

# O.H.E.A. Executive Committee Meeting

Nov 9, 2016

- I. **Call to order (Please turn off or set cell phones to vibrate)**
- II. **Treasurer's report - Susan**
  - Made the motion to approve: Kirk
  - Seconded the motion to approve: Cheryl
- III. **Correspondence -Jeanna**
  - Holly Asman (COH) - Sympathy
- IV. **Old Business**
  - Negotiations update, group work, meeting dates, surveys, deadline
  - Negotiations moved to Spring.
    - Still plan to make use of our surveys for that time
    - Thank you for your responses
    - If anyone has additional ideas/topics to add ... please send an email to your rep.
  - Athletics supplementals group is meeting soon
  - Supplementals discussion soon to come as well
  - Language Immersion
    - Teacher meetings
    - Attend/watch the video and give feedback
- VII. **New Business -**
  - Calendar for next year posted online.
  - Board minutes discussed from Monday Nov. 7
    - Renewal Levy timeline discussed
  - Language Immersion
    - Impact on current setup
    - Possibilities of rifting ... to make it work
    - To be continued

**Next OHEA Meeting:**  
**December 6th - 4 pm**

**Next Oak Hills Local Board Meetings:**  
**December 5th - 6:30 Delhi**

**Board Development Session:**  
**December 19th - 4:30 District**

- VIII. **Building Information (See next page)**

## November, 2016 Building Information

Cybulski, Upchurch, Brandt, Kessler, Berger, Linenkugel, Malavich

### High School:

- Three non-instructional days within 36 days (Sept 30, Oct 19, Nov 4).
- Possibly combine some of these events with each other... in the future
  - [Limit transitions at the high school is good advice](#)
  - [Will look into options for future plans](#)
- Veterans Day events in the a.m. were great - continue to adjust the afternoon
- Progress reports: Re-evaluate effectiveness (use of time, paper etc.) if online grading system offered
  - [TBD discussed with building admin.](#)

### Middle Schools:

#### BMS (all middle schools are affected by this)

- All 8th grade math and language arts are split into Advanced and Regular. The regular kids take the 8th grade AIR and the advanced takes the 9th grade because they get high school credit.
- Score wise, this means that the advanced kids generally don't show a year's worth of growth because they have skipped a year.
- While this is true in all middle schools, at Bridgetown 4 of the 8 classes are advanced classes, (many kids probably don't qualify as "advanced.") As a result, these teachers are "developing" in test scores.
  - [Looking at how the students enter these classes as 8th graders...](#)
  - [We need to explore our past practice of 'Casting a wide net' to determine if our students are prepared to enroll in the advanced classes.](#)
  - [Dan is leading a group that will investigate this topic further with the ms/ohhs principals and teachers involved](#)
- This causes 2 concerns:
  1. Will these teachers be put on an improvement plan?
    - [Only if you are overall ineffective.... But with evidence to support it ... after eval and coaching and etc.](#)
    - [If put on the plan... valid reasoning to be placed on that plan with support](#)
  2. If scores are used to determine RIFs, these teachers are particularly vulnerable.
    - [County wide group of supts. working on discussion of better system for addressing this](#)
    - [Alliance at the state level and input from stakeholders to take to them and discuss them](#)

### RRMS

- Enrollment - 673
- Interdistrict Transfers
- Special Education
  - 6th grade - 37 IEP/15 504 ... total number of students enrolled: 226
  - 7th grade - 30 IEP/12 504 ... total number of students enrolled: 219 (updated +1)
  - 8th grade - 30 IEP/13 504 ... total number of students enrolled: 229
  - 6 Special Ed. Unit Classrooms
  - 50 total students in unit rooms, does not include homebound or math and reading only students that get unit services....additional 8-10 of these students.
  - All (ED) middle school students in the building as well
    - [Audit to make this all more equitable... facility design, etc.](#)
    - [Will look into numbers and have discussions](#)

### Last month:

Disproportionate enrollment across all 3 middle schools

- ❑ i.e. RRMS has 100+ more than DMS
- ❑ Being addressed currently -
- ❑ Aware of the problem and working on solutions

Better manage interdistrict transfers - will be addressed and improved

Negative Impact:

- ❑ 30+ students in a majority of core classes
- ❑ Overwhelming number of special edu students but use an outdated special edu. service model that does not adequately support our large numbers

### Elementary Schools:

- ❑ Gradecam - Teachers are concerned, frustrated, upset, with the amount of time it is taking to use Gradecam. Teachers feel like they need more training, more time, more tech support (computer won't recognize camera). Teachers are not sure what is happening with the data.
  - Survey teachers in an effort to gather data on what are areas of needed support...admin create and then send out to staff to give them feedback with details /more info.
  - Target the need of who and where...specifics needed... to move forward
  - Data: open and transparent so that they know the data and where it is stored (open to review and discuss)
  - Flowchart made and used to show data
  - As teams get experience with new system we will get feedback and make improvements
  - Each building needs to figure out what works for them!
    - Mtgs to discuss data but also invest time into discussing students at emotional/personal needs too
  - OHEA
    - Ask about mtgs scheduled
    - Whole child ... discussed in data meetings/common assessments/SDQ/etc.
- ❑ Conferences - Teachers expressed frustration with conferences being the same week as Halloween. Teachers would like conferences to be spaced out better, not two nights in the same week.
  - Dates - on calendar
    - Submit and get approved from our group
    - Aligned with quarter and suggested ahead of time in future
- ❑ Support for high needs students - Teachers are concerned about the level of support for students with high needs in the general ed classroom. Students are clustered to work with an educational assistant, but the assistant can't get to everyone. Assistants have been injured by students who are having a difficult time in the classroom (what is the least restrictive environment for each student). Teachers feel like more support is needed so students can be more successful in the general ed classroom.
  - Need training and supports put in place
  - Skills for specific students are not being taught... but instead fully included in gen edu classroom
  - ONGOING ... through our review process...
    - Need data to expose these types of situations ...
    - Will do some exploring of these topics
    - Examine and better understanding of our continuum of services. Develop mutual understanding among teachers and administrators. Identify areas for improvement and make specific plans to address these areas

## General:

- ❑ Gradecam use/training
  - Discussed above
- ❑ Mental Health
  - ❑ Training ?
  - ❑ Demographics are changing
    - Discussion of expand Children's Hospital into other levels
    - Logged hours - billable hours to show data and need for additional support
    - Tara Willig continues to work with counselors, psychs and therapists on identifying at risk students
    - This is still a priority of the district and Children's and looking to continue and expand service models
- ❑ LA and use of Lucy Caulkins in the classroom teacher created -
  - Tool has been developed to support the implementation of writers' workshop in OHLSD
  - The tool was developed by teachers, with the support of Lisa Vahey, to highlight the main components of writers' workshop
  - Main purpose is to define what writing instruction looks like in OHLSD and to guide self-reflection, and conversations with peers and principals
  - Feedback was requested so that it can be brought back to literacy leadership team to discuss and revise
  - The intent is to support teachers and define what it could look like in the classroom
- ❑ Conversation about bell schedule at the middle school
  - ❑ Is this on the table?
  - ❑ Teaming emphasis still here?
  - ❑ Immersion fix
    - Models were developed intentionally to support and fit in with current middle school model
    - Staff can attend any of the 10 building meetings (not own school only)
    - Video tape session and then staff can watch and then complete feedback form
    - Will be anonymous on form for feedback
- ❑ See BMS middle school notes for other middle schools as well