

Instructional Council Minutes

January 2014

Meeting attendance: Maria Aguiniga, Mark Atkins, Chris Bucchi, Cheryl DeRoo, Carl Draeger, Kathy Duchaj, Sara Elwood, Heather Fodor, Cyndee Fralick, Dominique Garcia, Raheem Hasan, Judy Havemann, William Jackson, Jackie Johnson, Carol Mammoser, Josefina Melendez, Lisa Olsem, Craig Pflueger, Claudia Sanchez, Wilma Valero, Esperanza Villareal-Ortiz, Rita Weber, Jennifer Williamson, Mary Wojtczak

Absent: Barbara Bettis, Kelly O'Brien, Katie Stan

Guests/Observers:

December Minutes reviewed/revised and approved with 24 yes, none opposed, none abstained.

Action Items

None

Feedback Discussion

Question was asked when council members are presenters, should they leave or refrain from participating in discussion?

Comments:

- Many times instead of engaging in the conversation/discussion, member defends their proposal.
- When a proposal comes to council, protocol is to ask the presenter to return to answer questions. If a council member is part of the proposal, the council receives immediate answers. Some of the council members like the instant clarification when questions arise.
- An option is that a council member could remove themselves from the discussion.
- It is a concern that there is a conflict of interest when voting on a proposal presented by the council member. It was stated that most members tend to abstain in voting.
- IC Steering Committee will discuss a proposed policy for next meeting.

Early Childhood Update

- The Early Childhood department has 11 Parent Educators, who see between 10-15 families a week. Parent Educators assist with parenting skills and help locate community resources. Parent Educators also hold parent support groups. Parent educators are

funded by a grant where 15 states were selected with data being tracked by the Federal government.

- Usually parents contact the schools, so their children can attend pre-school. If a child qualifies for pre-school, the parents have to provide transportation and many parents don't have transportation. Sessions are held in a church or an apartment.
- Parent Educators knock on doors to inform parents and encourage students to attend pre-school.
- Pre-school has increased greatly as there are now 52 classrooms in 11 school sites.
- 1400 students are enrolled in a pre-school program with 885 students attending kindergarten.
- With the "Give me 5" initiative, three community liaisons have been hired to work with struggling. Students.
- For Kindergarten registration, there are about 3,000 students the district needs to locate.
- For full day Kindergarten, there are 14 sections, which serve 252 students, all which attend Title I schools.
- KIDS is an assessment that looks at the whole child and is being piloted by 40 teachers. In the school year, 2015-16, the KIDS assessment will be given district wide.

RTI/PBIS Update

- There are 44 schools that are implementing PBIS.
- MTSS goal is to eventually blend RTI academic and behavior (PBIS) support systems.
- Students are selected and identified for support to participate based on data. Students are monitored from the beginning to see if they are responding to the intervention and to see if it is the correct intervention.
- MTSS has coaches that are here to support teachers on intervention, data entering, problem solving, and training.
- MTSS has AIMS web for K-6 and AIMS web ELL for K-2
- Schools decide what model of implementation and which interventions they need for their building. The MTSS department has identified and shares information on three different models schools are using on how interventions are implemented at the building level. Ex: The whole school is in an intervention at the same time, sections of interventions; extended study hall, grade level clusters, etc.
- MTSS website is being developed; it will be up to date there is also an MTSS Intranet site.
- MTSS is creating an intervention directory of all the interventions being used in the district.
- A behavior is measured by office discipline referrals. If there is an incident, it is entered in Infinite Campus. If a student has numerous referrals for the same behavior, the student needs to be in an intervention.
- As of right now Art, PE, and Music teachers are not required to participate in school wide interventions. There is no mandate, but it is encouraged.
- The teacher makes a judgment call, when it comes to referring students with silent behaviors.

- Students should be going on to the next steps of PBIS. If all steps have been taken service team could be the next step. MTSS will be working with SPED.
- If a student moves to another U-46 school, data will show previous interventions.

Dual Language Update

- Language development is a long term achievement- 5-7 years.
- The Dual Language program runs from K-4th grade.
- Dual Language has two models-- the one way and the two way program.
 - One way – One group is represented, which is ELL students.
 - Two way – Has English dominant students.
- There are 30 schools participating in the Dual Language program, 18 of them have the Dual Language Two-way program.
- English dominant students who qualify for the Dual Language Two-way program, but program is not offered at home school are able to attend a satellite site, which parents have to provide transportation.
- 6483 students are participating in the Dual Language program. 523 of them are English dominant students.
- If parents are interested in enrolling their student in the Dual Language two-way program, parents fill out an interest form, which has a deadline of April 25th.
- Teachers attend 2 days of PD at the beginning of the school year. If they are teaching in the Dual Language program for the first time teachers attend 3 days of professional development.
- Teachers work with the Common Core Standards and the WIDA standards.
- All documents that are shared with teachers are on the Intranet.

AP Update

- Advanced Placement Classes, many students show interest because they know they want to go to college others take the classes because their peers are taking them. There are also students who don't know what AP classes are; those are the students the district is targeting.
- As a result of taking AP classes in high school, students end up doing better in college, especially the students who scored a 3 or higher on an AP test.
- Each year the district is seeing an increase of AP Scholars.
- Last year there was a total of 1563 AP test takers.
- There is an open enrollment policy for AP classes.
- Karina Luviano is working with Counselors to recommend these classes.
- Long term goal is to be able to target the middle school students.

IC member comment: The program needs to be expanded, U-46 has a big ELL population, our goal should be to access at least a third of them. Many ELL and SPED students are not being recommended to take these courses.

Misc Items

- This year is bargaining year, if there are any changes that need to be made on the language that addresses Instructional Council, it should be discussed. If council has suggestions, they can be emailed to Council Chair.
- A discussion was had about Speech and reading and it was stated that Speech/Debate is not replacing Reading.

Summary Statements

The Instructional Council was updated by representatives from the Early Childhood department.

The Instructional Council was updated by Susan Smith, MTSS Coordinator, about the present state of RTI/PBIS in the district.

The Instructional Council was updated by Patricia Makishima, Dual Language Coordinator, on the Dual Language programs in the district.

The Instructional Council was updated on Advanced Placement in the district by Mark Atkins, Coordinator of Gifted, AP, Academies and World Language.