

## Curriculum Board Meeting Minutes

**Meeting Date:** July 5, 2016 @5:00 p.m. – SSC

**Members:**

Attendance

Kimberly Hatchett	Yes	<u>  x  </u>	No
Annette Johnson	Yes	<u>  x  </u>	No
Kirsten Strand	Yes	<u>  x  </u>	No
Dr. Carla Johnson	Yes	<u>  x  </u>	No
Suzanne Bement	Yes	<u>  x  </u>	No
Diane Argueta	Yes	<u>  x  </u>	No
Beatrice Reyes Childress	Yes	<u>  x  </u>	No
Jennifer Dalrymple	Yes	<u>  x  </u>	No
Dr. Marion Hoyda	Yes	<u>  x  </u>	No
Dr. Mark McDonald	Yes	<u>  x  </u>	No

Ms. Hatchett opened the meeting at 5:00 p.m.

### **I. Go MATH! Adoption Numbers/Proposal Planning**

Dr. Johnson presented to the committee. She explained process to get a rough budget for the new math curriculum which involves getting raw enrollment numbers to the publisher to get preliminary numbers, which don't include bilingual or resource, for example. Then she went to Infinite Campus to get student numbers which, depending on the time of year, can fluctuate, and also Dr. Waddell polled principals to get their take on what they believed enrollment would be next year. Those new numbers were then submitted to the publisher for comparison and as a sort of check and balance. The bottom line is that the district was able to reduce the amount by \$116K. Total cost for the math materials ended up being \$1,142,028.72 with \$0 for shipping. Note that this adoption is K-8 vs. the Pearson language arts adoption which was K-5 and cost \$1.4 million.

Ms. Hatchett asked the difference between the preliminary student numbers and the numbers from I.C. Dr. Johnson said the preliminary numbers were spring 2016 enrollment numbers but those can fluctuate by next year, particularly with Kindergarten. It's a bit of a guessing game this time of year. We made sure with HMH that if district found there weren't enough materials by August 1st, they could provide them in time for the start of school and as part of the proposal from the company, they are offering 10% off the cost of books ordered after the initial big order. That said, there's a three-week turnaround, so want to get as close to real numbers as possible so teachers and students have the resources they need.

The district made it under the wire in terms of ordering so should start seeing delivery by the end of July. Teachers have access to the publisher's online resources now and will have access by next week to online professional development. Dr. Johnson and Jen Dalrymple will be meeting with HMH's PD person next week to schedule date in October for live professional development. HMH is also offering live web-ex's to any teachers in Spanish or English.

Ms. Strand asked which fiscal year the purchase was made from; Dr. Johnson said FY17. Ms. Strand asked about the language arts from Pearson; Dr. Johnson explained that part was paid out of FY16 and part out of FY17.

## **II. Curriculum Planning Update**

Ms. Argueta presented. She stated they've had many meetings with Dr. Hoyda who has provided guidance as to what exactly curriculum should look like. Meetings have included mapping out tasks and goals and then the accomplishment and content core areas for all preK-12. Ms. Bement explained, for example, that all buildings will be getting extra resource support next year and that part of planning has been working on an FAQ document since it's a change in service delivery in order to be more inclusive. Resource teachers are going to be doing push in so with that, resource teachers have questions, e.g., how will the grades happen, is this co-teaching – so we've been listening as those come in and will be sharing the answers with principals, at the special education department meeting, and at various upcoming professional development workshops, as well as just informal staff meetings.

Ms. Johnson said that's more on the special education side and Ms. Bement agreed. Ms. Johnson asked if the district has ever done a cost analysis on the changes. Ms. Bement clarified that Ms. Johnson meant for the increase in the new service delivery and Ms. Johnson agreed and stated the numbers have been a little fuzzy. Ms. Bement explained that special ed teachers fell under district for funding source and since the district is paying we're able to claim for the personnel report. It's cost neutral in regard to the re-purposing of the existing positions since they're teachers and assistants that the district already employs. The only cost is the additional six teacher salaries.

Ms. Johnson asked how many co-teaching positions exist across the district currently; Ms. Bement answered 12 total. Ms. Johnson asked if Ms. Bement was able to get the one-on-one in the IDEA budget; Ms. Bement said she has been working on it but that the state has not released the IDEA grant applications yet for the upcoming school year. Ms. Bement said district will be getting more funds – approximately \$3.2 million this year vs. \$3.1 last year. She doesn't have the numbers in front of her but can provide them at a later date.

Ms. Johnson asked Dr. Hoyda if she has experience with the co-teaching model; Dr. Hoyda explained she's had some but compared to what's being done in the district, it's minimal. Ms. Bement has explained that co-teaching is currently being done at elementary and secondary and the plan is to meet in the middle but Dr. Hoyda said she needs to learn more about it. The least restrictive environment (LRE) has influenced how the district delivers services. Moving special education students into gen ed settings is mutually beneficial for both sets of students – test scores increase and we're able to bridge the achievement gap because students are exposed to a gen ed curriculum, rather than a different special education curriculum or a watered down version of the gen ed one.

Dr. Hoyda asked on the continuum of services, what other services might students with an IEP be eligible for besides participating in a co-teaching model? Ms. Bement explained that in addition to co-teaching, the district's special education offers resource services, instructional classrooms, Hope Wall school in conjunction with West Aurora, and then outplacement facilities as well. Dr. Hoyda asked if all special education teachers are paid through the grant; Ms. Bement said no – try to pay as much staff as possible out of district funds in order to maximize the personnel reimbursement. Paying for certified and classified staff out of the grant is considered double dipping.

Dr. Hoyda asked how much is eventually reimbursed; Ms. Bement said that's based on how many staff the district is able to claim so right now, the department is about 450 and more than 100 are certified staff. Out of those 100, about 93 are paid for out of district funds. So 93 multiplied by \$9500.00. We pay staff then submit for grant reimbursement over the summer. More assistants are paid for out of the grant, however, just because they're added as kids move in or as case numbers change and that might not be something that was taken into account in the original budget. Ms. Bement explained she had been working with Christi Tyler in the business office to move as many off the grant as possible in order to maximize staff reimbursement.

Ms. Hatchett added that she found how the budget is set up and where the dollars are coming from very confusing – it needs to be clearer. Ms. Johnson added that have been trying to move staff from the grant to district funds in order to eliminate the 38% penalty – it wasn't making sense. Ms. Hatchett said all of that needs to be taken into consideration when budget is initially set up so that we can get the most out of the money we're spending and from the money we get from the state.

Ms. Johnson asked if doing any better about getting some of the outplaced students back; Ms. Bement said the district's Extension lease is up after the school year and a lot is dependent on that. However, the reimbursement on outplacements is high, so that's an added benefit.

Ms. Argueta explained that a task management document for curriculum has been created that acts as a monitoring tool. It allows us to know the when, who, what, where, and why of curriculum development and makes us preplan and stay on top of it. Jennifer Dalrymple presented on that. Ms. Dalrymple said that the document has all the projects the department is working on in it – including bilingual and special ed – and they've added a "task completed" date column as well at Dr. Hoyda's recommendation.

Ms. Argueta stated that another discussion item has included ensuring that everyone knows what trainings are upcoming and what the processes are for those trainings as well as any new projects coming along. Ms. Dalrymple explained that all the professional development the district offers is put into an electronic catalog in MyLearningPlan (MLP), a web-based application. If, for example, there's an offering for K-5, anyone who has K-5 in their online profile gets pushed out an email regarding that PD opportunity. Additionally, MLP sends out reminder emails once staff is signed up for a workshop. It's one vehicle to let people know what's going on. Also put together a catalog of all summer activities – the Tech Academy, ReadyGEN Biliteracy Pathways, bilingual department, summer school science and math – was reviewed by staff on May 20th and again on June 17th. Maria Kilgore, the instructional technology coordinator, has also sent out updates regarding her Tech Academy offered in June and again in August. So between MLP and documents being sent out by the T&L department, we are really trying to keep the lines of communication open.

### **III. Summer Activities with New Adoptions**

Dr. Johnson explained it's been a very busy summer in preparation for the three new curriculum area adoptions. Ms. Dalrymple updated committee on professional development in those areas. She said from ReadyGEN/Biliteracy Pathways, eight critical components for teachers were chosen to cover. Assessments were left out for the summer because we wanted to have the director of assessment in place before sending out a message about that. The seven remaining topics include: materials, technology, small group, whole group, writing, differentiated

instruction, and foundational skills and routines. Each is offered three times – once in June, once in July, and once in August. They were all listed in the catalog and put into MLP.

Ms. Hatchett asked if the PD was required; Ms. Dalrymple explained that they are not required in the summer and that staff are paid to attend; it's what's referred to as Tier 2 PD, which is more advanced and in depth than what they would receive during the school year, either through SIP days, after school sessions, or through Pearson consultants. The summer sessions were for teachers who wanted to get a head start and build that foundation.

Ms. Hatchett asked if it's required in the fall for those teachers who did not attend over the summer; Ms. Dalrymple said it will come up during SIP days, at after school trainings, or through interactions with consultants.

In terms of science, district is offering a STEMScopes PD in August and Veneer is coming out twice – they handle all the probes. One of the sessions is an open PD and the other is especially for the science curriculum council which is a Tier 3 model – a train-the-trainer model where those teachers can then go help in the buildings.

Ms. Johnson asked how we're doing with the science labs at the schools; Dr. Johnson stated there's some question as to who is paying and she will be investigating this. District applied for a large grant that would have helped with funding and there were questions as to whether we were supposed to wait until it's awarded in November. Dr. Johnson understanding was that work on the labs would be starting this summer to be ready for fall; however, the other parties thought we weren't starting until we know if we got the grant.

Ms. Johnson said there's a very good chance will not get grant. She checked on it personally and classroom remodel isn't covered in it.

Dr. Johnson said having saved money on the math adoption, there is some money in the T&L budget to possibly put toward this. She will crunch some numbers, see what we can get done, and talk to B&G to get things rolling. Dr. Johnson explained she had not been waiting on the grant, regardless, and if can use some of the money originally budgeted for the new math curriculum that would be great. Ms. Johnson also mentioned the \$5.3 million in poverty money and stated it should not be a problem. Dr. Hoyda said that Dr. Johnson should meet with Alex DiMare very soon as their workload is very heavy.

Dr. Johnson stated as far as materials and delivery ordering, the principals were provided with a spreadsheet to manage and track extras or shortages so that the district can be efficient in terms of resources. Ms. Strand said keeping track of materials has been a problem in the past and Dr. Johnson agreed. She stated the APs have been great about going to other buildings to trade resources with each other as needed.

Dr. Johnson said ReadyGEN/Biliteracy Pathways is mostly in but there's some that still needs to be delivered.

As far as science, teachers already have access to all the technology but the NGSS kits are arriving July 21st for K-5 and August 1st for 6-8. Principals will be responsible for purging old kits.

More science materials will be ordered this week, including the new science textbooks.

Math will be arriving in July.

The state has a new mandate regarding fitness testing which needs to be reported by May of 2017 so the district has purchased FitnessGram for all buildings, in addition to some tools that will help assess fitness. That has all been disseminated to the buildings as of last Friday.

Ms. Bement talked about the special education conversion to ReadyGEN rather than having a special curriculum. However, the life skills and special learning programs will still have a separate curriculum as appropriate based on the student's cognitive abilities.

Ms. Argueta said have been having ongoing meetings with Pearson specialists regarding PD planning, starting in May and continuing in July, to ensure the specialists are presenting PD aligned to district goals. We look through PowerPoints and visit trainings to make sure that what's happening in the planning sessions is making it to the PD workshops.

Bilingual learning to read and write in Spanish is very different so to facilitate that, we have a group of K-2 bilingual teachers, two bilingual facilitators, Analy Gonzalez, and Ms. Argueta meeting to work on writing bilingual literacy framework (BUF) units using Biliteracy Pathways/ReadyGEN, STEMScopes, Go Math! It's a resource for the teachers to have their day-to-day outline done for them, telling them exactly what materials and methods to utilize so students can better toggle between the English and Spanish languages. Will talk more about that as we move toward dual language instruction. It's a way to support teachers with the gaps in curriculum. Using a BUF gives guidance to bilingual teachers to bridge those gaps and allows them to better plan and deliver instruction in all content areas.

In addition, we are very excited to be working with Cheryl Urow, our literacy expert consultant. She will be vetting these BUF units to ensure they're up to par with Spanish literacy. Teachers will also provide feedback that will inform the units as we go along.

Ms. Hatchett stated there seems to be a lot going on in T&L and she hopes everyone is on board to get the training they need to implement it all.

Ms. Strand added that the district has lost a lot of key staff in a short time period – what ramification does that have on the remaining staff? The committee wants to make sure they aren't working 24/7 and ensure they're being supported. How can we do that?

Ms. Argueta stated the team has discussed that as there are actually four areas in T&L we're working with because social studies was just adopted last year. It's tough when you're working outside your normal curriculum cycle.

Ms. Hatchett asked that now all the curriculum areas are all on the same cycle, how do we stagger that. Dr. Johnson agreed that that is something that will need to be looked at and the cycle recalibrated. High school still needs to be looked at as they need to be aligned with the other grade levels. There are certain aspects of the curriculum areas that need to be looked at as well, for example, magazines. There are a lot of adjustments and tweaks that need to be done. Would like to take a look at a revised calendar of curriculum renewal and decide what we need to recalibrate first, along with the high school coming in and seeing how everything fits.

Ms. Hatchett said Dr. Waddell talked a lot about implementing the curriculum with fidelity. It's important to spend some time with principals to help them understand what needs to leave the curriculum and what's coming in. Dr. Johnson agreed.

Ms. Bement added that some special education resources have been collected so that teachers are not tempted to use them.

***ACTION ITEM:*** Ms. Hatchett asked that for next curriculum committee meeting, T&L staff really start to think about what's needed to implement these rollouts smoothly, whether it's extra help or hands to make that happen.

Ms. Bement said they have already discussed some of that with Dr. Hoyda as there are key people missing and there are compliance issues that need to be addressed.

Dr. Johnson stated that they're working really well together as a team with Dr. Hoyda in terms of curriculum and in terms of the ASC and delegating responsibility.

Ms. Johnson said don't necessarily wait for the board as it has never approved consultants. That is something that's really up to Dr. Hoyda and Dr. McDonald.

Dr. Hoyda said best to find places that specialize and have expertise in particular areas that can assist and provide direction, like universities, for example, to help with direction, oversight, planning, implementation, and follow up. Best to do what we're strongest in and outsource the rest.

Dr. Hoyda also feels it's important to update the committee on steps taken to ensure the Pearson professional development is going to meet everyone's expectations.

Dr. Johnson explained that the board originally approved two Pearson consultants, one for Biliteracy Pathways and one for ReadyGEN, to do professional development. They have begun their workshops but the district has found their work is not up to expectations after observing sessions and gathering teacher feedback. Pearson has been notified of our dissatisfaction and concerns and on July 6th Dr. Johnson and colleagues will be meeting with Pearson's senior vice president for professional development and other representatives to express that while we're paying a lot of money for this programming, we're not getting what we want. We need reassurances that it will change but if not, we're prepared to design a contingency plan and get a refund from Pearson if they don't.

Ms. Hatchett asked what's missing; Ms. Argueta explained that the Spanish literacy has not been up to par. In addition, the Pearson Biliteracy Pathways person is not a fluent Spanish speaker and that's a problem. Pearson person attended a Chery Urow training we had in-house and attempted to implement some of what she learned but it was incorrect.

Pearson also cancelled a training directly with participants when we specifically told them not to do that, that we would share that with staff ourselves as we have contingency plans in place for when that happens.

Ms. Dalrymple added that basic professionalism of presenters was lacking; for example, not having copies made and asking her to do it at 7:45 a.m. for an 8:00 session, eating while presenting, negative disposition, appearance.

Dr. Johnson said she's been disappointed with it all but the straw that broke the camel's back was the cancellation of a session on Friday because they just didn't get the workshop done in time. It was neither professional nor acceptable.

Ms. Dalrymple said the district pretty much told Pearson what the content of the PD workshops should include. She has devised feedback evaluations for teachers based on those sessions but has had to do it last minute because that's when the materials have come to her from Pearson. So it's being done last minute and is very stressful.

Ms. Argueta said they spent 45 minutes with the cancelled group on Friday to soothe any ruffled feathers and make them feel okay as well as going over the material. They felt it was important to do that.

Ms. Johnson asked where at with ACCESS? Ms. Argueta said about 700 kids have exited in the past year, roughly the same as last year. In the move to biliteracy and dual language, we'll want to focus on language growth – want students to have a strong foundation in both English and Spanish. This year, 19 students have earned the seal of biliteracy, indicating proficiency in both languages, which will then be noted on transcripts and their diplomas.

Ms. Hatchett asked if students were English speakers who became fluent in Spanish or vice versa; Ms. Argueta explained they are Spanish speakers who became fluent in English.

Ms. Hatchett confirmed that dual language means every child entering the district is to be fluent in both English and Spanish when they leave the district. Ms. Argueta agreed. Ms. Hatchett said that because this is a predominantly Hispanic district, dual language is a benefit for our English-speaking students.

Ms. Argueta said there's a lot to dual language and would like to discuss more fully at a future curriculum committee meeting; Dr. Johnson said were thinking about focusing on it at the August meeting.

Ms. Hatchett asked with all the curriculum being implemented, is discussing dual language at next month's meeting too soon; Ms. Argueta assured her it's not too soon because the first year is lesson planning and implementation which has already begun.

Ms. Johnson asked how doing with bilingual teachers; Ms. Argueta said there are 19 vacancies; about seven teachers have left the district this year. District brought over 11 Spain recruits – one left for personal reasons in early October. Of the remaining ten, half are returning to Spain due to the tenure policy there, which Ms. Argueta was unaware of.

Ms. Johnson asked if vacancies will be filled; Ms. Argueta said it will be a struggle but the fact that the new contract is in place is good and once dual language is fully implemented, that will be an incentive.

Ms. Hatchett asked about recruiting in Mexico; Ms. Argueta explained that it's very political in Mexico and they require the district to pay for all the visas and paperwork, whereas in Spain they take care of all that. It would behoove us to look at that again if funds allowed since teachers from Mexico are best aligned to our culture, even better than Puerto Rico, although we do have some great teachers that have come from there.

#### **IV. New Business**

Ms. Johnson stated she would still like to see a cost analysis of in-district vs. out-of-district for special education alternative placements. She said is still hearing a lot of complaints from teachers regarding having the DREAMSS kids in the middle schools and disruption of climate and culture. Ms. Bement clarified that Ms. Johnson means how much it costs the district to educate these students in district vs. having them in an outplacement setting.

Ms. Bement then explained that it's an IEP team decision as to where a student's needs can best be met. District must adhere to legal guidelines to ensure the IEP and behavior intervention plan (BIP) are being implemented with fidelity over time. A whole new case study must be completed before a more restrictive environment is considered – number one, because alternative placements require it, but number two, this is one of things cited by ISBE in the systemic complaint we just settled. We have to ensure we are doing all this before moving to a more restrictive environment. The law mandates it. Not trying to be dismissive of teachers' complaints but we have to ensure we're in compliance and following federal law.

Dr. Hoyda asked if a flow chart might be in order to show the steps, the time frame, who all is involved, and the legal standards that must be met. Ms. Bement is very fluent – as she should be – but for those of us who don't deal with this on a daily basis it might be helpful. And as Ms. Johnson asked, what are the costs involved in supporting a student in those particular programs?

Ms. Johnson agreed, saying staff needs to clearly understand the reasoning behind the decisions. There's a lack of communication.

Ms. Hatchett mentioned the bilingual vacancies and the political issues involved in recruiting from Mexico. What would it take? When we look at the cost of going to Spain to get teachers vs. paying for visas for Mexican teachers – what's the cost difference there?

Ms. Argueta said Spain has an embassy that really targets teaching in the U.S. as a cultural experience. Mexico doesn't do that. Mexico has a total of 67 working visas for the whole country for any type of position. Dr. Johnson and I met with a group from Durango at the BKC back in March and they were interested in figuring out how to support this initiative. District can pay for things directly related to recruiting. Ms. Argueta can reach out to her contact at the Mexican embassy in Chicago to continue talks, especially if there is support from the board.

#### **V. Public Comments**

None.

#### **VI. Adjournment**

Meeting adjourned at 6:10 p.m.