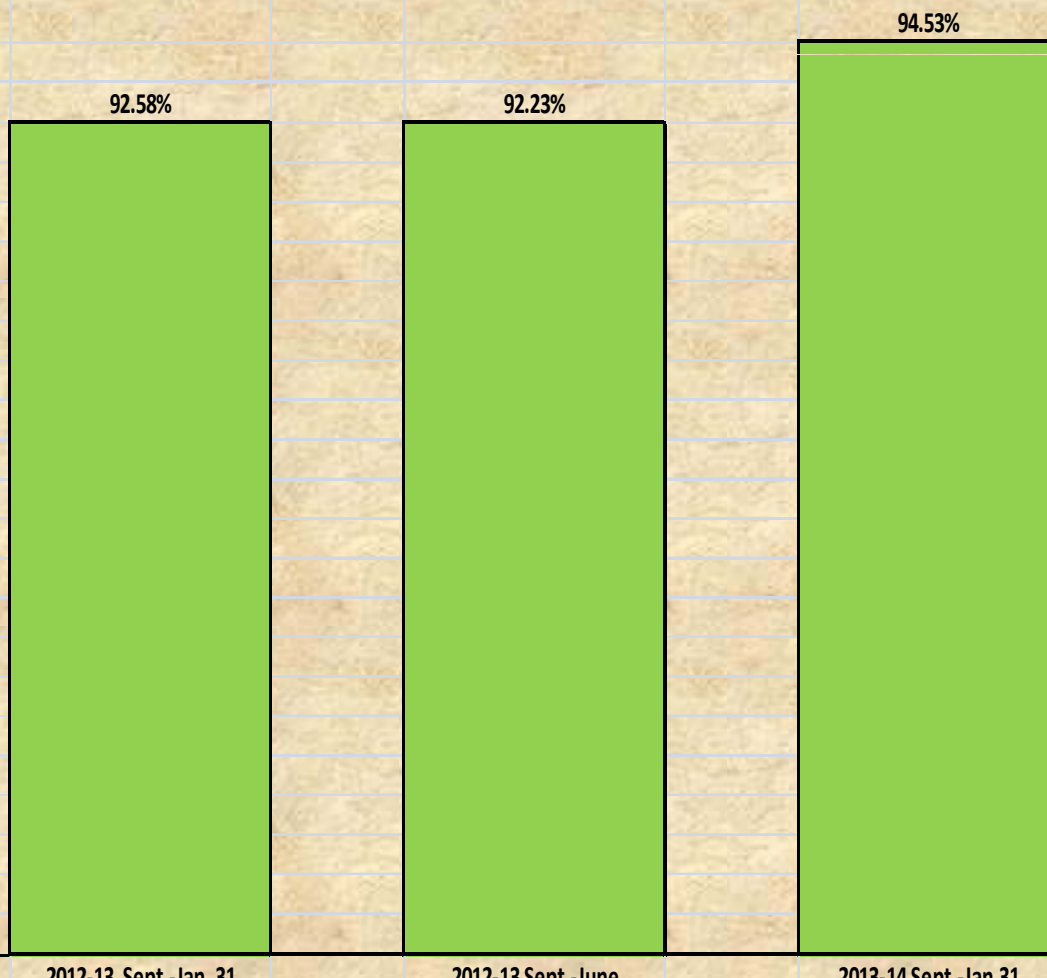
February 26, 2014 Report to the Board



Schoolwide: Average Daily Attendance

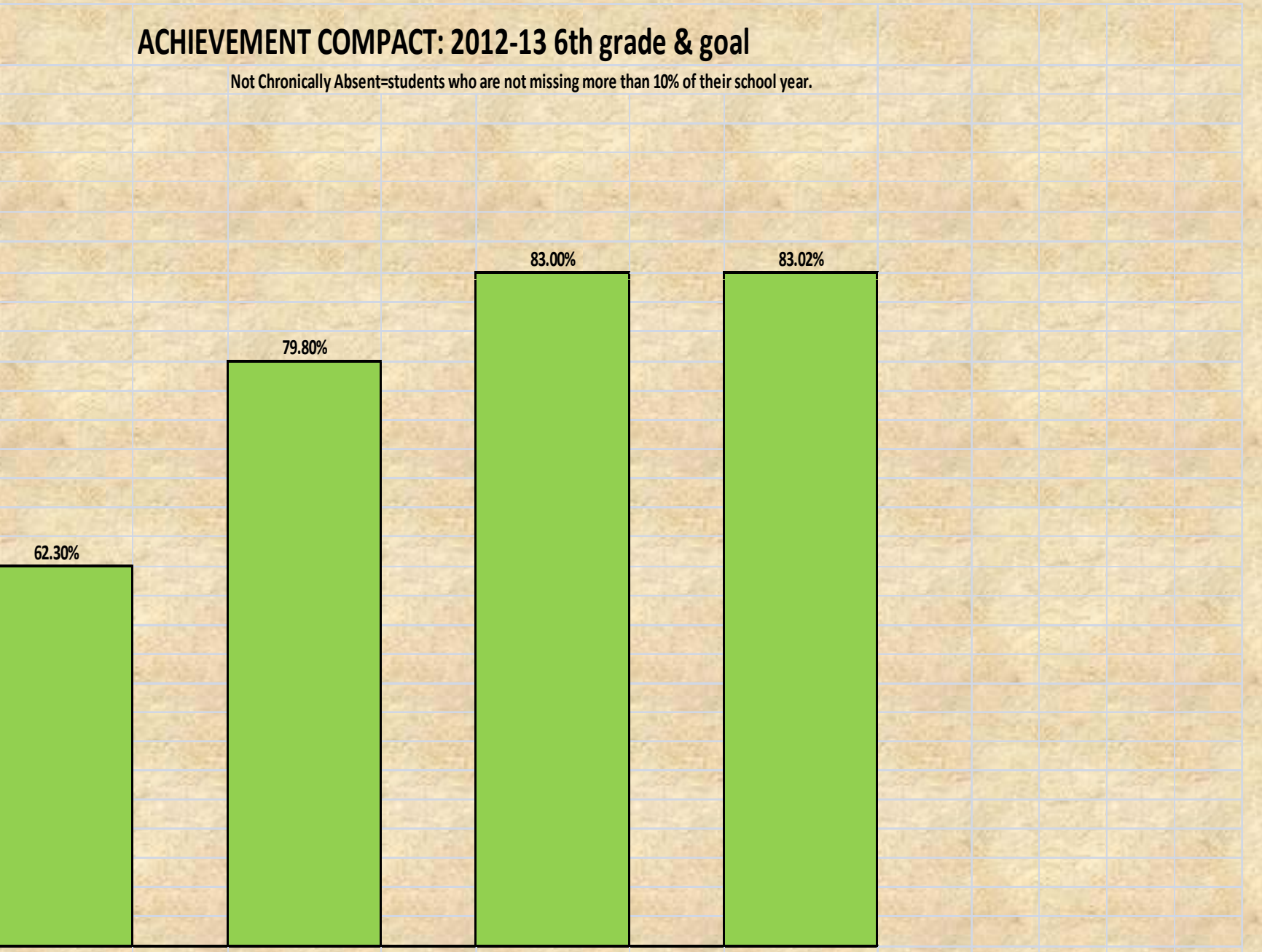


6th grade Average Daily Attendance

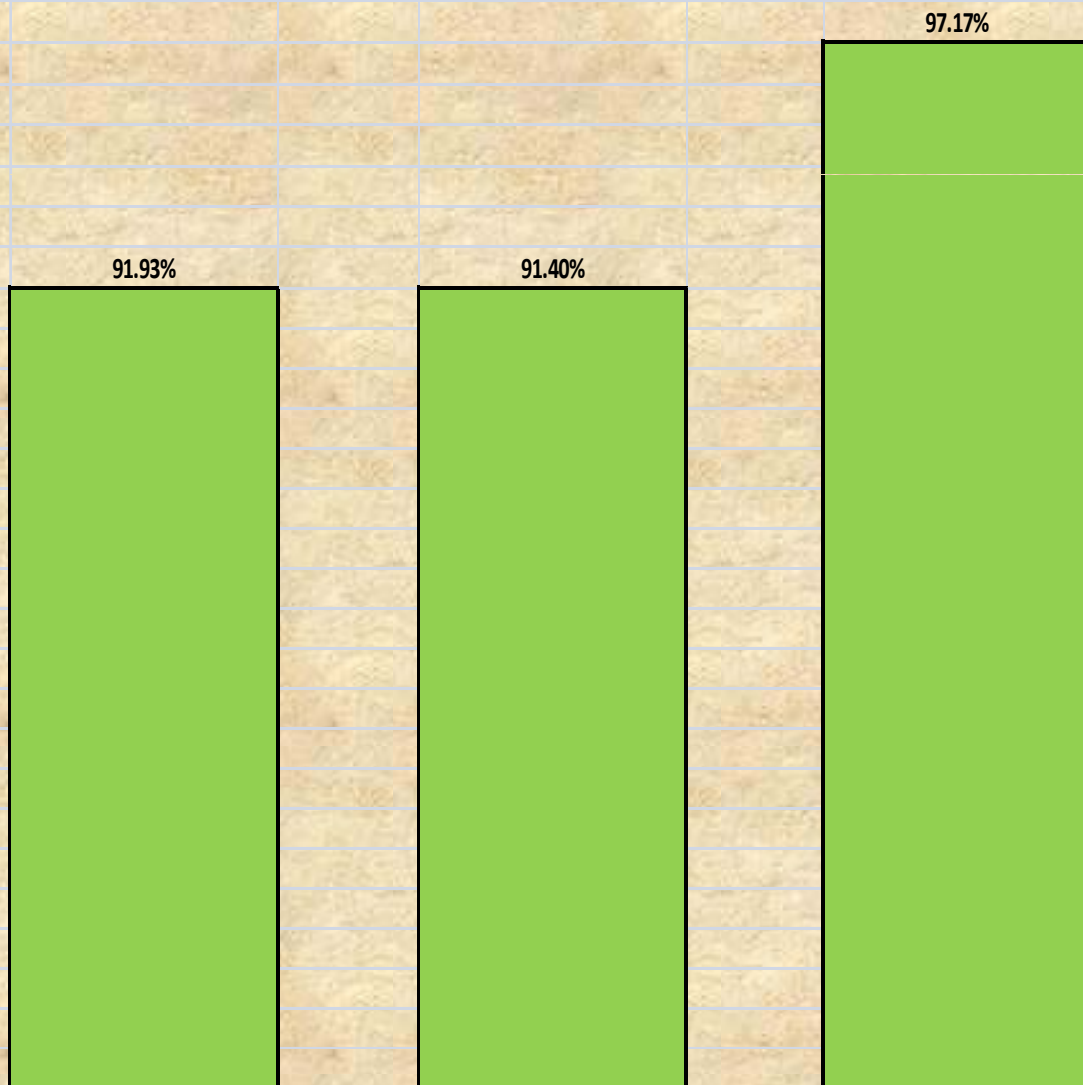


ACHIEVEMENT COMPACT: 2012-13 6th grade & goal

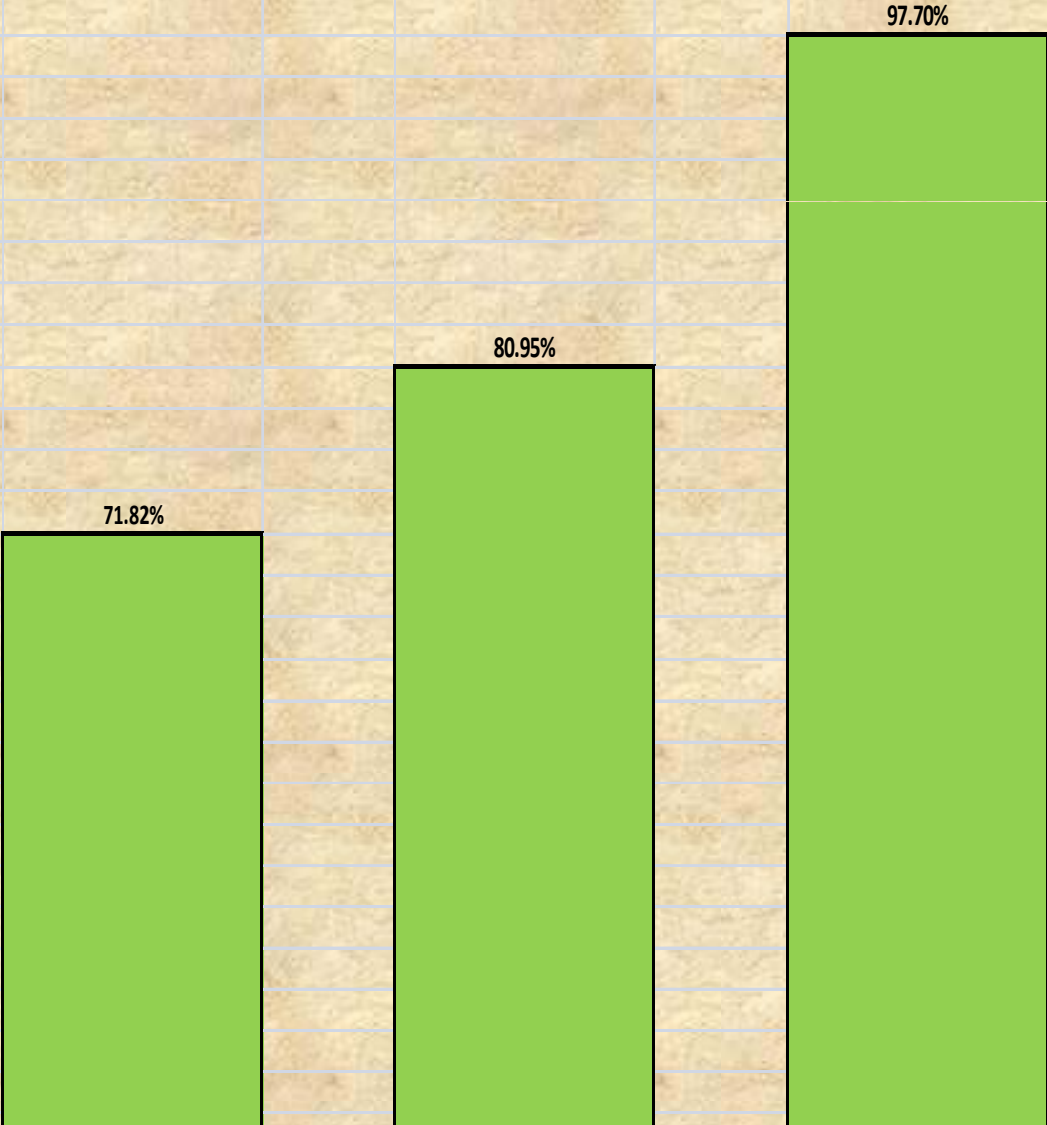
Not Chronically Absent=students who are not missing more than 10% of their school year.



Kindergarten Average Daily Attendance



Kindergarten Data: not chronically absent



2013-14 Attendance Focus

High Visibility of Attendance Focus

Daily Classroom Recognition

Weekly School Wide Wing Winners

Monthly Tags & Recognition Assembly

Kindergarten Parent Chats

Superintendent Correspondence to Home

K-3 Admin Letter & Brochure with Report Cards

Attendance Reports at All Staffings/Meetings

Attendance Committee Regular Meetings

Referrals to District Nurse for Medical Claims

Truancy Process



Lewis & Clark Attendance Goal:

Every Student at School,
and On Time,
Every Day