Superintendent's Liaison Committee
November 15, 2017
4:00 PM

Attendees: Matt Bolha, Chris Brown, Peg Curtin, Justine Hill, Brian Kesel, Mike Perkins, Dawn Personte, Jeanine Stables, Allyson Stalter, Mary Weaver

1. Please comment on the disparity in frequency and total time spent at data meetings at each grade level and across each Elementary building. If possible, please provide a chart which lists:
   - how often each grade level meets at each Elementary Building, and
   - how long each data meeting is at each Elementary Building.

Chris' Response: *Please refer to the question and answer document for questions 1, 3, and 6.*

2. Please comment on the appropriate workflow from school counselor to social worker to school psychologist, to ADAPEP counselor. How long, on average, should a counselor work with a student in need before sending that student to the next resource? If possible, could you provide a flow chart for each building which list:
   - what staff resources are available for student referral, and
   - a guideline for how long each staff member should work with a student before moving to the next step.

Chris' Response: *The student referral could come from anyone, Principal, Teacher, Counselor or student. Because every student is different, some might need more time to work with a staff member. ADAPEP Counselors meet with a student 4 to 8 times, it will kick out to more. We have also hired two new counselors.*

3. New York State Education Department Guidelines (October 2010, http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf) suggest Tier 2 group size and Tier 3 group size as 3-5 students and 1-2 students, respectively. However, different Elementary schools request/require different group sizes. Please comment on the District's position on group sizes for this Board approved intervention model.

Chris' Response: *Please refer to the question and answer document for questions 1, 3, and 6.*

4. Speech services have not been given to Split Rock students since the beginning of October. This is a legal concern. Students are not getting what is on their IEPs, and parents were unaware until this past week. Additionally, the only days students are getting temporary speech services are two Fridays from now until Thanksgiving.

Chris' Response: *I do not think this information was thoroughly communicated to the buildings. We also lost one of our Speech Teachers who took a new position in the Marcellus School District. Overall, Speech Teachers are hard to find but we are fortunate enough that we recently hired a Speech Teacher for our district. At this time, some of our buildings are already back to normal.*

5. Field Trip busing - The buses are usually late getting to school to bring students to a field trip, and we are always told that the buses have to be back for the high school run at 2:00. This does not work for most field trips. If teachers put in for a certain number of buses and for certain times, why can't these requests be honored when the District is aware of these field trips when the budget orders are completed the year before?

Chris' Response: *We have a shortage of bus drivers and until we get more drivers, it has been suggested to building Principals that they will have to plan for shorter field trips or cancel field trips. On a positive note, we have accepted 15 new Substitute Teachers and bus drivers.*

6. There is still confusion about IS services. According to the District, all elementary schools are supposed to be following the "East Hill model" for IS services. Part of this model is a WINN time of 50 mins. Most classes do not have 50 minute WINN times, so the students at Split Rock (a "Title I School") are not getting what students at other buildings are getting. Why is this not the same across the elementary schools? How can we get it the same so all elementary students are getting what they need?

Chris' Response: *Please refer to the question and answer document for questions 1, 3, and 6.*

7. While the Chromebook are awesome in our rooms and we love them, the students are unable to print from them. The issue has gone in the Q many times, and we have been told there is no time frame as to when the students will be able to print from them. What is the status on this?

Chris' Response: *We knew that the Chromebook was not going to have the ability to print. We are heading in a more paperless direction. That being said, we do keep track of technology updates in the world that may allow printing from Chromebooks in the future, when absolutely needed.*

8. The recent emails concerning the substitute situation in our district are making some feel uneasy and the issue is creating an atmosphere where we are beginning to feel anxious when there is a need to take a day (sick day for family member primarily). Sending a mass email concerning substitutes issue has created feelings of anxiety and stress when it comes to taking a day off. Also, we are still struggling to get subs and IS and Sp. Ed. teachers are having to cover. It seems as bad as or worse than last year. It also seems that the District could be more proactive in recruiting subs, given that it is an ongoing problem. What is the District doing to be proactive in recruiting substitutes?

Group Response: *Anxiety is a concern among teachers. Sometimes taking a day off does butt up against a Friday.*

Chris' Response: *I have talked with our Administrators about this. If they know days in advance and also check My Learning Plan to see if a teacher is out for Professional Development, they can send out an email to staff to let them know ahead of time that their class will not have coverage. In talking with other Superintendents they are also having the same problem in getting substitute teachers. Again on a positive note, we have just accepted twenty more substitute teachers, and are working on a way for paraprofessionals to substitute as well.*

Group Response: *Are we having trouble hiring substitutes because of the pay?*

Chris' Response: *I have checked with other districts who pay more than what we pay and they are still having the same problem getting subs.*

9. Can we revisit TA's watching playtime at the elementary level. Now that there is standard based grading, team collaboration meetings more frequently, and all the usual meetings before school and during planning time. It would be helpful to have another time during the day to work on grading and plans.

Chris' Response: *Unfortunately, at this time we are unable to offer this to staff.*

- What is the current RTI model being used district wide? (We have read the model posted on the West Genesee website, as well as the state regulations regarding RTI.)
  - Our ever-evolving model: RtI at Work -- Multi Tiered System of Support (MTSS)
    - In this model, every child gets the support they need when they need it using common formative assessments determined in the building.
    - All students should be receiving Tier 2 support services via WINN/TEAM. This may include instruction, intervention, practice or extension.
  - The NYSED RTI Guidance document has not been updated since **2010**. And in the intro to a 3-Tiered model, it states, "A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student). The number of tiers may vary depending upon the individual school and resources available."

- What is the rationale behind the IS service start date this year and the start date last year? (Last year, IS began immediately with testing in October. This year, it began in October with testing in September.)
  - Last year was the first year of FASTBridge implementation, which required additional training and familiarization prior to the administration, hence the screening in October.
  - Last year, several classroom teachers made it clear that they did not like stopping instruction in October to screen.
  - Additionally, the assessments done in classrooms in September 2016 did not align with universal screening done in October 2016.
  - So the decision was made by Brian, Bill, and the EPs to screen in September 2017 and to use aligned data from multiple sources.

- How are services being organized and delivered in each of the buildings? Is there consistency between buildings?
  - Services should be organized on "The Four Questions" we learned about in September:
    - What do we expect every student to know?
    - How will we know if they have learned it?
    - What will we do if they don't?
    - What will we do if they already know it?
  - East Hill is in Year 2 of implementing an RTI model based on MTSS (which involves the use of collective responsibility) so naturally, they are in a slightly different point of implementation. As the other four buildings develop a deeper understanding of the RTI model via MTSS, consistency of the process will be more attainable.

  - How are tiers one, two and three being divided? Are there time differentiations taking place between tiers two and three?
    - Tier 1 is NEVER divided. All students are Tier 1 students. This is core, universal support given in the classroom via research-based, high-quality, general education instruction and support.
    - This year, all students should be receiving Tier 2 support services via collective responsibility. The type of support will vary based on specific student need (intervention, instruction, practice, extension).
    - Tier 3 support services are the most intensive interventions based on individual student needs -- not a set amount of minutes -- and should be conducted in a smaller group of students in so far as possible.

- IS teachers and classroom teachers are meeting with increased frequency. What is the expected frequency of these additional meetings? Is the frequency and duration consistent district-wide?
  - The understanding is that grade level teams will meet with IS no more than once per week to discuss student progress, instructional strategies, and interventions that can be employed in the general education classroom or during WINN/TEAM. If the teams find it necessary to meet more than once per week, that is a decision made by a consensus of the grade-level teachers.
  - These meetings can occur during one common planning time per week.
  - FYI -- The backbone of collective responsibility is just that .... Collective. The team works together to answer the "4 questions" and devise a systematic approach to intervene, instruct, practice, or extend. All teachers working with that grade level are responsible for all students during WINN/TEAM

- Who is responsible for maintaining, tracking and presenting the data to teachers?
  - No one person is tasked with this responsibility since every teacher (including IS and Sped) has multiple sources of data from which to share information.
    - Who has access to the grade level data?
      - Grade-level data should be shared in the Team Drive created for each building by grade level.
    - What access do individual teachers, IS teachers and administration have?
      - With respect to the Team Drives, this is dependent on who has been granted access to the Drive. (For example, Brian does not currently have access. If he determines that he wants access, it will be granted.)
      - With respect to FASTBridge, accounts exist for all teachers and administrators. Access varies based on role. Teachers have access to their data. They may ask for additional access. IS has access across grade levels in their buildings. Coaches and Administrators have access to all elementary data.

- Who attends the district IS meetings? Might it be possible to have a few classroom teachers present in order to provide perspective when decisions are being made?
  - IS department chairs meet every other month.
  - ECC members always have the opportunity to add agenda items (including grade-level discussion points) to ECC's agenda.