



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, April 16, 2012 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Monday, April 16, 2012
6:30 PM

AGENDA
Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, April 16, 2012, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. SPECIAL REPORTS
 - III.A. Linn-Benton County Service Learning Task Committee

SERVICE LEARNING IN LINN-BENTON COUNTIES

Corvallis School Board Presentation-April 16, 2012

Linn-Benton Service Learning Task Committee: Have been meeting monthly for 2 years.

Donna Keim: Career Education for Corvallis School District

Beth Fox: Community Services, Hands-On, Volunteering for Linn-Benton County

Dar Merrill: Linn County City Representative

Marilyn Lesmeister: OSU Faculty

Josefine Fleetwood : Albany Chamber and School Liaison

Tammy Skubinna: Service Learning Expert : Community Member

Anna Solokov: Americorps at College Hill last year. This year teacher at Albany Options School

Steve Kunke: Assistant Superintendent for Albany School District

Emily Bowling: OSU Civil Engagement Director

EVENTS:

Service Learning Summit: October 8, 2010 Held at CHS. MANY non-profits, no teachers other than those presenting. Was a State Professional Development Day.

Service Learning Training Conference: for non-profits in July 2011. 6 hours over 2 days. Begin to teach the concept of non-profits partnering with classes/schools for mutual programs. Had over 15 businesses represented.

Albany School District Service Learning Training for Teachers: Fall of 2011 as one of the professional development days. Networked non-profits with classes for service learning projects. More education for teachers on service learning.

July 2012: Another round of training for non-profits.

August 2012: Professional Development time for teachers in Corvallis School District?

DREAM GOAL: To have classes matched up with non-profits and businesses to work annually on mutual events. Students help drive the events, and service learning helps meet standards by subject matter. (Math, Science, Art, etc.)

Service Learning Conference: July 19 and 21st, 2011

Non-Profit Service Learning Project Interests

1. Presbyterian Church Childcare program
Organic Garden from scratch: Possible Partners: Art, Nutrition, Pre-Apprenticeship, Skilled Trades
2. Food Gardens in Corvallis (CSC)
Want to get the Tasting Tables in CVHS, CHS and LPMS Prep Days, and then get dates per school. This Fall
3. Albany/Corvallis PreSchool Art Programs
Want the dialogue to get schools involved with these programs.
4. Heal to Heal Programs with CASA for Linn County
Leadership Classes. Now involved with Albany Schools and Santiam Christian. Want to expand it for the programs in Second Semester
5. Heartland Humane Society
Want a Leadership Council with students included.
Begin in the fall and then year round.
6. Interfaith Caregivers
Want students to help develop a website from them and help them raise money to get a computer in their office. Will then develop projects from there.
7. Furniture Share
Would like to help coordinate getting furniture fixed. Minor repairs.
Work with Shop Classes, Internship students to help plan a fix-it day.
Coordinate as a community event: Bring used furniture to donate. We can fix it!
8. Mennonite Village in Albany
Internships to help responses/needs when they come in to then get students to help.

Developing Ideas For Service Learning

<i>Subject/Unit</i>	<i>Teaching Others</i>	<i>Product/Performance</i>	<i>Needs/Issues</i>
English	Peer or cross-age writing and editing	Write children's stories	Write letters to editor on social issue Amnesty International
Social Studies	Prepare immigrants for citizenship tests	Video or rap on civil issues	Survey or study of local issues
Music/Drama	Teach elderly or children	Perform for important audience	Performance addressing a concern
Science	Teach elementary youth or community	Publish an environmental guide for local families	Adopt-a-stream
Math	Peer tutoring	Develop a guide to using different intelligences to solve algebraic problems	Examine financial issues of homelessness & develop report for policy makers
Industrial Arts	Develop projects for younger children	Build needed equipment - homes for the homeless, toys, other needs	Examine barriers for handicapped and develop plan for school

Service Learning Projects happening in Corvallis School District

Pre-Apprenticeships: 3 years worth of service learning projects: baseball benches, school benches, garden work bench, library shelves, garden beds, decorative fencing, bat racks, helmet racks. Some have led to real apprenticeship placement for students.

I am leading a "Composting Crew" at CVHS, composed of 9th-12th graders. They are in charge of diverting as much food waste as possible into the compost bins and out of the trash. They work alternating lunches, and their duties include: collecting the compost, disposing of the compost, and educating students about our program. It is going great so far!

Thanks,

Stevie Gibner

Hi Donna,

The Cheldelin science department holds an annual Day of Community Service in the spring. This year it's happening next Tuesday, 4/10. All students participate in a restoration service learning project in our school neighborhood. The 6th graders are planting native species at Jackson Frazier wetlands with the Institute of Applied Ecology. The 7th graders are working with Corvallis Parks and Rec on Jackson Creek at the far end of Village Green Park. We'll be removing invasives and planting natives. The 8th graders will be working with Dave Eckert on our native plant arboretum, which is on the Cheldelin campus. They'll be planting native species and spreading mulch.

We are also working on a year-long project to obtain Green School certification for Cheldelin. The 6th graders are focusing on solid waste reduction and composting in the cafeteria. The 7th graders are working on school energy audits and looking for ways to reduce our energy usage. The 8th graders are doing a similar project focusing on water usage.

Janice Rosenberg

Michael Krasilovsky

Stefni Stephens

Britten Clark-Hyuck

Hoover Elementary's Student Council had a food and toy drive during the holiday season. Donations were given to Vina Moses. We're currently holding a fundraiser for The Oregon Senior Dog Rescue. We're collecting supplies and money for these dogs.

Kim Perdue

Hoover Elementary Student Council Advisor

Donna, we have students delivering newspapers to all classrooms in our building as part of NIE, students helping out in the cafeteria, students working in our classroom as peer tutors (absolutely some of the best kids in the world), students doing laundry for our PE programs, students doing copying, and students acting as equipment managers for our PE staff. Lots of good things. Is that helpful? Thanks, Mike

Service Learning Projects:

LINUS project- blankets for children in crisis (Journalism class, Art class)

Gifts to Troops – Journalism class

Community Outreach Film Documentary – Film Documentary class

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Hey Donna

This fall my art students (7th and 8th graders) at Linus Pauling painted a farm truck for Gathering Together Farm...does that count?

(it was in the GT)

right now my students have finished several projects with artist Bill Shumway--one piece will be hung at Linus Pauling, another piece will be hung somewhere in the community that celebrates water (our theme) and the third piece is going to be raffled to raise money for wells in the Sudan.

Jefferson store this year (run by third grade teacher Debbie Birdseye) inspired us --their store celebrated water and proceeds went for wells in the Sudan. My art students made woven bracelets that were sold at their store.

Claudia Hall

The entire 8th grade at Cheldelin Middle School participates in Book Buddies where middle school students are paired with first graders from several elementary schools. Middle school students meet with their buddies then go back to the classroom and utilize their writing skills developed during the course of the year and write and illustrate a bound book for their buddy. They later return to the school, read their book to their buddy and present it to them.

Tamara Benning

8th Grade Challenge Humanities

Cheldelin TAG Liason

Cheldelin Middle School

Grade: Kindergarten

School: Garfield

Project: "Get the word out! No Bullies Allowed at Garfield!"

After several class discussions, reading 2 books, and sharing personal stories, students joined to share with the entire building by making awesome posters! The posters are currently on display throughout our school and my class has made a commitment to work together to stop bullying behavior in our classroom and school!

Val Boggs

Garfield School

I work with about 25 ninth and tenth graders in a service and leadership program called CV Youth Core at Crescent Valley. I attached some pictures, but unfortunately haven't downloaded the ones from the nursing home yet. I'll try to sum this up the best I can.

CVHS Litter Clean-up-1 hour

CVHS decorative painting of window coverings for teachers-3 hours

Humane Society Cleaning/Helping-1 hour

Hoover Elementary School-helped students make and read books-2 hours

Corvallis Manor Nursing Home-St Patty's Day Party/Skits/Acrobatics/Bingo-2 hours

Coming Up: Nature Preserve Work w/ Corvallis Parks and Rec, Noyes Property-1 hour

Creating a Mandala with the Homeless Shelter population-2 hours

We plan to do other service projects also, like a beach clean-up, as part of our end of year celebration. Career planning and team building activities are also mixed in, so I am not sure how many more service projects we will do. Many of the students in the program have been inspired to do service on their own as well, including making decorations for our gatherings with others, helping build a school addition in Belize, volunteering time to help DJ dances at the middle school, and serving on the Jackson Youth Shelter Board. When students do not score high enough on their program goals, they have an option of doing community service hours to bump their points up. I did have a student pick up neighborhood trash for several hours so that he would be eligible for our ropes course outing.

Hope that helps!

Joni Randall

CV Youth Core Coordinator

(541)-757-4314

Hey Donna,

My Sustainability and Society class is involved in 9 different service learning projects right now. Every student is in at least 2 projects some are involved in up to 4 projects designed to change human behaviors around the using of CO2 and to create awareness of Global Climate Change. Do you need more specific information because, I can send it☺

Julie Williams

From Kristin Erickson, Teacher 5th Grade, Jefferson Elementary – 4-H Wildlife Summit Projects

We have our Dixon Creek habitat area that is maintained with the coordination of a parent volunteer/Wildlife Steward Scott Burress.

We give the option for all fourth and fifth grade students to complete research projects, create posters, and present them at the annual 4H Wildlife Summit in May. These projects have to relate to our habitat area.

I take my French classes caroling to local assisted living facilities in December. Also, my French 4/5 class translated some post cards from the 1920s for a lady here in town.

Katie Myers

French CVHS

Chavez Celebration with Pizza Boxes at American Dream downtown. Made by Garfield students with CHS students helping with the artist drawings with students.

Community Service vs. Service-Learning

In community service, youth provide service to benefit others. In service-learning youth ORGANIZE service to create meaningful change.

Community Service

Community service is volunteer action to meet the needs of others and better the community as a whole. In schools, community service typically involves canned food drives, coat drives, penny collections, holiday cards for residents of nursing homes, and Thanksgiving and Christmas drives to benefit the needy. These projects are intended to develop the habits and skills of volunteerism and are often capped off with a party to celebrate success.

For many youth, “community service” also means court-ordered service, a form of sentencing for misbehavior or breaking the law.

Service-Learning

Service-learning expands on community service by enabling students to explore and examine the needs of others before providing service. The object is to ensure that the service is meaningful and will meet the needs of those being served.

Service-learning also integrates student service into the academic curriculum and emphasizes both service and learning. Structured time is provided for thoughtful planning of the student actions and guided reflection on the service experience.

For example, in service-learning, a canned food drive becomes much more than a competition to collect the most cans. Students can:

- Interview staff of the local food bank to find out what foods are needed most.
- Study hunger and homelessness by reading books, such as *The Can-Do Thanksgiving*, or by examining local data on hunger in the community that has been compiled by nonprofits or government agencies.
- Learn about nutrition and help others gather ingredients for nutritious meals for a family of four.
- Educate their peers about good nutrition and healthy eating.
- Use math skills to graph the results of the food drive by type of food and number of meals.
- Give a presentation on the food drive and hunger in the local community to the school board and other organizations, to help effect change.

Source: <http://www.servicelearningtexas.org/about-service-learning/community-service-vs-service-learning/>



Service-Learning



EII 10-Brief 9-Vol. IV

255 Capitol St. NE Salem, OR 97310 ♦ Phone (503) 947-5600 ♦ Fax (503) 378-5156 ♦ <http://www.ode.state.or.us/go/servicelearning>

Overview

Service-Learning is a teaching method that combines meaningful service to the community with standards-based learning. In Service-Learning, students identify, research, propose and implement solutions to real needs in their school or community, all directly linked to their curriculum. At the same time students improve academic learning and develop both personal and career skills. The most important outcome is the process of learning that results from high quality experiences. In Service-Learning, deliberate service and authentic learning take place together.

Service-Learning extends student academic outcomes beyond the classroom by meeting genuine and relevant community needs. It provides ongoing, varied opportunities for students to extend their learning outside to their communities and environments, forward to their careers, and upward to greater aspirations than they would otherwise consider. Students have both a voice and responsibility in Service-Learning.

In Oregon, K-12 Service-Learning funding includes a federal grant from the Corporation for National and Community Service: Learn and Serve America to the Oregon Department of Education (ODE). ODE provides Service-Learning grants to 11 school districts, partner agencies and Education Service Districts (ESDs). Approximately 8,000 Oregon students are involved annually in Service-Learning projects supported by the grant. Examples of Oregon K-12 Service-Learning activities include:

- Astoria Middle School students, together with the City Council, developed historical perspectives on the contributions of Chinese residents. The endeavor included the Chinese history project, a community mural wall depicting their historical contributions, and a community garden.
- Tillamook School District provides statewide leadership through Service-Learning Legacy. The Legacy Project is a ground-breaking professional development partnership among six Oregon universities, five K-12 school districts, one Education Service District, business and industry. The Legacy Project brings the state's most innovative and successful K-12 teachers into college classrooms, where they share their knowledge and techniques with student teachers as part of a university curriculum. In Legacy's first year of operation, 285 pre-service teachers participated. The Legacy Project also provides skilled educators with a unique opportunity to share what they know and grow in their careers. It reaches into business communities for input and support to ensure that the Legacy Project remains relevant and sustainable in the years ahead.
- Corvallis' K-12 Service-Learning system is integrated with its Continuous Improvement Plan and includes tutoring, mentoring, civic engagement, and social responsibility. Their "Food for Thought" project gives "planned over" food from school cafeterias to community sites serving the hungry and those in need. Corvallis also includes 4 pre-apprenticeship programs each with groups of 11th and 12th graders engaged in high quality Service-Learning.

Program Results

Research on the effectiveness of Service-Learning (S-L) confirms its value as a powerful method well-suited to deliver engaging and rigorous opportunities for students in all grades and content areas:

-
- High-quality S-L experiences are positive, meaningful and real; they involve cooperative rather than competitive processes. S-L promotes teamwork skills and strengthens student abilities to address complex problems in complex settings rather than simplified problems in isolation. They promote deeper learning because results are immediate and not contrived.
 - High-quality S-L has been found to make positive impacts on student state test results in Reading, Language Arts, Science, Writing, Social Studies, Earth Science, and Scientific Inquiry.
 - Students involved in high-quality S-L programs demonstrate positive indicators including:
 - Increased sense of personal and social responsibility,
 - Increased academic engagement, higher attendance rates and academic performance,
 - Increased civic responsibility, awareness of community needs and an ethic of service,
 - Greater trust and trustworthiness, improving their performance as part of a team, and
 - Seeing themselves as positive “make a difference” contributors to their community.

Effective Practices and Models

Successful Service-Learning enhances school-community partnerships that help school districts fulfill long-term goals. Research conducted by Shelley Billig in 2000 found that high quality S-L experiences include the following elements:

- **Together, teachers and students plan S-L projects that are tightly linked to multiple state standards.** For example, high school students who build a playground for elementary school students are likely to learn about geometry, safety rules, and architecture. They can also learn writing skills if specifically built into the service-learning project.
- **Students have direct contact with the people they serve.** Many people learn better when the content has a “human face.” Relationships and dialogue promote greater understanding.
- **Reflective practices are integrated into activities.** Reflection stimulates higher-order thinking skills, extends analytical and critical skills and promotes understanding of new and challenging concepts.
- **Students make decisions during planning and implementation.** Students plan their activities, learning outcomes, community issues and project goals. Students learn to work together, build consensus and reflect on consequences of their choices for communities and service participants.

Related Links and References

- National Service Learning Clearinghouse - <http://www.servicelearning.org/index.php>
- ODE Service Learning website - <http://www.ode.state.or.us/go/servicelearning>
- K-12 Service Learning Standards for Quality Practice
<http://www.nylc.org/objects/publications/StandardsResearch.pdf>
- Andersen, S. (1998). Service Learning: A National Strategy for Youth Development. Washington, D.C.: George Washington University. http://www.gwu.edu/%7Eeccps/pop_svc.html
- Billig, S.H. (2000). Research on K-12 School-Based Service-Learning: The Evidence Builds. *Phi Delta Kappan*, 81(9), 658-664.

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National Service-Learning Clearinghouse

America's Most Comprehensive Service-Learning Resource

Dropout Prevention and Service-Learning

Source: RMC Research Corporation, October 2008

In 2001, the U.S. Department of Labor estimated that 5.2 million young people, aged 16-24, had not completed high school, were unemployed, and were not serving in the military. These "disconnected" youth represented 15% of their age category. The majority were from racial and ethnic minority groups, and most came from families with parents who had not graduated from high school or from families that faced stress in the form of unemployment, poverty or low income, and violence. Given the No Child Left Behind goal of 100% of students graduating on time, researchers have concluded that the "pipeline to college is leaking badly, particularly for minority and low-income youth" (Allen, Almeida, & Steinberg, 2004, p. 3).

Disconnected young people face a bleak future. During economic downturns, those without high school diplomas are most vulnerable to layoffs. Dropouts are more likely to experience mental health problems and display more antisocial behaviors. They earn far less than their peers who graduated from high school and are far more likely to be adjudicated or incarcerated.

Profile

A profile of dropouts reveals the following:

- Large city, urban youth are more likely to drop out than non-urban youth;
- Hispanic/Latino students are more likely to drop out than African American students, and both of these groups are more likely to drop out than White or Asian students;
- Nearly one fourth of Hispanic youth drop out with about half of them leaving school by the eighth grade;
- Of all students who drop out of school, about 50% leave by the tenth grade;
- About 25% of dropouts have changed schools 2 or more times;
- About 50% of dropouts missed 10 or more days of school in a school year;
- and About one third of dropouts were previously put on probation or were suspended from school. [Focus Adolescent Services (n.d.)]

Preventing dropout—and re-engaging youth in school within a short period after they have dropped out—substantially reduces the negative personal and societal impacts. Young people who obtain a high school diploma or its equivalent within two years of leaving school are nearly as likely as their peers who graduated on time to be employed and unincarcerated, though they do not earn as much on average. Re-engaging youth is estimated to save the country billions of dollars in recovered revenue, employment, and crime prevention.

The challenge of re-engaging young people so that they complete school has been addressed by many groups including public school systems, institutions of higher education, and community-

based organizations. Educators and researchers have addressed the problem by trying to gain an understanding of the characteristics of those students who drop out of school and the programs needed to keep them engaged in their education (Monrad, 2007).

Dropout Prevention

A recent study by Bridgeland, Dilulio, & Morison (2006) found that most of the young people who dropped out could have successfully completed high school if they had been exposed to the right types of interventions. In a telephone survey, students who had dropped out reported that if their school had been more supportive of them, they would have worked harder. Students claimed that they lacked motivation, classes were boring, they needed to care for a family member, or they needed to work to earn money. They recommended that schools change in the following ways:

- improve teaching and curricula to make school more engaging;
- improve instruction and supports for struggling students;
- build a better, more inviting school climate for learning;
- make more connections between school and work;
- ensure strong relationships in school between students and at least one adult;
- and improve the communication between schools and parents;

Other key components of proven strategies and interventions were identified by the National High School Center (2007) and included:

- more closely monitoring student attendance, behavior, and progress;
- offering more tutoring and counseling;
- creating small learning communities for greater personalization;
- sponsoring more academically engaging courses to help students "catch-up";
- having ninth-grade academies; making tiered interventions available so students could work at their own levels and receive more customized support;
- ensuring access to rigorous coursework and high expectations for all students;
- engaging the community as partners; sponsoring transition programs;
- and providing career/college awareness.

As discussed in a recent American Youth Policy Forum brief (2008), many youth drop out in the ninth grade both because they are failing or have low test scores and because they are not adjusting well to high school. In fact, Balfanz (2008) noted that many of the eventual dropouts can be identified as early as sixth grade because they show predictable indicators such as low attendance rates, behavioral problems, and course failure. Balfanz reported that course failure is a better predictor of dropping out than test scores. He suggested that early warning systems should be developed to help respond to students who display the characteristics associated with dropout, and specifically mentioned that having national service organizations, such as City Year or AmeriCorps, or using integrated student support providers, such as Communities in Schools, could help address the challenge by providing more mentoring and personal support to students.

Allensworth (2008) also found that credit accumulation matters, and found that almost all students with a D or F grade average as a freshman failed to graduate. She, too, advocates for targeting students to ensure that they come to school and pass their courses, and particularly emphasizes the need to target students' academic behaviors in class. Jerald (2008) summarized recently conducted research to examine the risk factors used by federally funded dropout

prevention programs and showed that these programs often target the wrong students. He, too, agreed that passing courses and being on track for graduation was the best predictor of graduating.

Alternative Schools

One common way that school districts try to prevent students from dropping out is to assign them, or allow them to enroll in, an alternative school. Estimates of the number of alternative education sites in the United States vary depending upon the definitions being used. Current estimates of the number of alternative education schools and programs range from 10,900 to 20,000.

Alternative education sites can be found in 39% of all public school districts. Urban districts that served more than 10,000 students, school districts in the southeast, and school districts with a high percentage of minority students and/or students who qualified for free or reduced price meals are most likely to have alternative schools or programs. Of those districts with alternative education sites, about 65% have only one alternative school or program and 35% have multiple alternative education sites.

Alternative education sites are most likely to serve high school students, although not all high school students who wish to enroll are able to be accommodated. In fact, more than half of the alternative education sites report that during the past three years, demand was higher than capacity. The number of students eligible to be served by alternative education recently rose significantly due to increases in zero tolerance policies, changes in the *Individuals with Disabilities Education Act*, increases in school violence and school failure, and better knowledge of the types of developmental processes related to antisocial behaviors and school dropout.

Students in alternative education settings are disproportionately poor, from non-English speaking families and/or minority groups, and/or are individuals with disabilities. In general, the student population served in alternative education programs is very fluid, and students enter and exit programs on an individualized and daily basis. Nearly 80% of districts with alternative education allow students to return to the traditional high school, mostly because they improved their attitudes or behaviors. Students in several studies, however, said that they preferred to remain in the alternative school setting rather than be returned to their sending school. These students disliked the large size, impersonal nature, peer status issues, and lack of differentiated instruction that characterized the sending schools.

One of the factors distinguishing alternative schools' approach to academic preparation from that of comprehensive high schools is their reliance on youth development principles as organizers for curriculum and instruction (MacLellan & Curran, 2001). These organizing principles include a focus on essential competencies and skills as well as on content. Curriculum in alternative programs may be individually prescribed, and is frequently differentiated. The content usually focuses on the basic content areas—language arts, mathematics, social studies, and science. Occasional additions to the curriculum include career exploration; work or service experience; life and social skills, such as goal-setting, parenting, and teambuilding; and transition support to either work or postsecondary education.

Programs leading to a diploma are smaller than programs in comprehensive high schools, usually no more than 400 students total. They provide more access to counseling, more personalized attention, and better links with social services (Dynarski & Gleason, 1998). Hands-on instruction and contextual learning increase student interest in the content. Business internships and in-school employment opportunities increase the likelihood of graduates' later economic stability.

The climate of alternative programs is less formal than in a regular high school (Dugger & Dugger, 1998), with an emphasis on positive relationships and a de-emphasis on individual competition. Classes tend to be small; often instruction is totally individualized. Rules tend to be few, simple, and consistently enforced. Counseling may be an important component of the program (Dynarski & Gleason, 1998).

Dropout Prevention and Service-Learning

Reviews of the literature have shown that service-learning is a promising strategy for dropout prevention (Billig, 2000; Billig, Root, & Jesse, 2005; Bridgeland, Dilulio, & Wulsin, 2008). Service-learning activities address various components or strategies identified as important to dropout prevention such as engaging teaching and curricula, connections between school and work, adult and student relationships, communication skills, and community engagement.

A recent telephone survey of high school students showed that:

- Over 80% of students who participated in service-learning said they had more positive feeling about attending high school;
- Over 75% of students who were currently or had in the past participated in service-learning programs agreed that service-learning classes were more interesting than other classes;
- About 45% of students who participated in service-learning believed that service-learning classes were more worthwhile than their other classes; and
- Over 75% of service-learning students said that service-learning had motivate them to work hard.

Resources Related to Dropout Prevention

The Alliance for Excellent Education

www.all4ed.org

This organization focuses on at-risk middle and high school students and their preparation for college and success in life.

Center for Education of Students Placed at Risk (CRESPAR)

www.csos.jhu.edu/crespap/index.htm

CRESPAR focuses on research, development, evaluation, and dissemination of information on school and community-based programs that help students reach their full potential.

National Center on Education Outcomes (NCEO)

www.cehd.umn.edu/nceo/

This organization works on assuring participation of students with disabilities in state and national assessments, setting standards, and requirements for graduation.

National Dropout Prevention Center/Network (NCPC/N)

www.dropoutprevention.org

A clearinghouse for information on dropout prevention, which has a database for promising programs. The NCPC/N conducts research, offers professional development activities, and produces reports.

What Works Clearinghouse (WWC)

<http://ies.ed.gov/ncee/wwc/>

A source of information on what works in education. Information is based on high-quality scientific research.

Resource Publications

Barton, P. (2005, February). *One-third of a nation: Rising dropout rates and declining opportunities*. Princeton, NJ: Educational Testing Service, Policy Information Center.

Borman, G. D., & Rachuba, L. T. (2001, February). *Academic success among poor and minority students: An analysis of competing models of school effects*. Baltimore: Center for Research on the Education of Students Placed at Risk.

Center for Mental Health in Schools at UCLA. (2007). *Dropout prevention*. Los Angeles.

General Accounting Office. (2002, February). *School dropouts: Education could play a stronger role in identifying and disseminating promising prevention strategies* (GAO-02-240). Washington, DC.

National Center on Secondary Education and Transition (2004). *Essential tools, increasing rates of school completion: Moving from policy and research to practice*. Minneapolis, MN: University of Minnesota, College of Education & Human Development.

Woods, G. E. (1995). *Reducing the dropout rate* (SIRS Close-Up #17). Portland, OR: Northwest Regional Educational Laboratory.

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Allen, L., Almeida, C., & Steinberg, A. (2004, April). *From the prison track to the college track: Pathways to postsecondary success for out-of-school youth*. Boston, MA: Jobs for the Future.

Allensworth, E. (2008, January 25). *Improving the transition from middle grades to high schools: The role of early warning indicators* (Forum Brief). Washington, DC: American Youth Policy Forum.

American Youth Policy Forum. (2008). *Improving the transition from middle grades to high schools: The role of early warning indicators* (Forum Brief). Washington, DC.

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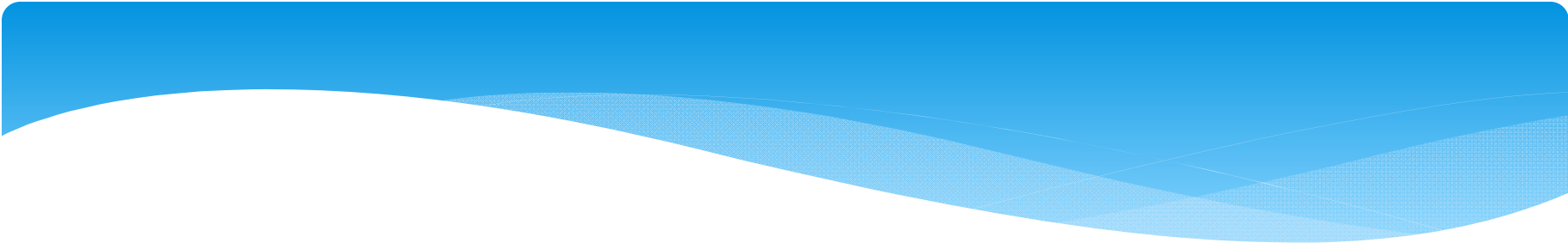


Corvallis
SCHOOL DISTRICT

III.B. Instructional Technology Update

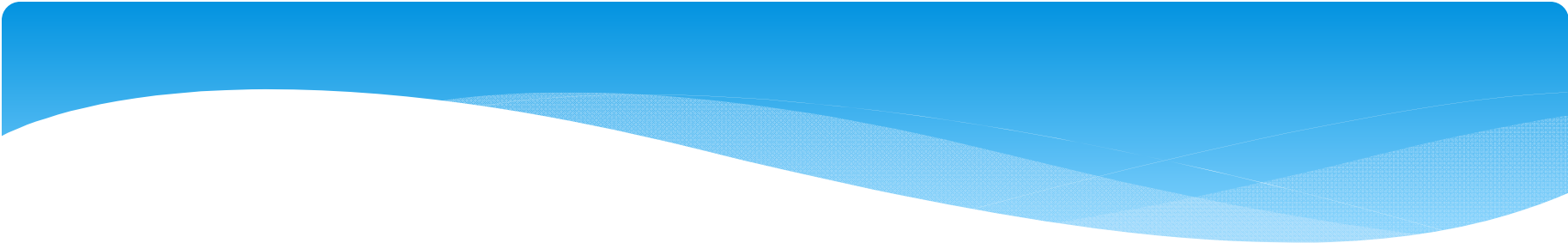
Instructional Technology

Corvallis School District
Conversation with the School Board
April 2012



<http://apple.com/education/ibooks-textbooks>

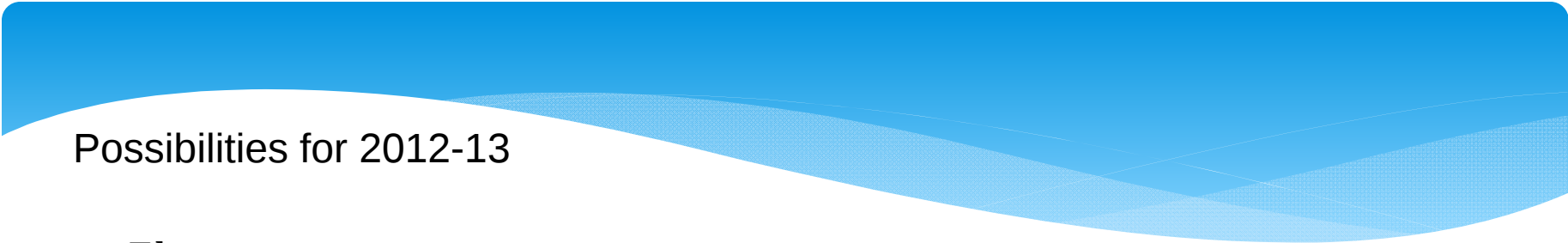
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Data from Canby

<http://www.slideshare.net/mobileportland/canby-school-district-ipod-touch-program>

Slides 16-25



Possibilities for 2012-13

Elementary –

Elementary LRC 1 Teacher + 4 student iPads

One third grade PLC (teacher apply) classroom sets

Middle School –

Science CK-12 using iPads

High School –

9th Grade Academy (1:1 device)

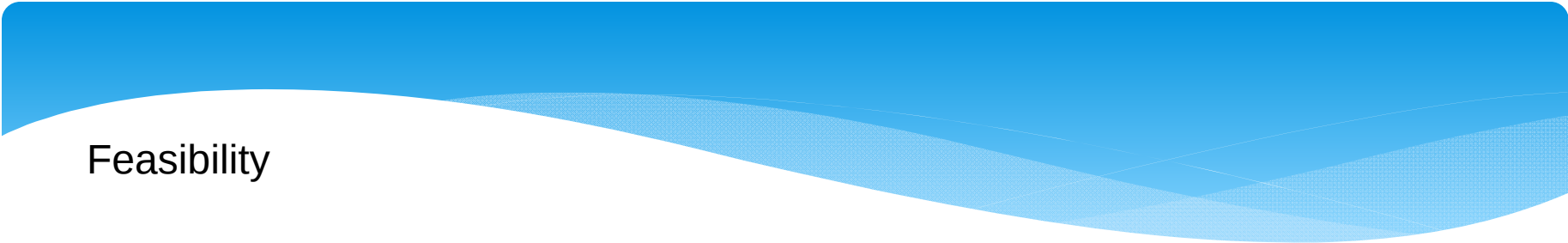
CV Science using (CK-12)

CHS Social Science (1 classroom set and BYOD Pilot)

CK – 12 <http://www.ck12.org/about/>

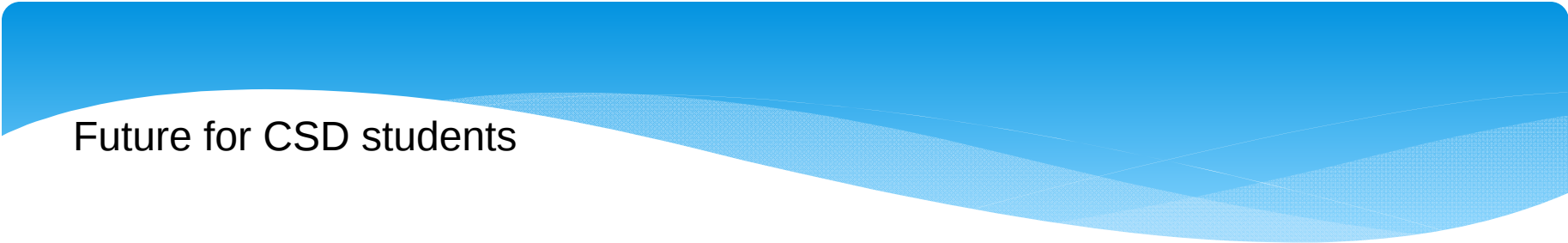
Funding: Instructional Materials Budget, Technology, Foundation

Cost: Classroom Cart of iPads = \$23,000



Feasibility

- o Wifi capacity and coverage
- o Network and Internet access control
- o Mobile device management
- o Volume purchasing
- o Staff development
 - Techs and SPOCs
 - June teacher orientation
 - August instructional strategies/best practices training



Future for CSD students

Instructional Services, Student Services and Technology must work together along with the with Foundation to build a common vision

Gather and analyze own data through action research projects

1:1 devices for all students

Priority at risk students

Discussion

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April 2012



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- IV. EXECUTIVE SESSION – The Board will meet in Executive Session at 5:15 p.m. under ORS 192.660 (2)(d) – To consult with persons designated for labor negotiations.
- V. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

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Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841