

## Blakely General PTO Meeting minutes 9/18/14

1. Introductions
2. Principal's Report – Reese Ande

Back to school going well. Successful picnic. Portable space to be used for advanced math, science pilot. Diane Bedell teaching the science pilot. First pilot taking place over course of a month, involving 4 lessons, 1 lesson per week. Once every 5 days a class will get 50 minutes of pull out science. Starting pilot with one 3<sup>rd</sup> grade and one 4<sup>th</sup> grade class. District has put other remedies in place for the 50 minutes for the other classes that are not in the pilot. Will be looking at retention over the week between lessons. Next year roll out K-4 whole building.

Q: Class size large in 4<sup>th</sup> grade A: Not preferred to be that high, but it's better than displacing students and having to potentially bus to a different school.

Q: Remodel status. A: Hoping for rebuild rather than remodel. Once board decides to build, potentially on ballot a year from then, so whole process takes several years before actual construction.

Feedback from parents – weekly email from Reese and Kyanne has been very helpful.

3. Guest Speaker: Jeff McCormick, BISD Director of Assessment  
Three roles for district: assessments, HC, Title1/LAP. Coordinating all statewide assessments. Switching MSP to 3-11<sup>th</sup> grade. Coordinating DRA, MAP. Helping people to analyze that, guide instruction in the classroom. Coordinating Title1/LAP program. Title 1 = federal program to provide extra support to struggling students. LAP = state funded program. LAP fund from state must go to students k-4 first, then other students. State mandate starting next year. Some years a school may get LAP funds, some years Title 1 funds. Teacher here is Robin Stahl. Starting next year LAP funds must go into reading. So if currently receiving Title funds for reading those may shift to another building.  
Both provide additional services for struggling students. Based on student performance on tests, and on number of students that qualify for reduced lunch. Money gets allocated to districts based on those formulas.  
The district plan is a sound one, and with qualified instructors. Very high level of growth by students in program.  
Also serves as HC coordinator. Used to be 4-8, now expanded to K-12. Redefines HC education as a basic education for those students. So there is a small amount of funding that comes from state to help with funding. Have hired two highly capable specialists, Carrie Strayer and Juliet Shier. Carrie will be specialist for Blakely.  
Expanded testing to all students last Spring, will be expanding on this year.

Carrie S: Currently working on testing new students who are entering into Kinder. Then plans to work with HC kids to get their ILPs designed, will work with teachers to help implement that plan in the classroom. Will work with teachers to teach them how to differentiate for the HC kids.

Q: How does CogAT work? A: Start with CogAT screening. New families, if child has taken test within last year, can still use that test score.

Q: How is 2e handled? A: Case by case. Very specific guidelines and privacy issues – parents must provide consent. It is possible to do both at the same time, usually runs in parallel. Ex., a student has identified Executive Functioning LD, emotional issues, but also HC. Those needs would be met by special ed plus HC.

Q: How to nominate someone for 2e? A: Existing IEP transfers with student, nothing needs to change. Legal document, and teacher follow the IEP plan. Still have CogAT screener (unless already done) then additional testing, then identification.

Q: Does multidisciplinary committee know if the child has a LD (2e) – can that be taken into consideration or not because of privacy issues? A: Jeff is aware, so he takes that into consideration. For ex, if there is difficulty with timed tests, can have testing accommodations.

Q: Confusion about amount of money spent, how many kids being served. A: Number of students identified = 341 for district. Could rise with new testing. State offers a percentage, but it's not a number that we have to stick to. In our district, the percentage of HC is far higher than other school districts.

Q: What are you doing for HA (High Achieving)? A: Our job as district is to make sure we are serving every single student. If they have disability, LD, not at grade level, Title 1 or LAP – need to differentiate for all of those students. Carrie's job is to help differentiate not just for HC but HA too – want a year of growth for every single student.

Q: Any additional programs in place, such as walk to math? A: Carrie: Every site is different, decisions are site based. Some buildings have walk to math, some math docent – decisions are made by principals. Carrie supports flexible learning structure. Her efforts to support teachers will lift everybody – the teachers will take all the kids in the class that can handle the accelerated material and teach them all, not just HC. The strategies that the teachers have in place will differentiate for all of the students. Reese: Blakely specific: Have had a focus on math, positive results from that work. This year want to differentiate better. Teachers worked as teams all summer K-4 and developed plans for how to differentiate better. This is an exploratory year, trying different ideas. K and 1 – looking at their curriculum, their units,

seeing how they can supplement. Looked for strengths and weaknesses of My Math curriculum. 2<sup>nd</sup>: Trying a walk to math program. New experience to have another teacher involved for the child. Teachers are working together, correcting assessments together. 3<sup>RD</sup>: Also trying walk to math program. Assessing kids, identifying strengths, weaknesses. 4<sup>th</sup> grade: Looking at curriculum unit by unit and misconceptions amongst kids. Will group kids together and give them focused intervention. Writing: Lucy Calkins adopted last year as new curriculum. Shifting as a building from building up math to building up writing – looking at how that curriculum will work. Reading – both homogenous and heterogeneous groups – sometimes reading in a group, sometimes whole class.

Q: HC every year after identification? A: Once in, always in, unless special circumstances. For ex, not good for the child, child overwhelmed, or parents pull them out.

Q: Can parents see test results? A: Yes.

Q: How to nominate? A: Depends on time of year. Testing happens in the spring. Fine to wait until then, unless your child is really zooming ahead and passing by classroom levels, then can have them tested earlier.

Q: If nominate and don't get identified HC in fall, can test again in Spring? A: Yes, can nominate again. Other assessments are also taken into account.

Q: Is HC different between schools? A: Goal is consistency between schools. What Carrie will be doing is same at all elementary schools.

Reese: once in 5<sup>th</sup> grade, there are pathways. Ex, 5<sup>th</sup> grade accelerated math. 6<sup>th</sup> go to 7<sup>th</sup> grade math, even some 5<sup>th</sup> graders go to 7<sup>th</sup> grade math. There are multiple tracks.

Q: Is there differentiation within the higher, accelerated levels of math? A: Figuring out whether to go deeper or accelerate. Impact math has deeper material, so that material may be used. For higher groups there will be more project-based learning to develop learning pathways.

Q: What will be taught in pull out programs? A: Working with kids, using independent investigation method, Sandra Kaplan's depth and complexity icons, content imperative icons. Apply concepts to life in meaningful ways. Smarter Balance test will ask them to explain their thinking. Need to be able to extend concepts to real life, tie in with project-based learning. Goal to have rich deep understanding of what they're supposed to learn in elementary school. Want strong foundation in every concept, not just acceleration. Sometimes find with HC kids they have a lot of breadth, not depth.

Q: How would pullout learning work back in the class? A: Ex, group of kids with strong reading, high comprehension, high fluency. Ready for more advanced model. May not just be HC kids. They would have their novel they are working on. They would take those icons of depth and complexity and work on that novel. Eventually the teachers will be doing the same thing. Carrie will be modeling methods.

Q: There is not an HC child in every class. What's the plan to differentiate for classes that don't have an HC kid and won't get Carrie's modeling? A: Initial focus is on classes with HC. Will spread to others with professional development on Mondays.

Q: When we group the HC kids for pull out, is it just HC? A: Yes, only HC, not HA.

Q: Investigation required to meet ILPs – done as group? Individual? A: Carrie will teach skills. For ex, child has chosen for their ILP that they investigate a greek myth. Decide their project is going to be a power point, or a reader's theater. Could do on their own, or with a partner, or with the whole class. Particular project is up to them. Carrie can advise. She teaches skills, process to get through that project. Skills will be taught with a group. Project-based learning = pull out with Carrie. Just for kids with ILP. In classroom, their reading and math will be grouped with others.

Q: What if child moving quickly, for example finish curriculum by October? A: Will be looked at on a case by case basis.

Q: Kinder identification seems early? A: Not identifying as many, because more will be picked up each year as kids mature cognitively. Can be added each year. Reese: Also look at whole child, develop plan for them when they're ready. Cheryl: Can test again every year. Can test every spring and fall. Judy: need to decide right now if people want to appeal. Have 15 school days to decide. Jeff: Problems with notification of parents of appeals process. If haven't received notification, Jeff will extend on individual assessments.

Q: Parent access to CogAT test? A: No, because test is reused.

Q: 6<sup>th</sup> grade nomination? A: Each spring continuing nomination, can retest. New students can nominate and test in the Fall. Judy: Can assess private school students in the spring of 4<sup>th</sup> grade for accelerated math at Sakai. Jeff: Can still place them into accelerated classes after the fact.

Q: Carrie's availability? A: At Blakely one day a week.

Q: ILPs ready? A: Conferences in October. Working on them end Sept/start Oct. Then pull-out will start. New students will have ILPs shortly after

conferences. MDC (Multidisciplinary Committee) looking at multiple data points – CogAT, MAP, DRA, teacher rating form that looks at academic and social/emotional.

Karin: keep things in perspective. Remember we were just voted best school in the state! Phenomenal teachers.

Carrie: exceptional group of teachers at Blakely. Recommend parent volunteering in the classroom. Eventually can have parent volunteers in pull-out.

Contact for Jeff: [jmccormick@bisd303.org](mailto:jmccormick@bisd303.org)

4. Treasurer's update: April

PTO pays for assemblies, bus transportation (sum) AR program, classroom supply list, teacher magazines, classroom supplies. ST Math. So please come to AUCTION! Auction pays for all of these programs to continue.

This year with funds from the auction we are providing the emergency kits: emergency blankets, ponchos, granola bars. Asking parents to provide underwear and socks. Went to the Fire Dept to get recommendations on what goes in the kits.

Q: Where stored? A: Lee: historically, parents were asked to bring in a package. Problems: administratively difficult for teachers to make sure kits were complete. In emergency, how would teachers get supplies to kids. New plan: teachers have enough emergency supplies and everything they need that they can dole out to each kid when needed. School supplies emergency tents and water. Every teacher will have enough supplies to more than cover every child in the building and any parents that may be present. Michelle: Met with FD, Kitsap County group, T&C to come up with ideal kits, with nut-free high protein bars.

Q: What is PTO paying for in regards to school supplies? A: We are covering the checks that parents had to write above and beyond the published list of school supplies. Historically has ranged from 25 to 45 dollars per child. Covers additional classroom supplies, subscriptions, etc that the teacher needs each year. Comes to \$8500 a year! Because of the successful auction, PTO is able to cover that this year.

April: Volunteer, volunteer, volunteer!

Q: Does PTO run math club? A: PTO helps fund, under PTO umbrella. Lee Muir taking over volunteer efforts. Self-sustaining club – parents pay for their child to be in program that pays for the program itself and teacher salary. PTO helped get it started, but now program takes care of itself. Lee will be sending out email with all the info needed for parents and volunteers.

5. Approved June 5<sup>th</sup> minutes.

6. Enrichment:

Oct 22<sup>nd</sup> Unity Day = anti-bullying day, wear orange.

Oct 21<sup>st</sup> Tap Root = anti-bullying assembly for whole school  
Poet in Residence: Lorraine Ferra, poet, works with kids November  
for 3<sup>rd</sup> and 4<sup>th</sup> grade. Spring for 1<sup>st</sup> and 2<sup>nd</sup>.

7. Volunteer Update: Lee Muir

Now have online signup for general volunteers. Kyanne will send an announcement out, and Dani will put on the PTO website. General volunteers will be first list that Lee calls for help. We have 32 events that we need help for, including health screens, picture day, etc. This year everyone is required to fill out a volunteer background check form. It is good for two years. If you filled out a form last year it is still good for another year. Only one form per parent, good for every school. Only required if working with children.

Also require volunteer training this year. Training Oct 2<sup>nd</sup> – 9am at Blakely. Also an online option for training. Reese prefers in person training.

(Had to leave early, April took minutes for remainder of meeting.)