

Curriculum Board Meeting Minutes

Meeting Date: November 21, 2016 @5:00 p.m. – SSC

Members:	<u>Attendance</u>			
	Annette Johnson	Yes	<u> x </u>	No
	Kimberly Hatchett	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
	Yolanda Stoval	Yes	<u> x </u>	No
	Dr. Marion Hoyda	Yes	<u> x </u>	No
	Heather Kincaid	Yes	<u> x </u>	No
	Beatrice Reyes Childress	Yes	<u> x </u>	No

High school staff present to support high school course approval: Jennifer Brinkman, Peg Brolley, Lucinda Sanders, Kelly Hill, Marina Kosak, Glynis Keene, Miranda Moses

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

I. Student Mentoring Program

Dr. Johnson introduced Ricky Rodgers, who presented on a student mentoring program. Mr. Rodgers is the executive director of African American Men of Unity, a grassroots organization that serves low-income individuals and families. Started in 1999 with the mission of positive role-modeling and mentoring of disadvantaged youth.

Purpose with D131 is to establish a supportive network among students, parents, school, and the community; foster academic excellence and social growth for student success; introduce programs, services, and resources for students to be able to effectively compete; and explore strategies for enhanced youth and family engagement.

AAMOU would like to partner with D131 to provide:

- Site for short-term suspension
- Peer mediation to resolve student conflict for a safer school environment
- Individual and family engagement workshops
- Mentoring in life skills
- Behavior prevention and intervention services

AAMOU is qualified to provide these services due to the following:

- Access to college educated role models
- Understand the talent required to reach at risk youth
- Seasoned staff combined with over 40 years of experience and understand the nuances, approaches and strategies required

- Understand disconnected youth and their needs
- Can relate to the challenges youth are faced with
- Obtain comprehensive training, which is ongoing
- Undergo criminal background checks

Ms. Hatchett asked when the organization was involved at Simmons and EAHS; Mr. Rodgers explained Mr. Crespo called on them last year due to a mob action. AAMOU was brought in to help intervene and help mitigate the incident. It was done on an informal basis.

Dr. Johnson confirmed that the organization is available for either on-call situations or a contract – either/or. Mr. Rodgers agreed but said a contract is preferable.

Mr. Rodgers explained that the program proposal is called FIRE, a personalized approach to motivate disconnected students to have drive and passion and help them reach that “aha moment.” It’s designed to get students:

- Focused
- Inspired and
- Ready to be
- Engaged

Challenges that many youth face include a lack of motivation; not done crashing, referring to an ongoing crisis; a lack of support; language barriers/lack of understanding; and instruction non-relation, where they don’t see the importance of what’s being presented and how it relates to them personally.

Consequences of not engaging youth:

- Referrals, suspensions & expulsions
- Increased absenteeism
- Truancy
- Students get further behind
- Lost potential
- A broken family
- Systematic failure
- Unsafe school environment
- Classroom disruptions

Long-term consequences can be even more serious, including unemployment, involvement with the criminal justice system, becoming a teen parent, physical and mental health conditions, and family members burdened with care-giving responsibilities.

Students who can benefit from FIRE:

- Freshman and sophomores off the graduation track
- Low income and first generation students
- Students at risk of academic failure, dropping out of school or not attaining the required proficiency score to meet the standard for diploma

- Students with low self-esteem and psychosocial challenges, etc.

The FIRE program engages youth in the following ways:

- Education, Motivation and Empowerment
- Meet Youth Where They Are (academically and socially)
- Build Trusting Relationship
- Encourage Independence
- Provide Opportunities and Access
- Grow With the Youth

Engaging youth results in:

- Teachers getting the support they need
- Minimizing disruptions in the education process
- Increasing teaching time
- Strengthening student confidence
- School becomes a safe haven for learning and future preparation
- Emergence of the next generation of leaders
- Win-win for the district, the student, teachers, and the community

FIRE provides the following activities:

- Proficiency exam preparation
- Expert instruction and testing strategies to boost test scores
- Student centered lessons with complementary mentoring in life skills
- Offer study skills, test taking tips and other workshops focused on real world application
- Individual and group tutoring sessions
- Encouragement, praise and incentives that build self-esteem, self-efficacy, and independence
- College tours and visits to manufacturing industries

FIRE program is based on operant conditioning model formulated by B. F. Skinner which uses behavior modification methods that replace negative habits and attitudes with new, positive responses.

FIRE involves families in the following ways:

- Increase parental involvement will improve the educational success of their child
- Workshops will provide parents with practical approaches and strategies for managing the day to day stresses
- Understanding the student handbook, and being supportive of their child in preparing for graduation, and entering college or workforce
- Mentor parents and help them recognize resources that aid in graduation, and entering college or workforce
- Create home environment conducive to learning

FIRE outcomes and measurements include:

- 100% of students will improve life-skills associated with academic excellence (study habits and test taking and note taking)
- Students will be able to understand the connection between education, careers and salaries
- Students will be able to identify SMART goals and make preparation for reaching them
- Students will be able to identify and access resources necessary for high school graduation
- Students will be able to identify and reduce barriers to academic achievement

Ms. Hatchett asked if the FIRE program is currently being used in other districts; Mr. Rodgers said it's being used in districts 308, 204, and 129. Mr. Rodgers explained that AAMOU has a contract with CIS (Communities in Schools) and come into the schools through the MyTime program.

Ms. Johnson asked if the organization was currently at Cowherd; Mr. Rodgers said they're working on getting there but are not currently.

Ms. Hatchett asked if the focus is only on African American male students; Mr. Rodgers explained that the organization serves all ethnicities. Last year they served 326 youth and of those, 44% were Hispanic, 45% were African American, with the rest being Asian and Caucasian.

Ms. Hatchett asked if a teacher is struggling with a student, how the teacher would go about engaging with the organization; Mr. Rodgers said in other districts, they get referrals from counselors, teachers, and administrators.

Ms. Hatchett stated that anybody can mentor a child but there's something to be said when a child sees someone who looks like them and understands their life experience – it makes a difference.

Ms. Hatchett asked about the district's population of African American children, male/female; what's the graduation rate now, and what other programs do we have in place that will allow students to have a mentor that looks like them or they can relate to.

Mr. Arroyo stated that African American students are treated differently and more African American mentors are needed for boys.

Ms. Strand asked what the program would look like in D131—how many students do you work with, is it a set program after school; Mr. Rodgers said it can be tailored to meet the district's needs whether that be after school, in an alternative setting, or in or outside the classroom. It can also be tailored for groups or individuals.

Ms. Hatchett said she sees working in the alternative program as a reaction; would prefer to be proactive and catch students at the front end. Mr. Rodgers said of course elementary students can benefit as well and they can start there.

Ms. Strand asked from an administrative standpoint, what is the process? Would AAMOU submit a proposal? Dr. Johnson said the information presented can be shared at a principals' meeting to gauge interest and how it might fit with programs currently in place, or alternatively how it might look independently if approved. Dr. Johnson explained that the district does currently have some small mentoring programs in place – believes the largest number of students being served in any one building is about 45. She believes the FIRE program would be very different from what's currently available within the district.

Ms. Strand asked if AAMOU staff is made up of volunteers. Mr. Rodgers explained that they are paid.

Dr. Johnson said district staff can talk to Cowherd, Simmons and the high school to gain some insight into AAMOU's past assistance to help make a decision.

Ms. Johnson asked if AAMOU currently has a proposal into 21st Century; Mr. Rodgers said they do, but just for Cowherd. They would like to bring forward a formal proposal to serve the entire district.

Dr. Johnson and Mr. Rodgers agreed that AAMOU would put together a formal proposal for a district mentoring program; in the meantime, the district will put it in front of the cabinet and principals and get feedback.

II. High School Course Proposals

Dr. Johnson explained the goal of the district is to keep curriculum content green and growing. Course proposals for the 2017-2018 school year tonight include modifications that reflect a change in title, content, credit, or a change in sequence; and include nine new courses, six virtual courses (done entirely online), credit recovery, and one middle school course addition. If approved this evening, then would ask that it move forward for full board approval.

Staffing is not included in these proposals. Just because the course is listed doesn't mean students will take it. We may need to do some PR. Also, existing staff may be able to teach some of these courses or we may have to look outside the district, all of which is handled by building administration.

Dr. Johnson presented a document listing the modifications and additions.

Ms. Strand asked if the district has every offered anything related to photography; Ms. Keene said it had not.

Ms. Hatchett confirmed that the approval of these courses would include the dollar amount listed but not instructors to lead them; Dr. Johnson agreed, saying that the instructors would come with the staffing that the high school sets forth. Once the board approves these courses, students can begin signing up for them, and staffing would follow.

Ms. Strand asked what the minimum number of students required to run a course; Ms. Kosak said 12-15; Dr. Hoyda said it depends. Ms. Strand asked if these new courses are dependent on having the new space at the high school; Ms. Kosak said it would depend on the number of sections that we have and if the class requires special computer applications. Said if there's a need for it they'll make it happen.

Dr. Hoyda asked about the equipment numbers for the digital camera class and the guitar class – does that mean the number of students is limited to the amount of equipment purchased; Dr. Johnson explained that that would be the number of pieces of equipment available but that students wouldn't necessarily all be using it at the same time. Those numbers are simply start up numbers. Dr. Hoyda said she has concerns that limiting the class to say, 18 or 20 students really sets up some other kinds of problems in terms of balancing classes. Dr. Hoyda asked if the percussion class is limited in number of students; Dr. Johnson said no. Dr. Johnson said that if the curriculum board approves it, they can put in a stipulation that every individual student will be able to have use of equipment up to, for example, 25. Dr. Hoyda agreed, saying that keeping a class at 18 or 20 is very difficult.

Students pick their courses in January.

Virtual classes up to now have been somewhat limited so the district is looking to expand offerings to give students more of a choice.

Lastly, looking to add an honors level ELA course at the middle schools.

Ms. Johnson said some of the electives at the middle school are a little dated – has the district looked at upgrading those; Ms. Johnson said next year, all of the district's career and tech courses in phase I of the curriculum renewal cycle, which will include middle school. Hoping to eventually start the coding class being proposed at the high school for next year much earlier, at the middle school level, and maybe

even at some point at the elementary level. In any case, next year we'll be starting the research phase of curriculum renewal for all those areas.

Dr. Hoyda said that doesn't mean we can't make some tweaks in the meantime.

Ms. Hatchett asked why we're calling the supplemental programs "A" and "B"; Ms. Keene explained "A" refers to first semester and "B" refers to second semester.

Ms. Johnson asked if the high school course catalog is designed to give examples of specific courses needed for readiness in particular career; Ms. Keene explained that the pathways information is still in the course catalog – also, each department is adding flow chart sequencing showing both core and an elective to show how this is how students would progress.

Dr. Johnson asked if this discussion indicates curriculum committee approval and permission to bring before the full board; committee agreed.

III. School Enrollments By Building

Ms. Reyes Childress and Ms. Kincaid presented. Ms. Reyes Childress said discussion in gathering data centered on what would be most useful for both the committee and for them as administrators. In cabinet, we've discussed what target class sizes might be at the different grade levels.

Ms. Reyes Childress showed committee a PDF indicating elementary classroom sizes at each school, separated by grade bands, i.e., K-3 and 4th/5th. These were then separated by number of students, i.e., "17 or less" all the way to "31 or more." Data were separated this way for the sake of clarity and brevity for the committee.

Ms. Hatchett asked why so many in a class at the BKC; Ms. Reyes Childress said that all the building's Kindergartens are about the same size. Classes labeled as being "18-25" are in reality closer to 25. Gen ed classrooms are usually smaller than bilingual ones, particularly at the home schools.

4th/5th grades have a spread of "18-27" and "28-30" with the majority falling into the "18-27" group. These numbers do not include special education self-contained numbers – they've been filtered out. Special education has legal parameters put on it so these data only include bilingual and gen ed classrooms. If committee would like to know more about special education class sizes, can bring those data at some future date.

Ms. Johnson said numbers are vastly improved as they used to be around 30 or 31. Ms. Reyes Childress noted district needs to continue to improve as some classrooms have 17 or fewer students.

Ms. Strand noted sometimes class sizes are determined by boundaries – does data like this ever inform whether we look at redistricting? Right now it looks as though most of the smaller classes are at Beaupre; is that because of the districting issue? Ms. Reyes Childress said some of it is that but the existence of the BKC allows for some flexibility in terms of putting fewer Kinder classrooms at a home school and more at the BKC, for example. Additionally, the special education program allows for some flexibility as far as moving around classrooms and how we service students. Bardwell, for example, has no preschool classroom and no special ed self-contained, so we have no wiggle room there.

Classroom data for the middle school were focused on the core areas: ELA, math, science, social studies, and PE. Spread was classrooms with " ≤ 24 ," "25-29," "30-32," and " ≥ 33 ." The fact that some PE classes have more than 33 students is probably something we need to look at but at the same time, some PE classrooms have fewer than 24 students. It's a matter of not only looking at sections, but also how are

we scheduling those sections. Ms. Kincaid noted the numbers for PE do not include health, so the PE classes shown here are ones in which the students are actively participating in PE activities. Ms. Reyes Childress said some flexibility exists with special ed but not as much as at the elementary level.

Ms. Strand asked if at this point, only data are being compiled, not the work of getting classes to a certain size? Ms. Kincaid explained that they've begun discussing some benchmarks for class sizes and have begun some discussions with the middle schools, which are built around teams, so some decisions about small vs. large teams actually drove some class sizes this year. Looking at the master schedule for both the middle schools and the high school will hopefully reframe or reshape some of the class sizes along with having a benchmark. So far, discussions have been "these are our class sizes this year, but what can we do scheduling-wise to bring some of these class sizes down."

Ms. Reyes Childress said they've discussed with building administrators at the last principal meeting about establishing some class size targets; that's the thing: want to have targets but sometimes we're limited in terms of space in buildings or other limitations. We're at the point of beginning to look at staffing.

Ms. Johnson said the middle schools don't have any extra classrooms; Ms. Reyes Childress stated that isn't true as she found two extra classrooms on a visit just recently.

Ms. Reyes Childress then presented EAHS classroom numbers, separated similarly to middle school -- "<24," "25-29," "30-32," and ">33." Ms. Kincaid noted classrooms are separated out as "all classes," "co-taught," and EL (bilingual and sheltered), with the core subject areas of ELA, math, science, social studies, and PE. The majority of co-taught classes fall into the "25-32" range with a few smaller class sizes. Currently there are 73 sections of core supported classes. EL is similar but they do have some legal restrictions on class size.

Ms. Johnson said elementary is doing pretty good.

Ms. Hatchett asked what the next steps are with this data; Ms. Reyes Childress said to work on appropriate staffing in core areas, better utilizing space, and scheduling support at the secondary level. Ms. Kincaid additional training in December and February is scheduled for help in creating a master schedule and rebalancing.

IV. Field Trips

Ms. Stoval presented an update regarding field trips. Some of the rationale for the field trip discussion is as follows:

- bring consistency across the district (forms, policies, procedures, grade level, frequency)
- balancing the need for substitutes for field trips
- preserving instructional time
- ensuring equity so that all students have access to field trips
- align field trips to the curriculum
- connect student achievement to field trips
- establish black-out dates (assessment, sped staffing days, end of quarter)
- establish procedures for students who have special needs (chronic medical issues/handicapped)

The newly created field trip committee met several times in October and November to help devise a strategy and guidelines for district field trips.

All field trips were put on hold for the month of October until committee was able to meet as well as allowing new administrators to have time to get acclimated.

As of now, field trips are back on with the following caveats for 2016-2017:

- All field trip requests must include the purpose of the trip and how it connects to the curriculum
- A field trip checklist (for SPED & medical related concerns) must be submitted to the building administrator prior to field trip approval

In addition, for elementary:

- 1-2 major field trips per grade level
- Ozzie Trip (Reading Incentive)
- SPED-life skills
- Fine Arts Festival (April 6 & 7) practice
- Athletics
- After school, weekend & during breaks (Thanksgiving/winter/spring)
- Overnight field trips must be planned for the weekend or during breaks.
- Field Days

One of the stipulations was to be creative in planning field trips and one of the ways mentioned was to perhaps do field trips on the weekends which would allow more parents to come along. The district would provide the buses but the parents would be chaperoning.

At the middle school, the following, similar criteria:

- 1-2 major field trips per grade level
- Ozzie Trip (Reading Incentive)
- SPED-life skills
- Fine Arts Festival (April 6 & 7) practice
- Athletics
- After school, weekend & during breaks (Thanksgiving/winter/spring)
- Overnight field trips must be planned for the weekend or during breaks.
- Field Days

With elementary and middle, we have been able to do some planning together. The high school is a bit more complicated due to its size and complexity. For the high school:

- Further discussion required
- Grant related
- Sports Fest
- Athletics/Conference Activities
- SPED-life skills
- Overnight field trips must be planned for the weekend or during breaks w/the exception of select ROTC, state athletic competitions, etc.

Ms. Strand asked about elementary, stating in the past, they did outdoor ed which was during the week and overnight. Has that been eliminated? Ms. Stoval said that some schools have already included that in their one to two major field trips for the year. Note that those trips that have already been paid for will go forward so that teachers don't lose their deposits. Next year, however, the guidelines will have to

be followed. Ms. Stoval stated that those guidelines may change a bit based on continued collaboration with teachers.

At the conclusion of the 2016-2017 year, we will have developed the following:

- District-wide field trip process and procedures manual
- District-wide field trip documents
- Guidelines for the 2017-2018 and beyond
- Grade level field trips connected to the curriculum

Additionally, all field trip applications will include information on student achievement data for students recommended to attend a field trip.

Ms. Strand stated that often, students who are not achieving are not allowed to go on field trips – is that going to continue? Ms. Stoval said if a class goes on a field trip, the entire class is going to go. Students should not be excluded.

Dr. Hoyda added that field trips are supposed to be curriculum related so denying students participation is denying access to the curriculum which does not work. The award grants a \$20 transportation fee per pupil per school. What we've found is that some students who couldn't afford the field trip fee, the teachers were paying for them. We want to explore a dollar figure that provides both the cost of the field trip along with transportation.

Ms. Hatchett asked if, after the November 10th meeting, information has flowed out to the teachers regarding what's coming and are they receptive. Ms. Stoval said she's been in communication with the principals only at this point.

V. Kindergarten Report Card Implementation

Dr. Johnson reported that the new Kindergarten report card is now officially in use.

VI. New Business

Dr. Johnson advised that the next curriculum committee meeting will cover the following:

- a) Science Update** – Peg Brolley and Chris Heath will report on how new science resources are being used/implemented within the district. Ms. Hatchett asked about an update on ELA and math; Dr. Johnson said those updates will be coming in January. Ms. Hatchett asked if those content areas were going well now; Dr. Johnson said she believes so, although we having three new adoptions, there are some challenges in terms of everyone having a lot to take in in a short amount of time.

Ms. Hatchett said she is most concerned about math as it was pushed through quickly at the end of last year. She asked if that subject area could be done first. Dr. Johnson agreed, saying staff will update the committee on math in January.

- b) Dual Language Progress** – Ms. Argueta will present updated information.
- c) Assessment Update**

VII. Public Comments

None.

VIII. Adjournment

Meeting adjourned at 6:20 p.m.