CNTA & EDUCATIONAL SERVICES CURRICULUM MEETING: *Minutes*

November 2, 2018 | 1:00 p.m. – 3:00 p.m.| C & I Office

Members in Attendance: *Barbara Wolfinbarger, Angela Thomas, Jennifer DeVries, Jerry Goar, Sarah Ragusa, Christina Rodriguez, Michelle Gardner Lisa Simon, Philip Saxena*
Members Absent: *Kirsten Johnson, Peter Lum*
Guests: *Mike Ilic, Pablo Sanchez, Amanda Ruiz, Meg E'amato*

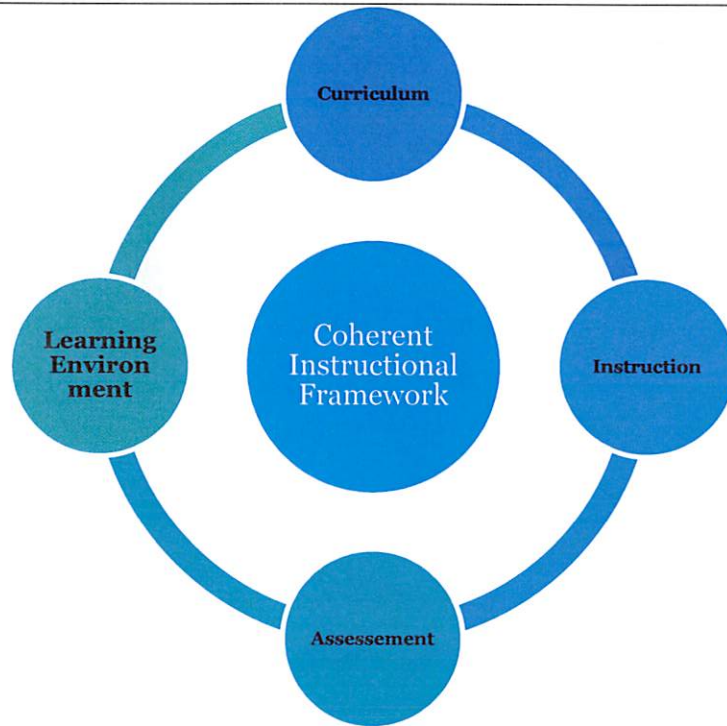| Minutes	Proposed Agenda Items

• **Minutes Review (9/21/18 minutes): No changes**
 	
1. **PBIS by Pablo Sanchez and Mike Ilic-** A document on Ed. Code was distributed to the group for review. Under 48900.5 disciplinary correction was discussed and how it led to the implementation of PBIS, a program recommended by CDE; Under 48911.1 suspensions were discussed and it was clarified as to what is involved and how it should be implemented according to Ed. Code. Expulsion data was also presented. It was noted on the data that expulsions have started to decrease. It was clarified that according to Ed. Code, schools cannot give expulsion for disruption & defiance unless it is completely outrageous; the state indicated that CNUSD is disproportionally expelling students. When litigation is involved, the court pays attention to whether the district is following a process of discipline, if discipline is falling within guidelines/time frames according to Ed. Code, and that there are no Ed. Code violations. It was clarified that expulsions can only be rendered if the student is a danger to his/her school site if they return. A separate meeting will be held with Student Services to discuss the complexities of PBIS, to share more data on suspensions, and to talk about disciplinary timelines.
 	
2. **Update on Report Card Timelines/ Standards Based Grading / Report Cards -**
   1. *Report Cards by Amanda Ruiz-* The option of digital report cards was introduced to the group, which is already built into the Q system. A digital report card is an opt-in or opt-out option for parents and that it would stay in the child's history. This option would make report card delivery timelier for parent conferences and help loosen up the grading timeline. Suggestion: Can there be more space given to give comments? Amanda will be looking into additional comments. The group agreed that the digital timecard option would be very helpful to teachers. Digital report cards will be discussed again at the next meeting.
   2. *Standard Based Grading by Barbara Wolfinbarger-* Update: It was clarified that having a committee for this has not been decided upon and that a timeline needs to be set up. Question: Have standard based pilots been introduced to Corona Ranch? Clarification: C & I	

Dept. is not aware of any pilot and will look into this. Information will be gathered and reported to the group as to which school districts are using standard based grading.

3. **Update on Clicks by Barbara Wolfinbarger**- A document was distributed on Copier Survey Results; the trends were discussed for each school site on their Duplo/Rizzo machines, their copiers and their print shop usage. After conferring with Business Services about the problem, it was confirmed that now schools will be able to buy Duplo machines. Question/Concern: Why did Business stop buying the Duplo/Rizzo machines and who made this decision? The group interchanged information as to what led to this decision. It was clarified that the decision made by the Business Dept. had to do with servicing issues and suppliers no longer providing the machines. It was clarified that any questions can be directed to Peace Aneke in Purchasing Dept.

4. **PE Numbers- Tabled to the next meeting.**

5. **Interventions at Sites** - Question: What is district policy on interventions? Are they suggestions or enforcements? Clarification: No, interventions are not enforcements, but the intervention used is decided based on site needs. It was also clarified that implementation of these interventions in the classroom should be discussed between the teacher and site admin.

6. **EL Services** – Question: What is Ed Code requirements for bilingual supports rendered to EL Students? There is a concern that at some sites bilingual aides are being pulled away from providing support to ELs for other uses. Information/Clarification: The group was informed that in the past Bilingual aides were funded in a way that only allowed them to solely service EL students. Currently these aides are now funded through LCAP and they have more leeway in giving services to other students that need support. It was agreed that information would be gathered from Carlos Flores from the EL Dept.; the group will be informed on classroom requirements, the Ed. Code on the amount of support rendered (minutes) and current CNUSD ratios.

7. **Benchmark Checklists** - Concern: It was mentioned that some site admin are using a literal checklist to verify the usage of Benchmark materials in the classroom and that it is being used as negative evaluation tool. Clarification: C & I has no knowledge of a checklist nor did the department give direction in creating one. This checklist was not a directive from the district office.

8. **Instructional Framework by Philip Saxena**- It was reported that many teachers have expressed a lack of clarity on CNUSD goals. Teachers have expressed that there are many district goals, however they do not know what is expected of them, which priorities to focus on, and how these translate in their classrooms. Philip had the group participate in a diagram for Coherent Instructional Framework.

The group touched on areas of Curriculum, Instruction, Assessment and Learning Environment. The goal of the Instructional Framework is to give teacher clarity in the classroom on district priorities such as literacy and closing the achievement gap. These teachers are being invited so that feedback can be collected. There will also be a PD option available for this subject in the future. Concern: The group expressed the fear of the Instructional Framework as becoming another responsibility placed on the shoulders of teachers.

Questions: How were teachers selected for feedback? What is the end goal and/or what is this framework to achieve? Clarification: The group was informed that the Instructional Framework group consists of teachers throughout the district; they were invited to start conversation on this subject and help solve the issue; this group is composed of teachers from different sites, content areas, and geographic/demographic areas. The hope/goal is to achieve a 'starting point' and to create a guide to help clarify district expectations. After feedback is collected, an informational document will be created as a resource to explain the districts core goals, to clarify how to help kids to reach college and career readiness, and what this looks like in each grade level (HS, Elem, and Intermediate). It was clarified that Coherent Instructional Framework is to be a resource available to teachers, NOT a mandating tool or program. Each school can decide what framework they want to start with as it pertains to the site's needs, however the goal of the guide is to give teachers a resources that outlines what common methods works and clarify district values.

Concern: It was expressed that some site admin may have a different take on what this guide is supposed to be used for and that there is poor leadership at the sites on surveying/meeting the needs of their teachers. Discussion: The group discussed this concern and it was agreed that messaging should be done clearly, with the teachers and admins in the same room. It was suggested that this guide should also address Special Ed Classrooms. The group agreed that making this framework available on Facebook would be wise.

Suggested Meeting Agenda Item – CNTA/ Ed. Services Meeting Collaboration

9. **Math Adoption by Chris Rodriguez-** During the current math adoption, there has been some feedback from teachers involved that there is not enough time to go through all of the textbooks resources and review the material. During the previous adoption process, publishers were invited to present their materials and give a walk through on the materials, allowing teachers to have more context when reviewing materials and to ask questions. This would also help teachers to easily identify which materials will not work and save time. In the current math adoption, teachers are not looking at all the same textbooks, but they are currently being reviewed in groups and are being told to report out their findings. Request: To avoid polarization of instructional strategies, it was requested that the math publishers be brought in to walk thru all the materials. It was also requested that there be time set aside to discuss polarization to the piloting members. It was also requested that in the future there be a facilitator selected that is removed from input in the content area to keep teacher trust. Sara Ragusa agreed to confer with Peter Lum on these request and discuss the possibilities.

10. **Headphones for i-Ready and SBAC-** Request: Group was informed that some schools did not have headphones in time for testing. Can it be messaged to Principals as to what vendor they are encouraged to use and when orders should be put in? Discussion: Information was exchange by the group as to why this issue occurred. It was agreed to message this out to principals. CNTA agreed to investigate the issue and get more precise information on which sites are having this problem.

11. **Next meeting – Tabled to next meeting**