

September 26, 2019

ESA Committee meeting- 5:30-6:30 PM

Present: Karen Oakes, Naomi Ryfun, Dawn Cooley, Julie Woolson, Mike Hale, Meredith Furlong, Rick Algie, Kristina Brouse, Jesse Williams, Kristin Moses, Joe Olsen, Hanna Weigel, Jamie Eipp, Heather Stone

Naomi Ryfun- volunteered to be chair

Kristin Moses- volunteered to take minutes

Purpose: Provide guidance on things that are important to the community- this one is academically focused. Committee does not make decisions, but recommendations

- Naomi- Character Ed at HS- Positivity Project. Its 7-12. It is an extension of PBIS.
- Joe- Mike Smith created a beautiful mural. Pos Project - its in works based 24 character strengths, character ed on steroids, Last spring, all staff took survey that showed all the character strengths. All students are taking the same survey. A plan to start talking about their strengths and make connections with one another.
 - Edgenuity- started today. Credit recovery program, overseen by teacher of record, for those kids who may not have passed Regents. Students can log in school or home to complete coursework at their own pace and earn that coursework at their own pace. Rolling out to teachers soon.
 - Eric- Cool safety net what we can throw across finish line. Once you're credit deficient- a sense of hopelessness and inability to recover or don't have structures
 - Rick- 9th grade- failed 2 classes, didn't go to summer school, now with small school- put in same class,,, trying to get kids math credits as juniors. Videos of teachers doing instruction different from Grad Point which is slides
 - Joe- Academic Advisement period every first period to give kids the opportunity to get credits as well as extra support in areas of need
 - Hannah- to use as accruing credits or recovery?
 - Eric- Its both but we are using it as recovery
 - Naomi- it can also be used as tutoring
 - Rick- help kids who have been transient and can catch them up
 - Eric- this helps those kids who have to take Regents in June w/o remediation
 - Naomi- nothing replaces an actual teacher
- Naomi- saw team to use AIMSWEB to get data, and get immediate results and form intervention groups based on data
 - Eric- it helps because its being used region- wide to be able to compare apples to apples
- Oswego County Literacy Initiative- 1st in NYS that we are doing regionally we are doing
- Naomi- any other instructional things to add
- Julie- New phonics program- Heggerty, trying to be consistent across grade level and doing the same thing. It's been a challenge, but will be worth it.
 - Karen- how does this fit in with OCLII
 - Julie- DIBELS and Heggerty are similar. We are using Heggerty and some are using DIBELS county-wide.

- Eric- Reading League folds are sending accolades about our elementary school
- Julie- These folks are researched-based and scientific based on what the brain needs to learn to read- it changes your perspective. Reading league teaches all teachers the fundamentals of reading
- Eric- the switch can be difficult for those who have to change how you're doing
- Hanna- A positive- its similar to Reading First from year and year ago
- Karen- interesting how this bears fruit- nice that there is continuity across the county with programs
- Eric- the challenge is that the kids are transient Julie- the whole writing process...if they don't know letter-they don't know the words, don't words- don't know phrases, don't know phrases- don't know sentences, don't know sentences- don't know paragraphs
- Meredith-Tom Olsen and I were trained in TCIS. Support and teach. When students have a behavior that results in office- teachers can support. If kids have a pattern of behavior- self regulation or violence- replace with something more functional. Both HS &ES are working on processes so we can support, teach, and create more behaviors.
 - Kristin-TCIS- is a shift, how pain-based behavior can be managed and de-escalated in the classroom to have the children maximize classroom learning time. Classroom removal should be last resort. To have techniques and interventions to help kids calm and de-escalate all while still hearing the instruction is huge. It helps the staff understand what has happened to that child and how to support them rather than punitive and removal of child who is just reacting to trauma and exhibiting pain-based behaviors.
- EK- Handle with Care program. TCIS, restorative practices, relationships, connecting with kids, power struggles, de-escalation- partnerships with Sheriff and county will communicate directly with schools. If something happens in a family (crisis involving police that would significantly impact children), schools will be notified and crisis teams will be mobilized to be able to help prevent a bigger crisis- lets us be proactive rather than reactive....Unique opportunity
 - Red flag law- if you became aware that you aware worried about someone's safety and that there are firearms in the home, reports come from faculty funnel up to Eric and a direct point of contact of Greg (DA's office)
 - County supports for adults as well, it's a whole other process that
 - Hannah- is there something going out to staff to communicate the process?
 - Eric- yes, I will get something out
- NR-Tamara Lipke focus is Rtl at HS and data analysis and PLC's. Using data protocols so we are doing things consistently
 - Joe- at next faculty meeting- we are going to introduce PLC's to faculty in HS.
 - Julie- Not academic, but can help kids in so many ways. Our dental people are ready to go. The kids are excited to go into there-

Hot button questions-

- RA- Common App- every kid is good for a fee waiver this year, but that being said, College Board did not give us unlimited. I begged and asked.. question- how do we nominate kids for scholarships, we need free & reduced scholarships,
 - EK- we can use previous data, its not washed away.
 - EK- just because you're a SCEP lunch,SCEP still requires the lunch=
 - Medicaid can give them a code.
 - NR- a question- SCEP schools are only required to direct certify once or twice a year, but NYS asks for 4x re-cert... we need to track that for
 - Rick can get that info-
 - Rick- if a kids qualifies for anything.... Can I give the kid on
 - We need the data for SAT's...
 - NR- if you have a student who isn't already qualified, you can have a family fill out a form.
 - Kristin-Over time- families will be more reluctant to self-identify as F & RL
- Joe- AP classes are low in numbers, but they don't always guarantee college credit, a conversation about what is best for our kids and should we get a college level classes and that if you get a 75 or more... you get credit
 - EK- dual enrollment- can work all year to do well, AP- measures one day,
 - Colleges want to see rigor... does an APW kid have the same shot as a Westhill kid because we don't have AP courses.. its an equity issue
- Julie- I would like to have therapy dogs..... a lot of other districts
 - NR- Brenda Jenkins- would love to come in and talk to her about
 - Julie- I'm really serious about therapy dogs.
 - EK- legally- people have a right to bring a therapy dogs.
 - Hannah- it would be a policy....
 - Karen-SU new wellness center has a therapy dogs
 - Julie-Staff member owns the dog....so school doesn't have any "responsibility"
- Karen- interest on hearing the 3-8 test scores as they are coming in
- Joe- Regents scores (experiment where we offered Regents in January a June and see if what we are doing next.
- JW- we can't compare CBT data, there were a lot of tech debacles.
- EK- depending on class or course about how successful the January/June Regents are offered. Good to look at how we do across the state, not just Oswego.
- NR- we can check off Citi Boces and compare across counties
- EK- If people have ideas that they want to see.....let us know
- Coolest data- the performance of some of our special ed students, a testament to our incredible teachers.
- EK- how the cohorts work in terms of the factor that go into that number... and what district are held to account on that schools are held to...
 - NR- Cohort- in training Sue Thorpe (registrar) we looked at reporting rules, and what cohort is this student in? Which cohort are you talking about- not just based on 9th grade entry.... I would like to what factors add to our accountability rating
 - EK- Now there are 4, 5, & 6 year cohorts, state acknowledged that not everyone can do it in 4 years....With Edgenuity- another club in our bag.

- Discipline data – especially disabilities, keeping track of data regarding restorative strategies vs. punitive....
- EK- not giving a full value for the kid who has CDOS diploma,
- NR- data reporting- who is looking at reports, responsibilities and process should tighten up....
Will meet every month
- Joe- work on grading committee...
- Mike Hale- I'm glad that this academic committee has the most people at it, but we should have more
- I know we have established a 5:30 start time, if we can move it closer to earlier in the day so more teachers can attend
- Karen- one challenge- get to set schedule of committee meeting times "elicit a strong commitment to attendance." We had to set a specific time and stick to it- this is one of our challenges, if we people want, we can bring it back to board and swap..."
- Hannah- getting an agenda out would be helpful for those who are excited about certain topics