

**Date:** January 7, 2020

**To:** School Board

**From:** Kregg Cuellar, Deputy Superintendent of Instruction and School Communities

**Subject:** Division 22 Community Report

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### **Compliance Plans**

For each rule reported as out of compliance in 2018-19, the following provides an explanation as to why PPS was out of compliance and the proposed corrective action plan to come into compliance by the beginning of the 2020-21 school year.

## [581-022-2340: Media Programs](#)

### **Current state:**

The district has directed schools to keep libraries open full time. K-5, K-8 and 6-8 schools are allocated a half-time certified media specialist and half-time library assistant. Schools that are 80% or more historically underserved are allocated a full-time media specialist. High Schools are allocated a full-time media specialist. Some schools add additional funding to increase their media specialist and/or library assistant to full-time.

### **Work currently underway towards compliance:**

As a part of the Office of Teaching and Learning (OTL) strategic planning process, the Humanities department will develop an integrated service delivery plan for library services that will ensure comprehensive, equitable library programming in all of our schools. Additionally, this plan will recommend teacher-librarians administer library services that are part of a comprehensive literacy system. The library standards will be integrated into our Guaranteed and Viable Curriculum (GVC), our standards based curriculum. This plan will provide for OTL to guide the development of a standardized approach to library services across all of our schools.

### **Specific project goals for compliance:**

Align Oregon's School Library Standards and the associated K-14 learning goals with Common Core State Standards (CCSS) and our GVC framework

- Provide monthly opportunities for librarians to map a scope and sequence for library instruction, technology integration, and STEAM support

- Articulate a staffing model that provides equitable library services for students in buildings with respect to size, level, and demographics

- Update librarian job descriptions to reflect teaching and learning expectations

approved adoptions. The new Senior Director of Humanities is leading an effort to audit K-5 ESL materials in 2019-20 to provide guidance for next steps with K-5 ELD.

#### [581-022-2440: Teacher Training Related to Dyslexia](#)

In 2018-19, the district provided the required teacher training to one teacher at all school buildings. However, one school's trained teacher left the school at the beginning of the 2018-19 school year, which put us out of compliance. Since that time, we have identified and trained another teacher at that school. Due to the reality that teachers may leave schools, the district is now in the process of training two teachers at each school to make us compliant for 2019-20.

#### [581-022-2500: Programs and Services for TAG Students](#)

Instruction provided to identified TAG students is not consistently accommodating their assessed levels and rates of learning. As of January 2019 teachers were trained on incorporating rate and level into their classroom instruction. As part of building-level fall professional development, teachers were trained to identify assessed rate and level and strategies to support TAG students in the classroom strategies. Continued professional development for TAG Facilitators and teachers has been scheduled to provide ongoing and continued training for teachers in order for them to feel prepared and knowledgeable to consistently accommodate for their TAG identified students. The TAG Department will continue to partner with TAGAC to include parent and stakeholder voice in TAG educational options. All PPS schools have created a campus TAG plan to address the educational needs of TAG students on their campus. These individual campus TAG plans will include strategies for teachers regarding the instruction provided to identified students. Much work has been done to inform teachers on rate and level however it is not consistent throughout schools.