



ROCHESTER COMMUNITY SCHOOLS

501 West University Drive, Rochester, Michigan

BOARD OF EDUCATION WORK SESSION

January 27, 2020 at 7:00 PM ~ McGregor Elementary

MINUTES

Call to Order

A Work Session, open to the public, of the Board of Education for Rochester Community Schools, was held on Monday, January 27, 2020, at McGregor Elementary School. Vice President Kevin Beers called the meeting to order at 7:03 p.m.

Roll Call

Members Present: Kevin Beers, Michelle Bueltel, Mike Zabat, Barb Anness, Andrea Walker-Leidy and Scott Muska

Members Absent: Kristin Bull, with notice

Others Present: Dr. Shaner, Debi Fragomeni, Lori Grein, Carrie Lawler, Cory Heitsch, Concetta Lewis, Matt McDaniel, Cindy Lindner, Karen Gelardi, Robin Carter, Doug Hill, and approximately five visitors.

Communications

A. Secretary of the Board of Education

Michelle Bueltel shared three communications have been received: Sally Anglim regarding the attendance incentive; Lorajo Beccari regarding the attendance incentive; and Erin White regarding the Beaumont Health Club.

B. Citizens Requesting Placement on the Agenda

None at this time.

C. Members of the Board of Education

Barb Anness received an email from Carol Finkelstein, OSCBA, about an updated list of board members.

Work Session

Dr. Shaner introduced the items that were going to be covered in the work session. Debi Fragomeni reminded the Board of the Strategic Plan kickoff event coming up on February 8, 2020. In advance of this

work session, Kevin Beers made a thoughtful suggesting of providing a ThoughtExchange tool to use during the work session in order for the Board to share thoughts. The thoughts shared will help guide conversations and work sessions going forward. The single question being asked in the ThoughtExchange was *"As you listen to an overview of four essential areas of the RCS educational program, what ideas/themes will be important to address in the next strategic plan?"* A complete summary of this ThoughtExchange is attached to these Minutes.

A. Student Academic Achievement

Carrie Lawler provided an overview of coherence and how student success relates to student well-being.

Cory Heitch explained the various tests given at each level. Cory also presented the RCS Student Achievement Data where the following information on reading and math (grades 3, 5 and 7) was discussed: performance and growth by school; M-STEP mathematics and ELA comparison to Oakland Schools and the state; PA 306 (Michigan's 3rd grade reading bill); overall M-STEP achievement and expenditures. Carrie Lawler went on to present grades 8, 9 and 10 PSAT results in EBRW, Math and total overall; 11th grade SAT total mean comparison; 11th grade EBRW and Math college readiness benchmarks; and AP exams data.

Board discussion included: the 3rd grade reading bill; retention; and SAT state vs. national ranking comparison.

Debi Fragomeni asked the Board to take a few moments to share their thoughts via ThoughtExchange tool.

B. Course Changes

Karen Gelardi presented on RCS' instructional practices. Topics of discussion included: the Michigan Continuous Improvement Process (MICIP) developed by the Michigan Department of Education, which is intended to provide support for the whole child; and explanation of Multi-Tier System of Supports (MTSS).

Carrie Lawler presented on new courses (Robotics, Educational Careers and American Sign Language – level 3) and program restructuring (changing high school block science to two courses and combining ELA 6 and Advanced ELA 6).

Board discussion included: MICIP and how social emotional learning affects student achievement; improvement plans; and discussion of MTSS.

A second opportunity to add to the ThoughtExchange was provided.

C. SEL Task Force

Dr. Shaner, Carrie Lawler and Cory Heitsch presented RCS' SEL journey: our commitment to care; creation of the social-emotional task force; the various programs the District offers for SEL; benchmarks; partnership with Shenandoah Chehalo and the Center for Trauma Resilient Communities; long-term goals and beliefs.

Board discussion included definition of trauma and making connections with students.

D. Diversity & Inclusion Update

Robin Carter presented components of the RCS Cultural Proficiency Plan which included: administration training; teacher training; parent diversity & inclusion network; MLK celebrations; student diversity training; social justice projects for staff and students; and our partnership with Equal Opportunity Schools.

Board discussion included how (and which) training is determined and thanked those who presented at tonight's informative work session and shared their appreciation.

Additional Business

A. Citizens Present at the Meeting

None

B. Members of the Administration

Dr. Shaner thanked Dave Pontzious for hosting the work session at McGregor and to the entire Transitional Kindergarten team for their informative update.

Debi Fragomeni thanked the team for their investment in the continued work outlined during the work session.

C. Members of the Board of Education

During a break, Board Vice President Kevin Beers and Dr. Shaner heard comments from students Leah Raymond and Kiera Raymond about some curriculum changes.

Michelle attended the OCSBA meeting and presented a token of thanks from the OCSBA.

Mike applauds the work that was outlined in tonight's work session and that the board believes in and supports the work.

Andrea shared the positive feedback from a parent.

Announcements

Upcoming RCS Events:

January 28 - Board of Education Closed Meeting, Meadow Brook Elementary, 5:30 p.m.

February 7 - Half-day for K-5 Students; pm PD

February 8 - Board Retreat, Rochester High School, 12 p.m.

February 10 - Board of Education Regular Meeting, Administration Building, 7 p.m.

Adjournment

A motion was made to adjourn the meeting at 9:44 p.m.

Moved by:

Seconded by:

Vote: 6-0

Respectfully submitted:

Christina Whitmore
Recording Secretary

Approved by:



Andrea Walker Leidy
Acting Secretary, Board of Education

Rochester Community School District

As you listen to an overview of four essential areas of the RCS educational program, what ideas/themes will be important to address in the next strategic plan?



Q1 As you listen to an overview of four essential areas of the RCS educational program, what ideas/themes will be important to address in the next strategic plan?

What value do we set on standardized tests when they are not predictors of success yet things like high SAT scores are still valued by universities?

3.5  (5 )
Ranked #1 of 2




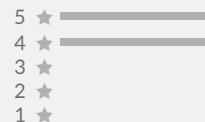
How do our 3rd grade teachers feel about retention? They are on the front lines daily

3.0  (5 )
Ranked #2 of 2





"Diversity helps students learn from each other!" So true

3.4  (2 )
Not enough ratings to rank





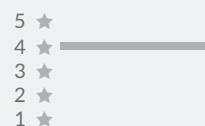
A lot of kids get their attitude toward math from their parents. They hear their parents say "I'm not good at math" and they model that. Need parents to just be quiet

2.9  (3 )
Not enough ratings to rank





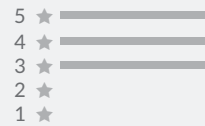
Achievement can and has been measured, happiness is difficult to measure. How will success be measured if achievement slips as happiness increases? People think RCS is primarily because of its high achievement. How do we show happiness along with achievement?

3.2  (1 )
Not enough ratings to rank





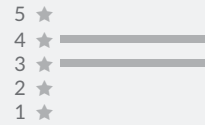
Adding new courses. Staying "in the know" for instructional areas that are needed (by society) and wanted (by the students) How often are students surveyed on where their passions/interests are for learning?

3.4  (3 )
Not enough ratings to rank




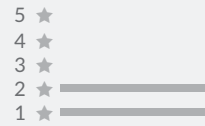
Are students 'pinned' or separated into these tiers visibly? Is there an impact on their personal confidence when they are viewed as high risk. Can risk mean academic or social/emotional?

3.1  (2 )
Not enough ratings to rank





As a GenX person I would normally be against the naming convention / class stuff for 6th graders. However, I love this. Meritocracy is a result of yo your productivity not the name/title of a class. Love this!

2.6  (2 )
Not enough ratings to rank





Continued...."Does retention offer a child the intervention one needs to move the needle;; and at the same time does the retention journey do more ha harm than good.

3.0  (3 )
Not enough ratings to rank





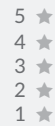
Continuing to meet our students where they are in their academics yet continuing to look at the data to inform instruction in the areas of most need. How can we differentiate in new ways that lift all learners?

3.4  (4 )
Not enough ratings to rank





Creating partnerships for SEL, careers, Diversity, Equity and Inclusion, etc with corporations and other organizations to really put Community into RCS

0.0  (0 )
Not enough ratings to rank




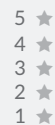
Education careers is great too. allows kids to experience the "teach it once learn it twice" as a learner.

3.0  (2 )
Not enough ratings to rank




Equity/belonging needs to be at the center of any strategic plan

0.0  (0 )
Not enough ratings to rank



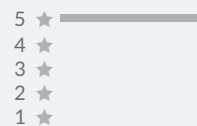
First off, this is just one more piece of social proof our districts is something to be proud of. One of the things that stuck out to me for further contemplation is the "moral imperative", as bob so well put it, around retaining vs not retaining. The key question again being "Does retention off

3.0  (3 )
Not enough ratings to rank



For most people, there is a give and take between high achievement and mental health or emotional wellness. The approach shows we value both achievement and wellness (happiness) equally. Does the community agree?

3.3  (1 )
Not enough ratings to rank



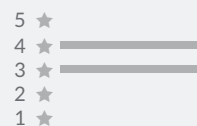
Funding for media center books at all levels to be able to accommodate books needed at all levels for our new instruction

2.6  (2 )
Not enough ratings to rank




How are we benefiting advanced students by creating a diverse learning environment with 6th grade learning and other learning areas. Does mainstream equal balance and diversity?

3.1  (2 )
Not enough ratings to rank




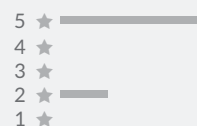
How do we address all students needs, not just those struggling to meet grade level work but also those who are advanced in one or more subjects?

3.0  (2 )
Not enough ratings to rank





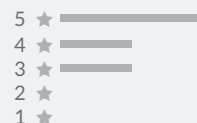
How do we continue to challenge students with curriculum and prepare them for college while also working on SEL? Both are necessary for future success.

3.6  (4 )
Not enough ratings to rank



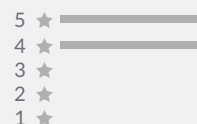
How do we create equity within the state and federal guidelines? Retention/exemption, etc....how does this effect RCS students and their overall learning growth.

3.6  (4 )
Not enough ratings to rank



How do we help students become not only college ready but also career ready? Options for new classes or ability to work skills into current courses

3.4  (2 )
Not enough ratings to rank



How does the 3 tier system of support work with students with 504 and iep?

2.7  (2 )
Not enough ratings to rank




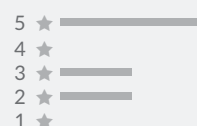
How will SEL be incorporated into all grades and courses?

0.0  (0 )
Not enough ratings to rank



How will Teacher's College effect our student 3rd grade readiness in 2, 3, 4 years? How can we insure that those '16' or '5' students not meeting reading level are still moving forward with learning growth and literacy?

3.3  (4 )
Not enough ratings to rank



I am impressed by how many teachers volunteered for the Homegrown Institute It speaks to our teachers' dedication to their craft and their students

3.0  (2 )
Not enough ratings to rank



I think taking the tiered classes away is great. There will be push back from some in the community, but I think this is the right way to go.

3.0  (2 )
Not enough ratings to rank




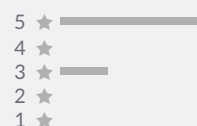
If a student has Dyslexia and has trouble reading as a result, how would we know that? How is it diagnosed? I don't think it's easy to find out if a child has Dyslexia. Sometimes takes years to figure it out.

2.7  (2 )
Not enough ratings to rank



It seems like with all of our literacy interventions in RCS, we may be more effective for kids than the retention legislation calls for. The intervention strategies are very consistent with SEL.

3.7  (4 )
Not enough ratings to rank





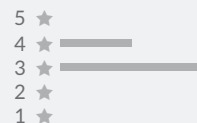
It's great that the expectation is that kids in the MTSS are expected to be there only temporarily. More focused instruction meant to catch the student up and get them back in the main stream.

3.0  (2 )
Not enough ratings to rank



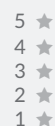
Need to create a library of resources that parents/community can check-out to learn more about what and why we are doing some of the things we do

3.1  (3 )
Not enough ratings to rank





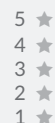
RCS has the Michigan Teacher of the Year. Might she be interested in teaching the Educational Careers course? How cool would THAT be?

0.0  (0 )
Not enough ratings to rank



Robin is talking about data driving curriculum for her event. Doesn't that sound like a good classroom teacher using scaffolding? Awesome.

0.0  (0 )
Not enough ratings to rank



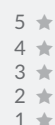
Rootics is so strong being introduced so early in a way where its DOING; hands on for STEM!

3.0  (2 )
Not enough ratings to rank



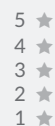
SEL and Cultural Proficiency are SO related. BOTH of these need to continue to be high priorities. One cannot realize its full level of impact without the other.

0.0  (0 )
Not enough ratings to rank




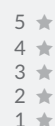
Simply put: SEL impacts EVERY aspect of education and the learning process. This MUST be a HUGE priority. Every student - and staff member - carries their own emotional baggage. Let's create a culture to help one another.

0.0  (0 )
Not enough ratings to rank




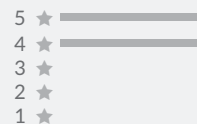
The "slow down" approach will create a culture of acceptance and understanding of the importance of connection. Establishing the culture first will make the tools WAY more effective.

0.0  (0 )
Not enough ratings to rank




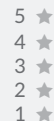
The "whole child" route we are taking is GREAT! Proud of it but also has me feeling we need to be mindful of the investment in our teachers on D&I, etc; as they ARE the boots on the ground making decisions

3.4  (2 )
Not enough ratings to rank





The i-Ready results referenced earlier in presentation make MICIP very reasonable for RCS. This should help with implementation.

0.0  (0 )
Not enough ratings to rank



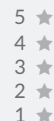
The street mystic is about to get run over by a tractor Wouldn't want her to get hurt

3.0  (2 )
Not enough ratings to rank



Tracking really doesn't raise the bar for students. High expectations can inspire high achievement.

0.0  (0 )
Not enough ratings to rank




Would love to know national average for AP score of 77% or above. How we stack up.

3.0  (4 )
Not enough ratings to rank



making decisions on the level of Whole Child learning a kid gets. Not data but a very personal tough here. We have to be "woke"

3.1  (2 )
Not enough ratings to rank

