

Minutes of Education Committee Of February 20, 2013

The Board of Education Harlem Consolidated School District

An Education Committee meeting of the Board of Education of Harlem Consolidated School District was held Wednesday, February 20, 2013, beginning at 6:00 p.m. in the Harlem Administration Center, 8605 North Second Street, Machesney Park, IL 61115.

1. Call to Order by Heather Kelley at 6:01 p.m.
2. Roll Call:
Heather Kelley, Barb Browning, Evelyn Meeks, Terrell Yarbrough, Shane Caiola, John Cusimano, Michelle Erb, Kris Arduino, George Russell, Julie Morris (quorum)

Others: Kathy Geyer, Board member

3. **Motion to approve Agenda**
1st Cusimano 2nd Browning
All voted aye.
Motion carried
4. **Motion to Approve Minutes of January 23, 2013**
1st Erb 2nd Browning
All voted aye.
Motion carried
5. Comments from the Community
none
6. 2013-2014 Program Review – Dr. Barb Browning, Assistant Superintendent for Curriculum & Instruction
 - A. ELL/Bilingual Programming – Michelle Erb, Director of Curriculum and Walter James, Rock Cut Elementary Principal presented the programming proposals for the ELL/Bilingual Programs for the District, noting that the District hired Vazquez Consulting to review the District’s current program to ensure compliance with law, and from that review, Vazquez Consulting developed a plan for Harlem.

Current programming includes 5 elementary ELL teachers (Parker, Loves Park, Maple, Marquette, Olson and Windsor Schools); 1 Middle School Bilingual/ELL teacher, 1 High School ELL teacher, and 4 paraeducator positions at the elementary level.

The District's ELL students total 257, of which 164 are Spanish speaking.

If there are twenty (20) or more students who speak the same language in the same school you must offer a Transitional Bilingual Program where part of the instruction must be in the native language (Rock Cut and Harlem Middle School). Language Arts must be taught in the native language next year.

If there are less than twenty (20) students who speak the same language in the same building you must offer Transitional Program Instruction – programming at all other buildings. Parker Center is close to requiring the TBE in Spanish at this time.

In order to identify students for ELL/Bilingual:

- A Home Language Survey will be added to the registration forms for each household to fill out
- Procedures will be created to ensure all ELL students are identified and tested;
- All ELL paperwork will be maintained in the student permanent file at each school.

Next year program structure will include Parker and 3 Elementary Buildings, Rock Cut partnering with Windsor, Maple partnering with Marquette, and Loves Park partnering with Olson Park as the elementary sites. Harlem Middle School and Harlem High School will also have programming. All ELL 1st graders and new ELL students must attend one of the 3 buildings to receive services.

ELL will be phased out at the partner schools – one grade per year

Staffing:

Eliminate the 4 ELL paraeducator positions;

1 Bilingual teacher – Spanish FTE at Parker Center;

2 FTE at Rock Cut, Maple and Loves Park with one being bilingual – Spanish preferably both;

1 Bilingual – Spanish FTE at Harlem Middle School;

1 FTE at Harlem High School Campuses – preferably bilingual – Spanish; and

An ELL/Bilingual Administrator must be appointed by July 1, 2014 to supervise the program.

Instruction and Assessment:

The District must teach Spanish Language Arts next year aligned to our English Language Arts Curriculum at the three elementary buildings and Harlem Middle School

Classroom teachers will collaborate with Bilingual/ELL teacher to ensure grade is reflect of what was learned; Professional Development will be offered to all teachers working with ELL students with a focus on buildings with programs and encouragement for general education teachers to obtain their English as a Second Language (ESL) endorsement.

Note: Currently Ralston and Machesney do not receive services but are being monitored

Partnering schools will be made based upon transportation efficiency as a final partner and the partnering mentioned above is merely suggested partnering of schools until those transportation services have been ascertained. Financially the District will save approximately \$7,000 with the Vazquez proposal for Harlem that has been presented.

Classroom teachers will collaborate with the Bilingual/ELL teacher to ensure grade is reflection of what is actually learned and professional development will be given to all teachers working with ELL students.

B. Maple Modified Calendar – Becky Girard, Maple Elementary Principal & Dr. Barb Browning, Assistant Superintendent for Curriculum & Instruction

Background:

The Maple Modified calendar was implemented in 2001-2002 as a pilot program to attempt to reduce the amount of summer learning loss students were experiencing as a result of being out of school from June to August. At that time one of the things that would be considered in further adopting for other schools would be whether or not the modified calendar increased student achievement. In review, Maple was compared to Loves Park and Windsor schools as they are similar in demographics with the exception of the mobility rate which differed.

Factors considered:

Student ISAT scores over three years

Average class sizes

Student transfers in and out

Discipline Data

Student Attendance

Survey Data (Parents and Staff)

And Research

Student Performance on ISAT

Maple houses the CARE program at 4th, 5th and 6th grades

(Students are selected for this program if they are on or more grade levels behind academically)

Math ISAT scores reflect that each school is close for all three years when CARE is taken out of the equation for Maple.

ISAT Reading scores hold true along the same lines as Math ISAT scores as all three schools are similar.

Average Class sizes not including CARE at Maple reflect that Maple is lower than the other two schools by a significant amount. This is mostly due to in-district transfers out of the calendar at Maple. Parents do not request transferring in very often. Some of the issues parents have noted are difficulties with daycare as their reasons for wanting the traditional calendar.

Discipline Data

Level 2 offenses show Maple in 2010 at the same percentage with Windsor, and in 2011 Maple was the same as Loves Park. In 2012 Maple really is in the

middle of the other two schools. This proves there are not significantly less referrals at Maple due to the modified calendar.

Dr. Browning noted that several teachers noted that because the students were given a break each year it may have improved the discipline referrals but there was no substantive information to support this.

Student Attendance Data shows that all three elementary schools are within 1% of each other and all above the District average attendance rate.

Dr. Morris noted because of the way we were allowed to calculate state aid using August as a calculation month we did make money on the Maple Calendar but this is no longer occurring.

Survey data was reviewed noting that 78% of teachers feel that the modified calendar positively impacts students' academic success yet the data does not reflect an increase for Maple in academic achievement. The parent survey revealed that those who chose not to send their children to Maple did so because of the calendar and there were issues finding daycare.

Dr. Browning noted that there is some revenue coming into the District due to intersession fees but in a small amount. The costs far outweigh that revenue with specialists not being able to share a Maple Calendar with a traditional calendar so substitutes are necessary.

In summary, there is no data that shows achievement, attendance or discipline referrals are impacted positive by the modified calendar. There is additional cost to have the calendar and there are professional development challenges with two different calendars district-wide. It was noted that Maple teachers feel that they are left out of the District teaching staff in the area professional development due to the calendar.

The administrative recommendation is that Maple Elementary School calendar be aligned with the other District schools for the 2013-2014 school year.

Mr. Russell noted that he appreciates the people that have taken the time to answer his questions and meet with him to gain more knowledge of the Maple Modified Calendar. He noted from his own personal perspective this may be something to reconsider in the future but at this time he cannot argue with the data that has been accumulated. He thanked everyone for their patience and cooperation.

C. Restructuring of Stakeholder Engagement Department – Cathy Martin, Director of Stakeholder Engagement

Dr. Morris noted that reorganization of the Stakeholder Engagement Department is contained in the 2013-2014 Program Change Recommendations. Building liaisons are now included and there will be training for these community liaisons. Mrs. Martin noted that advanced training will be offered on the Harlem web page features and maintenance as well as social media, communication techniques, policies and effective communication strategies and customer service strategies will be targeted. The liaisons will be used as the conduit between the schools and the Stakeholder Engagement Department to get news out within the District

and to parents. They will work with staff on web features and classroom features. Mrs. Martin noted that the District is specifically looking for people that are very familiar and comfortable with technology and like writing. Mrs. Kelley noted that one of the goals needs to be reaching parents that have been difficult to reach.

D. Other questions? none

7. Summer School

Presenter: Michele Erb, Director of Curriculum

Ms. Erb noted that we are looking at restructuring summer school for this summer in order to provide more services that would better support students. She noted that the District has made changes in the past year but still needs to improve upon summer school so we are looking at having summer school more theme-based for elementary students, integrating reading and math into the themes. The goal would be to start developing the themes this spring. Parker and Olson Park need to offer tutoring services as they are not Title I buildings. The Extended School Program (ESY) would still be offered at Windsor for students with disabilities. 6th grade students who attend Transition Summer School will again be at the middle school. Math, reading and writing will be the focus. 7th and 8th grade students who did not pass at least 5 of 7 classes will need to attend summer school in order to be promoted. Summer school will continue to use the model for would have the same three focuses by making these more activity based. At the high school we implemented credit recovery last year which was very successful and will continue next summer. Several students earned credits this was using Plato which is now Edmentum. This will be used for instruction when student enrollment is too low to fill a class. The high school will use pre and post tests to determine student progress. Summer school classes will be held at the ninth grade campus with the exception of driver's education which will be held at the main campus. Ms. Erb noted that summer school will need to start around June 12 because school starts next year one week earlier. One of the things we need to consider is the rollover and getting grades in so that students have the opportunity to keep their graduate status.

Dr. Browning noted that the District summer school calendar is similar to last year with a little earlier start for elementary schools. This will be placed on the February 25 board agenda for approval.

Summer school dates are as follows:

High School dates: June 10-June 27 (Semester 1) July 1-July 19 (Semester 2)

Middle School dates: June 10-July 12

Elementary School dates and ESY: June 10-July 11

8. Website software update – John Cusimano, Middle School Principal, Paul Cizek, Technology Director and Cathy Martin, Director of Stakeholder Engagement presented the update.

Mr. Cusimano and Mrs. Martin noted that the goal is to keep parents better informed through the use of electronic communications.

Mr. Cusimano noted that School Center is not the most user-friendly with many websites being “under construction”. We have been researching other types of

products. This was also noted in the Communications Audit. Mrs. Martin noted that we pulled together everything regarding our current website, including focus groups that were used for the Communications Audit. She noted that there was a review of information, as well as a straw poll at registration in the Fall 2012. Approximately 1,060 people polled reflect that 96% of students have computer access at home. We now know what people want to see electronically as reflected in the survey information.

In summary, School Center is not up to date, and two groups of IT staff and educators considered options and products for the District. Three companies presented solutions and onsite visits were completed by the Tech Department and committee for those products.

The recommendation is to contract for the program called Edline from Blackboard Engage, which is at a cost contained within the current technology budget for one year at \$6,637. Subsequent years will cost \$5,249 per year. This will also include unlimited storage. This would also be E-rate eligible while the current program is not as it is in house. These figures are based on 93% eligibility for E-rate. Professional development would be a cost in addition to this.

Mrs. Geyer noted that we need to make sure it has a search engine.

The next steps will be to develop an implementation plan and timeline and have the new website up and running by Fall 2013. This will be placed on the 2-25-13 Board agenda for approval.

9. Next Meeting Date: Wednesday, March 13, 2013, at 6:00 p.m.

10. Adjournment

Motion to adjourn

1st Cusimano 2nd Browning

All voted aye

Motion carried.

The meeting adjourned at 7:16 p.m.

Respectfully submitted,

Kris Arduino

Kris Arduino,
Recording Secretary