

0:01:20.780,0:01:28.700
we are going to call to order please uh

0:01:24.360,0:01:31.619
it is uh Monday August the 14th 2023

0:01:28.700,0:01:33.060
601 p am I'm calling to order the West

0:01:31.619,0:01:35.280
Lafayette Community School Corporation

0:01:33.060,0:01:36.979
regular meeting of the board of school

0:01:35.280,0:01:40.560
trustees

0:01:36.979,0:01:42.780
before we get started this evening I'd

0:01:40.560,0:01:44.640
like to just update on a few things one

0:01:42.780,0:01:46.680
Mr Marley is not able to join us so

0:01:44.640,0:01:49.020
he'll be marked as absent this evening

0:01:46.680,0:01:51.540
he had a work conflict and since his

0:01:49.020,0:01:54.180
apologies

0:01:51.540,0:01:57.659
um also before we get started tonight

0:01:54.180,0:02:00.659
we'll just take a moment of silence to

0:01:57.659,0:02:02.540
honor our West Lafayette High School

0:02:00.659,0:02:07.380
junior senior high school custodian

0:02:02.540,0:02:09.420
Brian gustis Mr Augustus died over

0:02:07.380,0:02:11.700
earlier in the month and so we'd like to

0:02:09.420,0:02:14.120
just take a moment of silence on his

0:02:11.700,0:02:14.120
behalf

0:02:21.900,0:02:28.739
okay thank you for that

0:02:24.920,0:02:31.440
we send our great condolences to the

0:02:28.739,0:02:33.780
family of Mr Augustus and appreciate his

0:02:31.440,0:02:36.120
work in our schools and the time that he

0:02:33.780,0:02:37.620
has worked for us

0:02:36.120,0:02:39.300
um

0:02:37.620,0:02:41.819
you'll notice tonight on our agenda

0:02:39.300,0:02:44.040
there's a slightly different format

0:02:41.819,0:02:46.680
we'll get to that agenda item a little

0:02:44.040,0:02:49.500
bit later on but I want to point out to

0:02:46.680,0:02:51.900
you that we're going to start with

0:02:49.500,0:02:53.879
recognitions as a regular format

0:02:51.900,0:02:55.560
and then we'll go directly to

0:02:53.879,0:02:58.080
communication from the audience this is

0:02:55.560,0:03:00.840
the only opportunity in our meeting for

0:02:58.080,0:03:02.780
communication from the audience sign up

0:03:00.840,0:03:05.160
happened on this blue form

0:03:02.780,0:03:07.140
that was at the sign-in desk and we have

0:03:05.160,0:03:09.300
one person who has signed up

0:03:07.140,0:03:12.120
Mr Randy stutt if you'd like to come

0:03:09.300,0:03:12.900
forward you do have three minutes in

0:03:12.120,0:03:15.979
which to speak

0:03:12.900,0:03:15.979
[Music]

0:03:19.080,0:03:22.980
good evening I want to see what talks

0:03:20.819,0:03:26.640
about agenda item number five teacher

0:03:22.980,0:03:28.680
evaluation when Senate Bill 486 passed

0:03:26.640,0:03:31.680
last spring a lot of people were happy

0:03:28.680,0:03:33.420
that a whole lot of regulations and

0:03:31.680,0:03:35.519
requirements were rolled back that was

0:03:33.420,0:03:37.019
the main part of that bill but I

0:03:35.519,0:03:38.700
personally was really worried about the

0:03:37.019,0:03:41.040
chain that the change would allow in

0:03:38.700,0:03:44.099
teacher discussion to go from Xiao which

0:03:41.040,0:03:46.379
is a legal term to May which would allow

0:03:44.099,0:03:48.120
people to not have good discussion and I

0:03:46.379,0:03:49.620
was afraid that that might affect the

0:03:48.120,0:03:51.319
way in which the exclusive

0:03:49.620,0:03:54.180
representative for our teachers here

0:03:51.319,0:03:56.519
wlea and our local Administration might

0:03:54.180,0:03:57.360
interact to identify and solve problems

0:03:56.519,0:03:59.519
together

0:03:57.360,0:04:00.900
now the Old Law required discussion of

0:03:59.519,0:04:02.879
anything that affected working

0:04:00.900,0:04:04.920
conditions because we know that teacher

0:04:02.879,0:04:07.200
working conditions become students

0:04:04.920,0:04:09.060
learning conditions but I'm really happy

0:04:07.200,0:04:10.560
to report that this law does not seem to

0:04:09.060,0:04:12.959
have changed our relationship as was

0:04:10.560,0:04:15.180
promised the most recent discussion

0:04:12.959,0:04:17.699
talked about issues of Staffing and

0:04:15.180,0:04:20.699
contract name at the Times name changes

0:04:17.699,0:04:22.620
required by the state class sizes and

0:04:20.699,0:04:24.840
teacher evaluation so I think that was

0:04:22.620,0:04:27.120
very useful and fruitful for both sides

0:04:24.840,0:04:28.620
I noted that teacher evaluation was

0:04:27.120,0:04:29.880
listed on the agenda tonight and so

0:04:28.620,0:04:32.100
that's why I specifically wanted to

0:04:29.880,0:04:34.080
address that the state spent a lot of

0:04:32.100,0:04:36.060
time over the years creating the

0:04:34.080,0:04:37.560
different levels of Highly Effective

0:04:36.060,0:04:39.780
effective and so forth and improving

0:04:37.560,0:04:41.940
waivers for evaluation models including

0:04:39.780,0:04:43.979
our own only to have most of that wiped

0:04:41.940,0:04:45.300
away in the new law so I greatly

0:04:43.979,0:04:46.979
appreciated hearing that our

0:04:45.300,0:04:50.580
Administration decided in consultation

0:04:46.979,0:04:52.620
with wlea not to change our model and to

0:04:50.580,0:04:53.580
continue to hold to our agreed upon

0:04:52.620,0:04:55.199
deadlines

0:04:53.580,0:04:57.240
because I know there have been some

0:04:55.199,0:04:59.280
really radical proposals made in the

0:04:57.240,0:05:00.660
last few years for instance some have

0:04:59.280,0:05:02.220
suggested that parent and student

0:05:00.660,0:05:04.259
ratings be included in these

0:05:02.220,0:05:06.000
professional evaluations similar to

0:05:04.259,0:05:07.979
those at the University level

0:05:06.000,0:05:11.220
and that's a variation I would very

0:05:07.979,0:05:13.380
strongly oppose there are already many

0:05:11.220,0:05:15.540
public websites such as Rate My Teacher

0:05:13.380,0:05:17.400
which are particularly negative and

0:05:15.540,0:05:19.740
destructive to teacher morale

0:05:17.400,0:05:21.540
many teachers also already asked for

0:05:19.740,0:05:23.460
feedback from students to improve their

0:05:21.540,0:05:25.860
instruction without that being a part of

0:05:23.460,0:05:27.840
their evaluation process so I hope you

0:05:25.860,0:05:29.340
would agree that an evaluation by a

0:05:27.840,0:05:31.199
professional educator who has actually

0:05:29.340,0:05:34.139
spent time in the classroom observing

0:05:31.199,0:05:36.600
using a rubric that is agreed upon and

0:05:34.139,0:05:38.820
used across the entire faculty is more

0:05:36.600,0:05:40.440
meaningful feedback than arbitrary

0:05:38.820,0:05:42.539
opinions of parents who have never set

0:05:40.440,0:05:44.580
foot in a classroom or students who are

0:05:42.539,0:05:46.440
inexperienced running a classroom

0:05:44.580,0:05:48.300
so this is another reason that I value

0:05:46.440,0:05:50.520
our mutual collaborative work through

0:05:48.300,0:05:52.380
discussion to create the best learning

0:05:50.520,0:05:54.060
environment and working environment

0:05:52.380,0:05:55.620
possible here at West Lafayette schools

0:05:54.060,0:05:57.960
recruiting and retaining the best

0:05:55.620,0:05:58.919
Educators requires us to be vigilant to

0:05:57.960,0:06:00.900
provide the most professional

0:05:58.919,0:06:01.919
relationships as possible thank you for

0:06:00.900,0:06:04.380
your attention

0:06:01.919,0:06:06.919
thank you under three minutes well done

0:06:04.380,0:06:06.919
15 seconds

0:06:08.340,0:06:11.880
okay

0:06:09.419,0:06:13.080
I now feel like I might understand a

0:06:11.880,0:06:16.400
little bit of what your students feel

0:06:13.080,0:06:16.400
when the bell is about to ring

0:06:16.680,0:06:23.340
okay so we will move on to

0:06:20.639,0:06:26.039
um approval of the agenda for the August

0:06:23.340,0:06:28.080
14 2023 regular meeting of the Board of

0:06:26.039,0:06:29.220
Trustees I'll entertain a motion for

0:06:28.080,0:06:33.300
that please

0:06:29.220,0:06:35.520
moved by Mr Wong second by Mr shot is

0:06:33.300,0:06:39.020
there any comments or questions

0:06:35.520,0:06:39.020
about tonight's agenda

0:06:40.560,0:06:44.100
all is in favor of approving this

0:06:42.240,0:06:46.080
evening's agenda please indicate with a

0:06:44.100,0:06:48.120
show of hands

0:06:46.080,0:06:50.520
that motion carries six to zero Mrs

0:06:48.120,0:06:52.440
Julian

0:06:50.520,0:06:54.780
moving on to the next item approval of

0:06:52.440,0:06:56.699
the minutes of the July 10th 2023

0:06:54.780,0:07:00.120
regular board meeting of the board of

0:06:56.699,0:07:02.940
school trustees I'll entertain a motion

0:07:00.120,0:07:05.460
moved by Mrs Austin

0:07:02.940,0:07:08.419
second by Mrs Mumford questions or

0:07:05.460,0:07:08.419
comments about the minutes

0:07:09.180,0:07:13.080
okay hearing none all those in favor of

0:07:11.460,0:07:15.180
approval of the minutes please indicate

0:07:13.080,0:07:19.440
with the show of hands

0:07:15.180,0:07:21.900
that motion carries 6-0 Mrs Julian

0:07:19.440,0:07:23.280
uh unfinished business of which we have

0:07:21.900,0:07:25.380
none

0:07:23.280,0:07:28.560
kind of I'm going to move down to new

0:07:25.380,0:07:31.199
business agenda item number three policy

0:07:28.560,0:07:33.840
number zero one six six on the agenda

0:07:31.199,0:07:37.199
last month when we met we had a

0:07:33.840,0:07:40.680
conversation brought forth by member

0:07:37.199,0:07:43.139
Wong about the order of our agenda and

0:07:40.680,0:07:45.120
if we could move the communication from

0:07:43.139,0:07:46.380
the audience up to the top of the agenda

0:07:45.120,0:07:49.500
ahead of

0:07:46.380,0:07:52.199
agenda and minutes we did send that out

0:07:49.500,0:07:55.500
to policy committee as the group decided

0:07:52.199,0:07:57.240
last month policy took it to Legal had

0:07:55.500,0:07:58.860
some back and forth in terms of what was

0:07:57.240,0:08:01.500
appropriate and legal and what was not

0:07:58.860,0:08:03.419
we do have it in our and within our

0:08:01.500,0:08:06.419
Authority without any change in policy

0:08:03.419,0:08:09.780
to just simply move that and consolidate

0:08:06.419,0:08:12.300
it which we did and this agenda we do

0:08:09.780,0:08:15.720
need to make one change to policy and

0:08:12.300,0:08:17.580
that is in that agenda item 166.

0:08:15.720,0:08:19.680
you'll see there's a short strikeout

0:08:17.580,0:08:20.699
where it says buy agenda item number

0:08:19.680,0:08:22.740
three

0:08:20.699,0:08:24.900
and we have changed that to read on the

0:08:22.740,0:08:27.440
written agenda so it's just making the

0:08:24.900,0:08:31.620
phrasing a little bit less specific

0:08:27.440,0:08:33.839
so that the policy does not require

0:08:31.620,0:08:35.099
frequent Amendment but still applies

0:08:33.839,0:08:38.719
appropriately

0:08:35.099,0:08:42.839
we also did review policy

0:08:38.719,0:08:44.580
166.8 or 168.1 excuse me there's a lot

0:08:42.839,0:08:46.680
of numbers there

0:08:44.580,0:08:47.940
um that was in regard to the item we've

0:08:46.680,0:08:50.060
discussed previously about the minutes

0:08:47.940,0:08:52.800
being read and approved first

0:08:50.060,0:08:54.360
and after review of that with legal it

0:08:52.800,0:08:56.580
was determined that policy could remain

0:08:54.360,0:08:58.320
the same and not require any changes is

0:08:56.580,0:09:02.220
a vague enough language already to be

0:08:58.320,0:09:05.339
appropriate so uh with that uh history

0:09:02.220,0:09:07.080
there I'll entertain a motion on this

0:09:05.339,0:09:09.680
approval and it is one reading only

0:09:07.080,0:09:13.860
because it is not a substantial change

0:09:09.680,0:09:16.260
so I'll entertain a motion to for this

0:09:13.860,0:09:18.540
policy change item

0:09:16.260,0:09:20.399
Mr Wong has made a motion do I have a

0:09:18.540,0:09:24.360
second

0:09:20.399,0:09:26.459
by Mr shot any questions or comments

0:09:24.360,0:09:28.980
about this one

0:09:26.459,0:09:30.779
Mr Wong question thank you for our

0:09:28.980,0:09:33.060
school board leadership to make this

0:09:30.779,0:09:35.700
change I think that this will be um much

0:09:33.060,0:09:39.260
better all for the communities and also

0:09:35.700,0:09:41.880
for us to understand the communities uh

0:09:39.260,0:09:44.880
Communications their comments before we

0:09:41.880,0:09:47.339
conduct our business and one things I

0:09:44.880,0:09:51.300
think I noticed we removed another

0:09:47.339,0:09:53.940
second comments after the meeting uh

0:09:51.300,0:09:56.940
personally I think maybe it will be

0:09:53.940,0:09:58.380
better off to have some comments at the

0:09:56.940,0:10:00.600
end of the meeting at the conference

0:09:58.380,0:10:03.480
time public comments time uh the people

0:10:00.600,0:10:07.260
maybe after they they see here

0:10:03.480,0:10:09.720
two hours or hours and they may after

0:10:07.260,0:10:12.420
they hear our meetings they may have

0:10:09.720,0:10:13.800
some comments so they can go ahead have

0:10:12.420,0:10:16.620
some comments

0:10:13.800,0:10:21.740
instead of waiting for next month so

0:10:16.620,0:10:21.740
that's just my uh suggestion thank you

0:10:22.920,0:10:29.880
Mrs Mumford while we're talking about

0:10:25.640,0:10:31.560
161 there's several details in it that I

0:10:29.880,0:10:33.480
would like to see if the policy

0:10:31.560,0:10:35.700
committee would look at besides what

0:10:33.480,0:10:37.380
they're already proposing this is an

0:10:35.700,0:10:39.779
emotion or would change this one but

0:10:37.380,0:10:41.760
it's for future reference

0:10:39.779,0:10:43.680
um when you look at it this section that

0:10:41.760,0:10:45.540
says each agenda has to contain this

0:10:43.680,0:10:47.220
statement is actually only something

0:10:45.540,0:10:48.779
that our school district has chosen to

0:10:47.220,0:10:51.420
put in I'm sorry what policy number are

0:10:48.779,0:10:52.920
you referring to 166 the one where okay

0:10:51.420,0:10:53.579
looking at

0:10:52.920,0:10:54.860
um

0:10:53.579,0:10:57.060
say that again

0:10:54.860,0:10:58.740
the second one that starts with each

0:10:57.060,0:11:01.140
agenda shall contain the following

0:10:58.740,0:11:02.700
statement and this actually is not

0:11:01.140,0:11:05.579
something that's included in any other

0:11:02.700,0:11:07.440
school district's policy and is kind of

0:11:05.579,0:11:09.360
dictates what we need to have say on it

0:11:07.440,0:11:11.100
which I don't think encourages a

0:11:09.360,0:11:14.100
welcoming atmosphere

0:11:11.100,0:11:16.740
and so I would propose that the policy

0:11:14.100,0:11:18.420
committee consider taking that out and

0:11:16.740,0:11:21.720
having our agenda just strictly say

0:11:18.420,0:11:23.940
communication from the audience and even

0:11:21.720,0:11:25.920
right now as we have the rules in it to

0:11:23.940,0:11:28.500
me this isn't as welcoming as it could

0:11:25.920,0:11:30.899
be when you look at our current August

0:11:28.500,0:11:32.820
14th agenda with all the details please

0:11:30.899,0:11:34.320
note these things

0:11:32.820,0:11:35.760
um what I would like is when the

0:11:34.320,0:11:38.100
community comes in and wants to speak

0:11:35.760,0:11:40.500
that it's just very welcoming a feeling

0:11:38.100,0:11:42.959
of communication is from the audience

0:11:40.500,0:11:45.120
and there's not these other details that

0:11:42.959,0:11:46.560
our school district has chosen to put in

0:11:45.120,0:11:48.300
that we don't see in other school

0:11:46.560,0:11:50.820
districts

0:11:48.300,0:11:52.380
um I found helpful adding these details

0:11:50.820,0:11:54.300
so I don't know if it's an asterisk and

0:11:52.380,0:11:56.940
then put them at the end of the agenda

0:11:54.300,0:11:58.380
if someone's interested but I do think

0:11:56.940,0:12:00.240
that we

0:11:58.380,0:12:03.120
don't have as much of a welcoming

0:12:00.240,0:12:06.660
feeling as we could and so that part in

0:12:03.120,0:12:09.600
the policy could be removed the second

0:12:06.660,0:12:12.360
part is the first paragraph talks that

0:12:09.600,0:12:14.279
it has to be sent out 72 hours prior to

0:12:12.360,0:12:16.620
the regular meeting which actually

0:12:14.279,0:12:19.560
doesn't match the paragraph that talks

0:12:16.620,0:12:21.480
about four days prior to the meeting

0:12:19.560,0:12:22.740
and that 72 hours once again is

0:12:21.480,0:12:24.540
something that only our school district

0:12:22.740,0:12:25.200
has in theirs

0:12:24.540,0:12:27.360
um

0:12:25.200,0:12:29.399
and so that one would be nice to remove

0:12:27.360,0:12:31.620
that while we're working on it

0:12:29.399,0:12:35.279
and the third paragraph talking about

0:12:31.620,0:12:37.200
mailing it out we no longer do mailings

0:12:35.279,0:12:39.720
so it'd be nice to update you know while

0:12:37.200,0:12:41.579
we're updating this agenda to make it

0:12:39.720,0:12:43.019
more frequent

0:12:41.579,0:12:44.940
um other school districts have included

0:12:43.019,0:12:46.740
in this part of the agenda of how items

0:12:44.940,0:12:49.440
can be added by the to the agenda by

0:12:46.740,0:12:51.600
school board members and so like for

0:12:49.440,0:12:53.160
example

0:12:51.600,0:12:55.740
um

0:12:53.160,0:12:57.720
PSC has in this section any two school

0:12:55.740,0:13:00.420
board members may include items on the

0:12:57.720,0:13:02.639
agenda and so something in here we have

0:13:00.420,0:13:04.500
it in other sections but this one talks

0:13:02.639,0:13:06.480
about the agenda so it'd be helpful to

0:13:04.500,0:13:08.459
have that there

0:13:06.480,0:13:10.980
um and then

0:13:08.459,0:13:12.839
at the second to last paragraph right

0:13:10.980,0:13:15.480
now it says that the agenda must be

0:13:12.839,0:13:17.700
posted at the meeting location and or

0:13:15.480,0:13:20.459
electronically I would like to change

0:13:17.700,0:13:22.920
that to and the meeting location really

0:13:20.459,0:13:24.779
isn't as applicable and electronically

0:13:22.920,0:13:27.000
as how we do it and so I'd like that to

0:13:24.779,0:13:28.200
be in our policy to line up with what we

0:13:27.000,0:13:30.240
do

0:13:28.200,0:13:33.120
so those are proposals that I would like

0:13:30.240,0:13:35.279
to ask the policy committee to look at

0:13:33.120,0:13:36.899
in regards to this policy

0:13:35.279,0:13:38.639
thank you for your feedback as any

0:13:36.899,0:13:41.360
member I would like to offer additional

0:13:38.639,0:13:41.360
comments this evening

0:13:42.600,0:13:45.839
I'm Mr Wong you've already had an

0:13:44.579,0:13:47.720
opportunity to talk to any members who

0:13:45.839,0:13:52.680
have not yet spoken have anything to say

0:13:47.720,0:13:56.120
Mrs Austin Mr shot Dr Yin

0:13:52.680,0:13:56.120
Dr Yin go ahead

0:13:58.740,0:14:03.600
[Music]

0:14:00.660,0:14:07.019
oh thank you for your feedback anybody

0:14:03.600,0:14:09.480
else anything Mrs Austin

0:14:07.019,0:14:12.120
um I think it would be helpful if Mrs

0:14:09.480,0:14:14.399
Mumford would put her suggestions in an

0:14:12.120,0:14:17.579
email so that we can review it with

0:14:14.399,0:14:19.680
legal if it seems like you've got notes

0:14:17.579,0:14:22.139
so yeah I can definitely email this sent

0:14:19.680,0:14:23.700
to you no problem yes in any any time we

0:14:22.139,0:14:25.079
have an agenda item such as this where

0:14:23.700,0:14:26.639
you have additional thoughts it would be

0:14:25.079,0:14:28.200
entirely appropriate for you to send

0:14:26.639,0:14:30.360
this to me as the board chair so that we

0:14:28.200,0:14:33.420
could also use those at the same time

0:14:30.360,0:14:35.279
all right hearing no further comments on

0:14:33.420,0:14:37.200
this agenda item let's call this one to

0:14:35.279,0:14:40.220
a vote all of those in favor of making

0:14:37.200,0:14:40.220
the proposed

0:14:40.459,0:14:46.980
amendment to policy number zero one six

0:14:43.800,0:14:49.199
six please indicate with a show of hands

0:14:46.980,0:14:51.300
that motion carries six to zero Mrs

0:14:49.199,0:14:55.500
Julian

0:14:51.300,0:14:58.019
moving on to agenda item four and

0:14:55.500,0:15:00.420
special education services I am not

0:14:58.019,0:15:02.220
seeing Mrs Johnson oh Mrs Roth is

0:15:00.420,0:15:04.199
presenting cannot be here this evening

0:15:02.220,0:15:06.660
but we decided that we would go ahead

0:15:04.199,0:15:08.579
and continue with the presentation and

0:15:06.660,0:15:11.040
any follow-up questions that we could

0:15:08.579,0:15:12.839
get with her to answer thank you so this

0:15:11.040,0:15:14.940
is actually a presentation that she

0:15:12.839,0:15:17.040
prepared and she talked with different

0:15:14.940,0:15:18.540
people in our office as she prepared it

0:15:17.040,0:15:20.459
so we were

0:15:18.540,0:15:22.440
somewhat aware of what's in it to be

0:15:20.459,0:15:26.040
able to speak coherently and cohesively

0:15:22.440,0:15:28.740
to it so um as you can see we're

0:15:26.040,0:15:30.899
focusing on special education and I'm

0:15:28.740,0:15:32.399
not the expert so I do want to if you

0:15:30.899,0:15:34.620
have questions we'll get them to Mrs

0:15:32.399,0:15:36.660
Johnson who can provide that but we

0:15:34.620,0:15:39.600
wanted to do this or rather Mrs Johnson

0:15:36.660,0:15:41.040
wanted to do this because sometimes

0:15:39.600,0:15:42.779
there are questions that parents may

0:15:41.040,0:15:44.880
have throughout the year and this is an

0:15:42.779,0:15:46.980
opportunity to inform the public of not

0:15:44.880,0:15:48.899
only what special education is but also

0:15:46.980,0:15:51.560
of the great things going on in that

0:15:48.899,0:15:54.180
department itself

0:15:51.560,0:15:56.880
so you can see that this presentation

0:15:54.180,0:15:59.639
has been broken down and it says four

0:15:56.880,0:16:00.839
things and actually it's five things so

0:15:59.639,0:16:02.279
you can see the first thing we're going

0:16:00.839,0:16:04.800
to talk about is special education

0:16:02.279,0:16:08.399
Staffing followed by special education

0:16:04.800,0:16:10.800
students glass overall has decentralized

0:16:08.399,0:16:12.779
over the world over the over time so

0:16:10.800,0:16:15.120
just a brief overview of that special

0:16:12.779,0:16:17.100
education funding and then as we start a

0:16:15.120,0:16:18.779
new school year some of the exciting

0:16:17.100,0:16:21.139
things going on in the special education

0:16:18.779,0:16:21.139
department

0:16:21.480,0:16:26.279
so as you look at this this is focusing

0:16:24.240,0:16:28.199
on the special education programs that

0:16:26.279,0:16:30.540
we're all in focusing on our staff and

0:16:28.199,0:16:32.820
the years of experience as well as the

0:16:30.540,0:16:35.760
number of staff that we have dedicated

0:16:32.820,0:16:39.300
to students who have IEPs so you can see

0:16:35.760,0:16:41.160
Mrs Johnson sees overseas programs and

0:16:39.300,0:16:43.019
staff K-12

0:16:41.160,0:16:45.180
we have Mrs Holdman who works

0:16:43.019,0:16:47.100
specifically with those at the

0:16:45.180,0:16:48.660
elementary and intermediate school and

0:16:47.100,0:16:51.180
you can see if you look at this we have

0:16:48.660,0:16:54.120
teachers and paraprofessionals at each

0:16:51.180,0:16:56.040
level and at the elementary there's a

0:16:54.120,0:16:57.720
program that is called essential skills

0:16:56.040,0:17:00.180
that serves both students who would be

0:16:57.720,0:17:02.160
of Elementary and intermediate age and

0:17:00.180,0:17:03.839
then at the high school level there's an

0:17:02.160,0:17:06.240
essential skills program that serves

0:17:03.839,0:17:09.000
both Junior and Senior High students

0:17:06.240,0:17:11.280
so that's kind of a brief overview of

0:17:09.000,0:17:13.740
the Staffing involved and this next

0:17:11.280,0:17:15.780
slide I really um it's it's interesting

0:17:13.740,0:17:17.880
I was delighted to see this as I started

0:17:15.780,0:17:20.760
to look at it you can see Mrs Johnson

0:17:17.880,0:17:23.220
has gone in to help us understand the

0:17:20.760,0:17:24.959
years of service and really the amount

0:17:23.220,0:17:26.400
of experience that our professionals

0:17:24.959,0:17:28.079
bring to the table

0:17:26.400,0:17:30.540
so you can see the total years of

0:17:28.079,0:17:32.760
experience for teaching total years of

0:17:30.540,0:17:36.600
experience for teaching special ed and

0:17:32.760,0:17:39.240
then overall just a large amount we have

0:17:36.600,0:17:40.559
people who stay with us and people who

0:17:39.240,0:17:42.660
are very well trained and very

0:17:40.559,0:17:44.460
experienced and most of these teachers

0:17:42.660,0:17:46.740
throughout the summer also put even more

0:17:44.460,0:17:49.380
effort in through stem Ranch initiatives

0:17:46.740,0:17:51.539
and we had some teachers Mrs Holdman and

0:17:49.380,0:17:54.419
some teachers went last year to the

0:17:51.539,0:17:57.660
conference for um

0:17:54.419,0:17:59.940
in in Kentucky I believe it was to focus

0:17:57.660,0:18:02.700
on students with disabilities so this is

0:17:59.940,0:18:05.039
exciting and Mrs Johnson has pointed out

0:18:02.700,0:18:08.220
that special education is an area in

0:18:05.039,0:18:09.539
which a lot of sees a lot of recidivism

0:18:08.220,0:18:12.480
um not that's not the term I'm looking

0:18:09.539,0:18:15.000
for but sees a lot of teachers leaving

0:18:12.480,0:18:18.000
special education there's an incredible

0:18:15.000,0:18:19.980
amount of paperwork there are incredible

0:18:18.000,0:18:22.380
amount of legal compliance that go with

0:18:19.980,0:18:25.020
special education and if your heart is

0:18:22.380,0:18:28.200
on focusing on helping students it

0:18:25.020,0:18:30.960
becomes at times overwhelming to balance

0:18:28.200,0:18:32.940
that but I think Mrs Johnson and her

0:18:30.960,0:18:35.400
team work very well together so that no

0:18:32.940,0:18:36.960
one feels overloaded in that aspect and

0:18:35.400,0:18:38.100
if she weren't here she couldn't say

0:18:36.960,0:18:39.660
that but I'm going to brag on her

0:18:38.100,0:18:41.700
because I really do think she goes above

0:18:39.660,0:18:43.740
and beyond to ensure that the special

0:18:41.700,0:18:46.320
education teachers in our Paris are very

0:18:43.740,0:18:48.600
well supported

0:18:46.320,0:18:51.000
so you can see this is historical data

0:18:48.600,0:18:54.240
from the ideoe on the number of students

0:18:51.000,0:18:56.039
and the percentage of students served by

0:18:54.240,0:18:58.020
special education services here at West

0:18:56.039,0:18:59.880
Lafayette you can see this goes back

0:18:58.020,0:19:01.799
five years

0:18:59.880,0:19:03.660
I will say this is a little bit lower

0:19:01.799,0:19:07.679
than the state average the state average

0:19:03.660,0:19:10.080
is around 14 14 to 15 percent the

0:19:07.679,0:19:13.760
national average I believe is 12 to 13

0:19:10.080,0:19:13.760
percent and that varies

0:19:14.039,0:19:18.660
and then this next topic is glass

0:19:16.280,0:19:20.340
decentralization so I think she's

0:19:18.660,0:19:22.320
included this in here so that if you

0:19:20.340,0:19:24.539
weren't familiar with if you have the

0:19:22.320,0:19:27.000
timeline to recall how glass used to be

0:19:24.539,0:19:29.280
and you now aren't familiar with what

0:19:27.000,0:19:32.220
glass is it is a Cooperative service

0:19:29.280,0:19:35.940
that works for our school district

0:19:32.220,0:19:38.100
Lafayette school district and TSC and

0:19:35.940,0:19:40.020
basically the Cooperative service allows

0:19:38.100,0:19:43.559
us to combine

0:19:40.020,0:19:45.720
um services or services that are

0:19:43.559,0:19:48.240
frequently used so that we can serve

0:19:45.720,0:19:51.660
students and she's outlined what how

0:19:48.240,0:19:54.360
glass has decentralized over the years

0:19:51.660,0:19:57.000
and then we're currently at phase three

0:19:54.360,0:20:00.120
and so phase three she's outlined is

0:19:57.000,0:20:03.000
kind of on a hold also glass recently

0:20:00.120,0:20:05.460
received a new director as Tony retired

0:20:03.000,0:20:07.679
last year

0:20:05.460,0:20:09.419
so these are all of the things that

0:20:07.679,0:20:11.760
glass brings to the table for our

0:20:09.419,0:20:13.559
students and the reason this list is

0:20:11.760,0:20:16.380
important is because there are some

0:20:13.559,0:20:18.120
services that may only apply to a

0:20:16.380,0:20:21.600
handful of students in any given School

0:20:18.120,0:20:23.880
District so what happens is you if you

0:20:21.600,0:20:25.860
try to hire all of these Services all of

0:20:23.880,0:20:28.440
these people you're competing with the

0:20:25.860,0:20:30.960
people next door who may have a need so

0:20:28.440,0:20:33.780
glass allows us to combine some Services

0:20:30.960,0:20:36.360
get the professional who's best to do it

0:20:33.780,0:20:38.760
to serve students in an area

0:20:36.360,0:20:41.340
so just as you look at that you can kind

0:20:38.760,0:20:43.820
of start to understand that it's it's a

0:20:41.340,0:20:46.980
long list of things that we could do

0:20:43.820,0:20:49.200
separately or we can do together and

0:20:46.980,0:20:51.440
this helps streamline programs and

0:20:49.200,0:20:51.440
services

0:20:52.140,0:20:55.620
so this is really talking about why we

0:20:54.059,0:20:57.960
still participate in a Cooperative

0:20:55.620,0:21:00.360
program and you go through all of the

0:20:57.960,0:21:02.820
lists there the specialized positions

0:21:00.360,0:21:05.940
from most school districts is huge as I

0:21:02.820,0:21:08.880
said special education sees a lot of

0:21:05.940,0:21:10.860
people leaving that field so when you

0:21:08.880,0:21:12.960
get Specialists who want to stick with

0:21:10.860,0:21:14.760
something and you're competing with

0:21:12.960,0:21:16.620
other districts to hire them you're

0:21:14.760,0:21:18.960
really putting yourself at odds with one

0:21:16.620,0:21:21.720
another and you cannot serve students as

0:21:18.960,0:21:23.100
well so a district like ours it works

0:21:21.720,0:21:25.799
well to be able to pair with other

0:21:23.100,0:21:27.240
districts and combine some services that

0:21:25.799,0:21:29.600
way we can give students the best

0:21:27.240,0:21:29.600
services

0:21:29.940,0:21:35.220
and then this next slide talks about

0:21:32.640,0:21:38.159
funding and you can see the term the

0:21:35.220,0:21:40.380
adjusted pupil count that APC so there

0:21:38.159,0:21:42.419
are different levels of funding and you

0:21:40.380,0:21:44.760
can see level one is severe disabilities

0:21:42.419,0:21:47.159
and it kind of identifies what those are

0:21:44.760,0:21:49.679
keep in mind a student identified for

0:21:47.159,0:21:53.340
special education services has to have

0:21:49.679,0:21:55.140
one of 13 identified disabilities and

0:21:53.340,0:21:57.299
they have to have some evidence that

0:21:55.140,0:21:59.700
that disability is making a difference

0:21:57.299,0:22:02.400
in a student's ability to succeed in

0:21:59.700,0:22:04.559
school so you can see that level one is

0:22:02.400,0:22:06.900
looking at disabilities that impact the

0:22:04.559,0:22:07.980
student at a higher level in a school

0:22:06.900,0:22:10.799
setting

0:22:07.980,0:22:13.020
level two is looking at disabilities the

0:22:10.799,0:22:15.600
impact the student not at that highest

0:22:13.020,0:22:18.059
level and then level three you can see

0:22:15.600,0:22:21.440
is strictly reserved for speech and

0:22:18.059,0:22:21.440
communication impairments

0:22:22.140,0:22:26.820
so you can see this is where the funding

0:22:25.140,0:22:29.280
levels have been throughout the years

0:22:26.820,0:22:31.020
you will notice slight increases in

0:22:29.280,0:22:34.700
level one and level two you will notice

0:22:31.020,0:22:34.700
level three has remained pretty steady

0:22:36.419,0:22:40.740
so this is information that I was

0:22:38.940,0:22:43.020
actually delighted to see I was glad Mrs

0:22:40.740,0:22:45.240
Johnson pulled this in and this is the

0:22:43.020,0:22:47.159
IU what's called cell center on

0:22:45.240,0:22:49.380
excellence in learning and they put out

0:22:47.159,0:22:51.840
a variety of materials um regarding

0:22:49.380,0:22:54.780
special education programs from all

0:22:51.840,0:22:56.880
levels from kindergarten preschool up to

0:22:54.780,0:22:58.740
the high school level across the state

0:22:56.880,0:23:01.140
and they do work with schools and you

0:22:58.740,0:23:02.940
can see that they have reviewed our

0:23:01.140,0:23:05.340
school district and they've put us in

0:23:02.940,0:23:08.280
the highest rating that really is an

0:23:05.340,0:23:10.260
honor it and I again Mrs Johnson

0:23:08.280,0:23:12.600
couldn't say it if she's here but she

0:23:10.260,0:23:14.880
and her team should be very proud of the

0:23:12.600,0:23:17.520
work that they've done in ensuring

0:23:14.880,0:23:19.260
services for students at the highest

0:23:17.520,0:23:22.620
level

0:23:19.260,0:23:24.659
so now as we begin this 23 24 school

0:23:22.620,0:23:26.400
year she's outlined some of the things

0:23:24.659,0:23:28.679
that are kind of exciting when you think

0:23:26.400,0:23:31.080
about it so there's a district-wide

0:23:28.679,0:23:34.500
program for paraprofessionals you may

0:23:31.080,0:23:37.440
have um you may recall we did a pay

0:23:34.500,0:23:39.480
reset and paraprofessionals saw an

0:23:37.440,0:23:41.159
increase in the pay scale but we also

0:23:39.480,0:23:43.440
looked at what are some of the obstacles

0:23:41.159,0:23:45.059
because again it we want to bring people

0:23:43.440,0:23:47.280
to the table who want to work with our

0:23:45.059,0:23:49.500
students one of the obstacles could have

0:23:47.280,0:23:51.960
been a paraprotect a paraprotect I think

0:23:49.500,0:23:54.780
was sixty dollars in that array in that

0:23:51.960,0:23:57.419
Arena sixty dollars uh wasn't it was

0:23:54.780,0:23:59.460
very Broad and specific not specific to

0:23:57.419,0:24:01.140
our students or what our needs were but

0:23:59.460,0:24:03.240
Broad and specific and it was one

0:24:01.140,0:24:06.120
Gateway that people had to pass through

0:24:03.240,0:24:07.860
in order to be highly qualified another

0:24:06.120,0:24:10.020
Gateway could have been 60 college

0:24:07.860,0:24:11.760
credit hours well if you have someone

0:24:10.020,0:24:13.740
who's excited to work with students

0:24:11.760,0:24:16.320
wants to be with students and we can

0:24:13.740,0:24:18.600
offer training locally that tells them

0:24:16.320,0:24:20.820
how to best meet the needs of our

0:24:18.600,0:24:23.039
students and local training that's also

0:24:20.820,0:24:25.919
specified to what our teachers do and

0:24:23.039,0:24:27.419
the needs that we have this is kind of

0:24:25.919,0:24:29.640
this is what they've worked on with that

0:24:27.419,0:24:32.039
Master teacher training

0:24:29.640,0:24:34.440
um we also have the therapeutic Crisis

0:24:32.039,0:24:36.299
Intervention training teams special

0:24:34.440,0:24:39.900
education curriculum in the elementary

0:24:36.299,0:24:42.780
school and a new glass director and the

0:24:39.900,0:24:44.880
special education resource teachers Hub

0:24:42.780,0:24:46.919
so all of those things I will actually

0:24:44.880,0:24:48.780
add to this all of our special education

0:24:46.919,0:24:51.299
teachers met throughout the summer to

0:24:48.780,0:24:53.640
work on ways that they could improve

0:24:51.299,0:24:55.740
their practice they they came together

0:24:53.640,0:24:58.200
to work on the training that Paris would

0:24:55.740,0:25:01.140
have so that team has really put a lot

0:24:58.200,0:25:03.960
of effort into building up themselves

0:25:01.140,0:25:06.240
working with Mrs Johnson and supporting

0:25:03.960,0:25:08.280
their paraprofessional that come to them

0:25:06.240,0:25:10.559
all four students

0:25:08.280,0:25:13.260
so that concludes that portion of the

0:25:10.559,0:25:15.480
presentation thank you very much Mrs

0:25:13.260,0:25:17.100
Roth are there any questions for Mrs

0:25:15.480,0:25:19.460
Roth that she can pass along to Mrs

0:25:17.100,0:25:19.460
Shelby

0:25:20.340,0:25:24.960

Mrs Mumford do you happen to know it

0:25:23.039,0:25:25.980

talks about the new curriculum or I

0:25:24.960,0:25:28.200

don't remember how it worded special

0:25:25.980,0:25:32.880

education curriculum for the elementary

0:25:28.200,0:25:34.500

school how is that different and does

0:25:32.880,0:25:36.059

that apply to the intermediate in high

0:25:34.500,0:25:37.679

school like what do you know what that

0:25:36.059,0:25:39.179

entails or that could be a question for

0:25:37.679,0:25:41.520

her that would probably be a question

0:25:39.179,0:25:43.260

that's best for her I do know that the

0:25:41.520,0:25:45.539

special education teachers like very

0:25:43.260,0:25:47.460

specifically at what would best meet the

0:25:45.539,0:25:49.980

needs of students with disabilities

0:25:47.460,0:25:52.440

typically revolves around reading and

0:25:49.980,0:25:54.299

math and so they look at things and

0:25:52.440,0:25:56.400

you've probably heard the terms Orton

0:25:54.299,0:25:58.799

Gillingham and things like that science

0:25:56.400,0:26:00.419

of reading teachers receive training and

0:25:58.799,0:26:02.159
they look at materials that are aligned

0:26:00.419,0:26:05.360
with us is that a correct statement Mrs

0:26:02.159,0:26:05.360
Delaney okay

0:26:09.380,0:26:14.159
different than what's in the classrooms

0:26:11.460,0:26:16.559
but they are getting different

0:26:14.159,0:26:18.120
thank you any other oh go ahead and then

0:26:16.559,0:26:20.159
I had one other question

0:26:18.120,0:26:21.480
um we have heard some concerns from

0:26:20.159,0:26:25.020
various parents in the school district

0:26:21.480,0:26:27.659
about special education services would

0:26:25.020,0:26:30.120
it be possible to put together a study

0:26:27.659,0:26:32.159
group of teachers and parents and see

0:26:30.120,0:26:35.520
what better ways we can be supporting

0:26:32.159,0:26:37.799
the teachers in the special education

0:26:35.520,0:26:40.020
services as well as parents and students

0:26:37.799,0:26:42.000
I'm sorry it mismembered if I could you

0:26:40.020,0:26:44.279
said we have heard who is we could you

0:26:42.000,0:26:46.080
specify who we had a parent show up at

0:26:44.279,0:26:48.419
the May meeting and shared some concerns

0:26:46.080,0:26:50.039
and we've had others at that time shared

0:26:48.419,0:26:51.360
so we've heard from one parent I just

0:26:50.039,0:26:52.799
want to be clear on who we have heard

0:26:51.360,0:26:55.020
from have you heard from additional

0:26:52.799,0:26:57.480
people than that okay have you shared

0:26:55.020,0:26:59.580
them or directed them to the specifics

0:26:57.480,0:27:01.679
to our leadership so my question is to

0:26:59.580,0:27:03.179
do a study group to find out how to

0:27:01.679,0:27:05.520
better support teachers and parents

0:27:03.179,0:27:07.620
that's my question okay

0:27:05.520,0:27:09.000
um thank you for clarifying that it's

0:27:07.620,0:27:10.559
always best as reminded all board

0:27:09.000,0:27:12.419
members when you hear from patrons with

0:27:10.559,0:27:14.760
questions to Route them to the school

0:27:12.419,0:27:16.919
leadership so they can offer concise

0:27:14.760,0:27:19.500
professional answers as our educational

0:27:16.919,0:27:21.120
leaders but would we like to refer that

0:27:19.500,0:27:23.159
question to Mrs Shelby and so I think

0:27:21.120,0:27:24.600
that would be appropriate we can let her

0:27:23.159,0:27:26.940
know that you've expressed interest

0:27:24.600,0:27:28.740
thank you

0:27:26.940,0:27:31.380
um Dr Yin

0:27:28.740,0:27:33.659
yeah it's the first to follow up and I

0:27:31.380,0:27:37.100
also heard similar concerns saying that

0:27:33.659,0:27:41.159
I also such as them to contact to

0:27:37.100,0:27:43.980
Mrs Johnson and so yeah I but but I

0:27:41.159,0:27:46.320
agree with the desert though because it

0:27:43.980,0:27:49.320
might be a kind of a common issue to

0:27:46.320,0:27:50.460
select the high ability study group we

0:27:49.320,0:27:53.220
may have

0:27:50.460,0:27:57.419
similar committee study group to figure

0:27:53.220,0:28:00.179
out any issues suggestions and maybe for

0:27:57.419,0:28:02.340
parents to meet regularly like to select

0:28:00.179,0:28:05.299
the hypothetic group right so I think

0:28:02.340,0:28:08.760
that's very helpful for people to

0:28:05.299,0:28:13.200
routinely bring feedback into

0:28:08.760,0:28:16.980
if there's any thing to improve and

0:28:13.200,0:28:19.140
regarding the presentation and just a

0:28:16.980,0:28:21.240
forward question to Mrs Johnson because

0:28:19.140,0:28:24.299
I know she prepared the size and

0:28:21.240,0:28:26.900
everything so I wonder how many

0:28:24.299,0:28:29.279
um teachers and how many

0:28:26.900,0:28:32.340
professionals do we have in our district

0:28:29.279,0:28:35.400
that's the first question another is and

0:28:32.340,0:28:39.720
given that we have alternatively we have

0:28:35.400,0:28:44.000
low number percentage of a case who

0:28:39.720,0:28:44.000
needs who have special needs I wonder

0:28:44.100,0:28:49.860
the reason for that and uh so kind of

0:28:47.159,0:28:50.880
relate to it and

0:28:49.860,0:28:54.419
um

0:28:50.880,0:28:58.260
one concern I heard is some kids who may

0:28:54.419,0:29:00.960
need the help can somehow are not

0:28:58.260,0:29:04.320
identified yeah I don't you know I don't

0:29:00.960,0:29:07.580
have the first-handed data so I cannot

0:29:04.320,0:29:11.640
tell and but I just wonder in general

0:29:07.580,0:29:15.000
how our case identified as

0:29:11.640,0:29:18.240
the kids who need a special who have

0:29:15.000,0:29:21.120
special needs and so if our the

0:29:18.240,0:29:23.279
percentage low it was as related to

0:29:21.120,0:29:26.820
identification or there are some other

0:29:23.279,0:29:32.159
reason also given the state funding is

0:29:26.820,0:29:35.399
related to it's like a gave students by

0:29:32.159,0:29:37.260
like if we have more students who have

0:29:35.399,0:29:39.720
special needs then you'll get more fund

0:29:37.260,0:29:42.360
inside of the case

0:29:39.720,0:29:45.000
oh they have a quarter or you can only a

0:29:42.360,0:29:46.679
house no quota so I do want to address

0:29:45.000,0:29:49.620
your question about number of

0:29:46.679,0:29:55.200
professionals so if I'm doing my math

0:29:49.620,0:29:58.080
correctly we have two four six eight ten

0:29:55.200,0:30:00.440
no that's okay 10 special education

0:29:58.080,0:30:02.940

teachers and

0:30:00.440,0:30:04.679

thank you thank you you did the math

0:30:02.940,0:30:08.039

quicker than I did so I did want to

0:30:04.679,0:30:10.260

share that and then um with the quota

0:30:08.039,0:30:12.600

there would never be a quota legally

0:30:10.260,0:30:14.279

there could never be a quota on you

0:30:12.600,0:30:15.539

would only identify a certain number of

0:30:14.279,0:30:19.500

students

0:30:15.539,0:30:22.200

um and then with basically with special

0:30:19.500,0:30:24.120

education it's governed by the

0:30:22.200,0:30:27.899

individuals with disabilities in

0:30:24.120,0:30:30.380

Education Act and it looks at does a

0:30:27.899,0:30:33.600

student have one of 13

0:30:30.380,0:30:36.000

disabilities and then if they do have

0:30:33.600,0:30:38.100

one of those 13 disabilities how has

0:30:36.000,0:30:40.980

that impacted them from an education

0:30:38.100,0:30:43.440

standpoint so it's not a one-prong test

0:30:40.980,0:30:45.960

just to have the disability a medical

0:30:43.440,0:30:48.360
diagnosis is very different than how it

0:30:45.960,0:30:49.799
affects the school performance so if

0:30:48.360,0:30:52.919
they have that one of those 13

0:30:49.799,0:30:54.840
disability disability categories then if

0:30:52.919,0:30:57.000
it does if there's data to show that it

0:30:54.840,0:30:58.860
is affecting the person the student from

0:30:57.000,0:31:01.260
an educational standpoint that's the

0:30:58.860,0:31:03.659
second prong of that test so that's part

0:31:01.260,0:31:05.460
of the identification procedure

0:31:03.659,0:31:08.279
that Mrs Johnson could give you much

0:31:05.460,0:31:12.679
better information than I could and then

0:31:08.279,0:31:17.520
will the state typically does the state

0:31:12.679,0:31:21.360
allocated a fund in enough to cover the

0:31:17.520,0:31:23.880
cost or we have to subsidize no um so

0:31:21.360,0:31:25.860
special education for years has been

0:31:23.880,0:31:26.880
termed by some people as an unfunded

0:31:25.860,0:31:30.179
mandate

0:31:26.880,0:31:33.960
so special education the law initially

0:31:30.179,0:31:35.760
came I think in the 70s 75 79 and over

0:31:33.960,0:31:37.799
the years has changed and at one point

0:31:35.760,0:31:39.899
in time when it first began Congress

0:31:37.799,0:31:43.020
said that they would pledge 40 percent

0:31:39.899,0:31:45.779
of the cost they've never met that level

0:31:43.020,0:31:48.840
and then they changed what they said

0:31:45.779,0:31:51.779
they would so there's several funding

0:31:48.840,0:31:53.820
mechanisms there's Federal funding which

0:31:51.779,0:31:55.679
schools do not receive federal funding

0:31:53.820,0:31:57.659
directly Federal funding goes through

0:31:55.679,0:32:00.240
the states and then it's distributed

0:31:57.659,0:32:02.580
from the state to the schools so Federal

0:32:00.240,0:32:04.260
funding gets to the school level it's a

0:32:02.580,0:32:07.559
very small percentage and then there's

0:32:04.260,0:32:10.679
State funding which is another mechanism

0:32:07.559,0:32:13.080
but it never funds the entire cost of

0:32:10.679,0:32:16.020
special education programs so what are

0:32:13.080,0:32:18.120
called local funds would be used to fund

0:32:16.020,0:32:20.580
anything that federal or state funding

0:32:18.120,0:32:22.380
would not

0:32:20.580,0:32:25.980
okay

0:32:22.380,0:32:28.140
okay so that means the more students

0:32:25.980,0:32:29.460
with a special needs than the school

0:32:28.140,0:32:32.460
need to

0:32:29.460,0:32:35.279
figure out the fund to cover the costs

0:32:32.460,0:32:37.620
yeah in theory yeah so because before I

0:32:35.279,0:32:39.000
saw well then yeah what will be the

0:32:37.620,0:32:42.120
constraint for

0:32:39.000,0:32:44.039
providing the service to those keys then

0:32:42.120,0:32:46.020
yeah and we don't we can't ask that

0:32:44.039,0:32:48.179
question we don't ask that question we

0:32:46.020,0:32:50.399
look at what the services needed are and

0:32:48.179,0:32:52.020
we provide the services I mean it's

0:32:50.399,0:32:54.600
never part of a case conference to

0:32:52.020,0:32:56.760
discuss how much would this cost we if

0:32:54.600,0:32:58.500
it's student needs if the if a case

0:32:56.760,0:33:01.080
conference committee determines that a

0:32:58.500,0:33:02.279
student needs a service we provide the

0:33:01.080,0:33:04.679
service

0:33:02.279,0:33:06.179
thanks you're welcome perhaps any board

0:33:04.679,0:33:07.740
member who's not spoken yet have

0:33:06.179,0:33:10.440
anything they would like say Mr Wong

0:33:07.740,0:33:12.840
yeah I have some questions the first of

0:33:10.440,0:33:15.299
all I like these presentations it's very

0:33:12.840,0:33:17.100
good and I also like the numbers very

0:33:15.299,0:33:21.000
detailed numbers how many years total

0:33:17.100,0:33:24.360
years and the people who are so I can't

0:33:21.000,0:33:28.440
do this 10 teachers so you've divided by

0:33:24.360,0:33:32.760
140 hours as each teacher average 14

0:33:28.440,0:33:35.039
years plus years in education and 11

0:33:32.760,0:33:36.120
years around the 11 a year yeah 11 years

0:33:35.039,0:33:39.919
in

0:33:36.120,0:33:43.380
uh in the special education and for the

0:33:39.919,0:33:47.340
paraprofessionals there's 40 peoples and

0:33:43.380,0:33:50.760
then 138 that's more than three years in

0:33:47.340,0:33:53.399
that service it's not uh it's not very

0:33:50.760,0:33:56.460
easy so I think it's fair to say we we

0:33:53.399,0:33:59.760
return either returned or we uh we

0:33:56.460,0:34:04.080
recruit the high quality teachers so

0:33:59.760,0:34:07.260
it's not easy for uh for Mr Chevy

0:34:04.080,0:34:10.460
Johnson in current situation to keep

0:34:07.260,0:34:13.200
recruit return those highly qualified

0:34:10.460,0:34:16.339
teachers in her team so please forward

0:34:13.200,0:34:18.359
my appreciations especially for this

0:34:16.339,0:34:20.520
presentation I can see the person

0:34:18.359,0:34:22.200
whoever prepared this and you can see

0:34:20.520,0:34:25.020
the patients they serve other people's

0:34:22.200,0:34:27.899
and I also see I can see the

0:34:25.020,0:34:30.899
professionalism from these things the

0:34:27.899,0:34:35.099
only things I have is um regarding that

0:34:30.899,0:34:37.740
the case conference committees so if

0:34:35.099,0:34:40.740
maybe you can talk about kind of

0:34:37.740,0:34:42.899
overview of how what's how that works

0:34:40.740,0:34:47.639
what's the purpose of that

0:34:42.899,0:34:49.859
and how many say meetings we have every

0:34:47.639,0:34:51.419
I think that's meeting is quite a

0:34:49.859,0:34:52.679
call Steve because a lot of people

0:34:51.419,0:34:55.500
always put together and prepare

0:34:52.679,0:34:58.080
paperworks and every year there's legal

0:34:55.500,0:35:00.420
regulations so if

0:34:58.080,0:35:02.880
another you can do that or Australia can

0:35:00.420,0:35:05.940
do that but that's just my question uh

0:35:02.880,0:35:09.240
how many um how that works or the

0:35:05.940,0:35:12.240
purpose of that and uh I'm understanding

0:35:09.240,0:35:14.940
is that each meeting is uh have IEP for

0:35:12.240,0:35:17.940
specifically for each students and how

0:35:14.940,0:35:20.280
the Committee Member composed what's the

0:35:17.940,0:35:22.740
procedure they put people together and

0:35:20.280,0:35:25.500
then uh and I understand that's called

0:35:22.740,0:35:27.599
star so it doesn't mean so you release

0:35:25.500,0:35:30.960
all information but I just want to get a

0:35:27.599,0:35:32.339
general overview of how that works

0:35:30.960,0:35:35.579
yeah

0:35:32.339,0:35:37.500
okay it's a very prescribed process and

0:35:35.579,0:35:39.000
who is at the table is also highly

0:35:37.500,0:35:40.619
prescribed there are people who are

0:35:39.000,0:35:42.300
required to be there by law but I think

0:35:40.619,0:35:44.820
she could probably provide the best

0:35:42.300,0:35:48.240
resources and would would know the best

0:35:44.820,0:35:50.640
resources to help explain that okay if

0:35:48.240,0:35:52.200
she can later something I don't I don't

0:35:50.640,0:35:54.240
need to answer my question right now

0:35:52.200,0:35:56.760
another yeah could you give me a favor

0:35:54.240,0:35:58.320
and send me that question and we'll make

0:35:56.760,0:36:00.359
sure that we include that prayer note so

0:35:58.320,0:36:01.560
everybody can see the responses and then

0:36:00.359,0:36:03.359
we'll make sure that we address the

0:36:01.560,0:36:05.160
components of your question yeah the

0:36:03.359,0:36:06.780
things this uh I have some general

0:36:05.160,0:36:08.880
understanding after that maybe I have

0:36:06.780,0:36:11.099
some follow-up questions say for example

0:36:08.880,0:36:14.220
there's different prefers for these

0:36:11.099,0:36:16.280
meetings and I want to know how many

0:36:14.220,0:36:19.440
some premium meetings maybe just

0:36:16.280,0:36:22.020
re-evaluate the progress some maybe see

0:36:19.440,0:36:23.940
how far away this maybe some set of

0:36:22.020,0:36:25.920
targeted and I can tell you at minimum

0:36:23.940,0:36:27.839
there's an annual case that's my

0:36:25.920,0:36:30.119
understanding yeah and then anytime that

0:36:27.839,0:36:32.280
a parent requests a meeting you would

0:36:30.119,0:36:35.400
hold another meeting additionally and or

0:36:32.280,0:36:36.800
or if their a teacher can request to

0:36:35.400,0:36:40.320
based on

0:36:36.800,0:36:43.020
yeah and if they need to but at minimum

0:36:40.320,0:36:45.359
an annual case review and it could be

0:36:43.020,0:36:48.420
then from there anywhere in between but

0:36:45.359,0:36:50.400
I will still make sure that we get the

0:36:48.420,0:36:51.900
response from Mr Johnson yeah that's

0:36:50.400,0:36:54.480
what that's what happened I'm thinking

0:36:51.900,0:36:58.020
and also how questions are regarding uh

0:36:54.480,0:37:01.500
so how many meetings we we have every

0:36:58.020,0:37:03.960
year for eligibilities and how many we

0:37:01.500,0:37:06.780
get uh I mean how many students yeah

0:37:03.960,0:37:09.240
after we have a meeting we evaluated as

0:37:06.780,0:37:11.640
you said comparis their school uh

0:37:09.240,0:37:14.400
learning things and also with their

0:37:11.640,0:37:15.720
medical uh medical information when we

0:37:14.400,0:37:17.700
put together and when we make that

0:37:15.720,0:37:19.560
decision so I won't see how many

0:37:17.700,0:37:22.560
percentage kind of things

0:37:19.560,0:37:24.619
that I will email forward for follow-up

0:37:22.560,0:37:27.300
dancings and then that would be great

0:37:24.619,0:37:30.180
also thank you please also extend my

0:37:27.300,0:37:32.220
appreciation to her for the document uh

0:37:30.180,0:37:34.760
for last time we I learned a lot of

0:37:32.220,0:37:36.660
about this special education

0:37:34.760,0:37:38.760
terminologies and background

0:37:36.660,0:37:40.859
informations that's quite uh very good

0:37:38.760,0:37:43.680
learning course for me so just forward

0:37:40.859,0:37:44.780
my appreciation to her thank you thank

0:37:43.680,0:37:47.280
you

0:37:44.780,0:37:49.800
if I could please

0:37:47.280,0:37:51.780
um also one of the things that have been

0:37:49.800,0:37:53.339
reviewed previously by the board that

0:37:51.780,0:37:55.099
might be helpful to our new members to

0:37:53.339,0:37:57.599
also understand is that

0:37:55.099,0:38:00.599
students are entitled to some

0:37:57.599,0:38:02.820
confidentiality here and so sometimes

0:38:00.599,0:38:05.339
families don't necessarily want to share

0:38:02.820,0:38:06.599
their child's status with an IEP so if

0:38:05.339,0:38:08.700
you wouldn't mind asking her to also

0:38:06.599,0:38:10.619
include some information about why

0:38:08.700,0:38:12.720
perhaps there's not like a special ed

0:38:10.619,0:38:14.220
parent coffee or that type of thing I

0:38:12.720,0:38:16.440
think that might be helpful for everyone

0:38:14.220,0:38:19.200
to understand it it does provide some

0:38:16.440,0:38:21.000
limitations on communication as well as

0:38:19.200,0:38:22.859
any member who has not spoken yet like

0:38:21.000,0:38:25.500
to add anything to this one

0:38:22.859,0:38:28.140
all right thank you very much Mrs Roth

0:38:25.500,0:38:30.660
for presenting on Mrs Johnson's behalf

0:38:28.140,0:38:33.420
let's move on to item number five

0:38:30.660,0:38:37.160
teacher evaluation presentation and Dr

0:38:33.420,0:38:40.859
Greiner so as

0:38:37.160,0:38:42.960
legislature requires that each year we

0:38:40.859,0:38:46.140
present to the board in a public meeting

0:38:42.960,0:38:49.800
the teacher teacher evaluation tool and

0:38:46.140,0:38:52.619
then teacher evaluation results and so

0:38:49.800,0:38:54.359
what I want to stress here is nothing's

0:38:52.619,0:38:56.280
changed and what you're going to hear

0:38:54.359,0:38:58.920
today that you heard last year and the

0:38:56.280,0:39:00.720
reason for that is our evaluation tool

0:38:58.920,0:39:04.560
has not changed and I think we heard

0:39:00.720,0:39:06.720
even a speaker come up and state that it

0:39:04.560,0:39:09.480
hasn't changed but nothing's changed

0:39:06.720,0:39:12.300
we're just presenting to you in a public

0:39:09.480,0:39:15.900
meeting to meet the requirements of the

0:39:12.300,0:39:19.380
law and then just to report out on the

0:39:15.900,0:39:22.079
evaluation readings

0:39:19.380,0:39:24.780
so on this first slide you can see that

0:39:22.079,0:39:28.680
we use a locally approved professional

0:39:24.780,0:39:31.140
teacher summative evaluation tool that

0:39:28.680,0:39:35.700
was created collaboratively with the

0:39:31.140,0:39:38.280
association and the administrators and

0:39:35.700,0:39:41.940
it meets the requirements that must be

0:39:38.280,0:39:45.300
included in an evaluation plan and it

0:39:41.940,0:39:48.660
also has a rating scale of four four

0:39:45.300,0:39:51.359
point rating scale from one the lowest

0:39:48.660,0:39:55.460
rating being an ineffective up to a

0:39:51.359,0:39:55.460
highly effective rating being a four

0:39:55.800,0:40:03.920
the system or Pro evaluation tool has

0:40:00.180,0:40:05.640
four domains instructional leadership

0:40:03.920,0:40:08.280
professionalism

0:40:05.640,0:40:10.740
effective instruction and student

0:40:08.280,0:40:13.680
assessment feedback and these are all

0:40:10.740,0:40:16.859
through a rubric and you can see that

0:40:13.680,0:40:19.619
the these are weighted and that the

0:40:16.859,0:40:23.060
heaviest weight is placed on effective

0:40:19.619,0:40:23.060
instruction in the classroom

0:40:23.099,0:40:28.800
and then the final summative score is

0:40:26.160,0:40:33.060
taken 100 percent from that teacher

0:40:28.800,0:40:36.560
evaluation tool and it is a final score

0:40:33.060,0:40:40.079
is based on at minimum two observations

0:40:36.560,0:40:43.280
where the information is compiled and a

0:40:40.079,0:40:43.280
score is determined

0:40:43.560,0:40:47.540
it's a very collaborative process I will

0:40:45.660,0:40:50.280
point out too communication between

0:40:47.540,0:40:53.400
teacher and administrator

0:40:50.280,0:40:55.280
and you can see here our final ratings

0:40:53.400,0:40:58.260
for

0:40:55.280,0:41:01.140
2022-23 school year and you can see

0:40:58.260,0:41:02.820
we're we've divided It Out by school but

0:41:01.140,0:41:07.380
then if you look at the corporation you

0:41:02.820,0:41:10.200
can see that 161 teachers 137 of those

0:41:07.380,0:41:12.960
were rated highly effective 20 were

0:41:10.200,0:41:16.380
rated effective and one was rated

0:41:12.960,0:41:19.619
ineffective if you add those up you will

0:41:16.380,0:41:22.200
find that it does not equal 161 and that

0:41:19.619,0:41:25.560
is because a few of our teachers were

0:41:22.200,0:41:28.380
not rated or evaluated that particular

0:41:25.560,0:41:31.320
year with a full evaluation either

0:41:28.380,0:41:34.500
because they came in in the middle of

0:41:31.320,0:41:36.900
the year or they left early for a leave

0:41:34.500,0:41:40.200
of some sort and so if they're not here

0:41:36.900,0:41:43.500
for 120 days then they are not rated and

0:41:40.200,0:41:46.079
included in these final scores

0:41:43.500,0:41:48.839
and so with that I invite any questions

0:41:46.079,0:41:52.220
as we do each year thank you Dr Reiner

0:41:48.839,0:41:52.220
questions for Dr Reiner

0:41:53.640,0:41:57.300
okay Mrs Mumford

0:41:56.160,0:42:00.599
um

0:41:57.300,0:42:02.480
so what is the general difference we've

0:42:00.599,0:42:04.980
seen both last year and this year

0:42:02.480,0:42:08.820
ineffective versus needs Improvement

0:42:04.980,0:42:10.619
what it from your experience has kind of

0:42:08.820,0:42:12.240
I mean I know it's an ad Edition of

0:42:10.619,0:42:14.400
scores but

0:42:12.240,0:42:17.339
we don't see any in that middle but yet

0:42:14.400,0:42:19.079
we have seen them low and then jump to

0:42:17.339,0:42:22.020
the higher effective

0:42:19.079,0:42:24.300
so do you know much about

0:42:22.020,0:42:27.780
do you mean what is the difference in so

0:42:24.300,0:42:30.960
the rating system the difference would

0:42:27.780,0:42:34.040
be some things may be met in needs

0:42:30.960,0:42:36.480
Improvement okay and less things in

0:42:34.040,0:42:38.640
ineffective okay

0:42:36.480,0:42:40.500
but if I'm answering here I think so

0:42:38.640,0:42:42.780
yeah and I can show you the rubric too

0:42:40.500,0:42:44.400
if if you would ever like to see that no

0:42:42.780,0:42:47.220
that makes sense

0:42:44.400,0:42:48.780
um do we have any incentives in place in

0:42:47.220,0:42:51.420
our school district for teachers who

0:42:48.780,0:42:56.460
receive the highly effective rating

0:42:51.420,0:42:58.260
so the teachers generally would like to

0:42:56.460,0:43:00.960
the answer is no so they're not as

0:42:58.260,0:43:04.940
incentives for that and that is

0:43:00.960,0:43:08.700
um that's discussed and it's truly uh to

0:43:04.940,0:43:11.099
ensure that we're not

0:43:08.700,0:43:15.180
putting our teachers in a very

0:43:11.099,0:43:16.680
collaborative nature of atmosphere where

0:43:15.180,0:43:19.140
you're working together to meet the

0:43:16.680,0:43:20.520
needs healthy school culture is where

0:43:19.140,0:43:23.400
you're working together to meet the

0:43:20.520,0:43:26.220
needs of students if we went more to an

0:43:23.400,0:43:29.280
incentive approach where highly

0:43:26.220,0:43:30.960
effective versus effective you might see

0:43:29.280,0:43:33.060
doors start to close where they would

0:43:30.960,0:43:35.280
try to gain that money and it might be a

0:43:33.060,0:43:37.260
less collaborative environment

0:43:35.280,0:43:39.240
okay so then if I understand correctly

0:43:37.260,0:43:41.520
the state gives us the tag funding

0:43:39.240,0:43:43.920
correct that we're required to give the

0:43:41.520,0:43:45.960
highly effective teachers a percentage

0:43:43.920,0:43:48.000
of a bonus pay and then our school

0:43:45.960,0:43:50.040
district uses its own funds to give

0:43:48.000,0:43:52.380
ineffective needs Improvement and

0:43:50.040,0:43:55.200
effective teachers the same pay that a

0:43:52.380,0:43:57.720
Highly Effective Teacher receives no yes

0:43:55.200,0:43:59.640
and no and ineffective and effective

0:43:57.720,0:44:01.680
teachers do not receive the tax Grant

0:43:59.640,0:44:04.319
and they do not receive a pay increase

0:44:01.680,0:44:06.859
from one year to the next and if you are

0:44:04.319,0:44:10.140
effective or highly effective

0:44:06.859,0:44:13.079
we must use the tag money to

0:44:10.140,0:44:16.380
differentiate by 25 percent at least and

0:44:13.079,0:44:19.440
so the where the equal equalizing comes

0:44:16.380,0:44:21.060
out is additional funds to equalize so

0:44:19.440,0:44:23.220
that everybody's getting rewarded for

0:44:21.060,0:44:24.540
being an effective or a Highly Effective

0:44:23.220,0:44:26.819
Teacher and if you look at that rubric

0:44:24.540,0:44:28.800
you can find it's real easy to go in and

0:44:26.819,0:44:31.819
out of Highly Effective versus effective

0:44:28.800,0:44:33.900
I always told as principal when this new

0:44:31.819,0:44:36.420
evaluation system was put in place

0:44:33.900,0:44:38.940
teachers got really nervous and they

0:44:36.420,0:44:41.040
were knocking down my door basically and

0:44:38.940,0:44:43.560
I said where where with the current

0:44:41.040,0:44:45.300
system where you're meeting expectation

0:44:43.560,0:44:48.180
and being an effective solid good

0:44:45.300,0:44:50.220
teacher versus not being one where have

0:44:48.180,0:44:53.280
you ever questioned our relationship

0:44:50.220,0:44:54.960
from instructional leader to teacher

0:44:53.280,0:44:57.119
well we've never but with this new

0:44:54.960,0:44:59.940
system I said there's nothing going to

0:44:57.119,0:45:01.740
change here with the exception that you

0:44:59.940,0:45:03.780
may fall in and out of effective versus

0:45:01.740,0:45:05.040
highly effective because highly

0:45:03.780,0:45:07.140
effective

0:45:05.040,0:45:09.000
um there's just some subtle differences

0:45:07.140,0:45:10.980
and so what we want teachers to

0:45:09.000,0:45:12.780
understand is whether you're effective

0:45:10.980,0:45:15.480
or highly effective you're a great

0:45:12.780,0:45:18.980
teacher and so with that then we also

0:45:15.480,0:45:21.300
want to encourage that collaborative

0:45:18.980,0:45:23.339
nature and when you're sitting around

0:45:21.300,0:45:25.560
the table whether it's at the IEP table

0:45:23.339,0:45:27.180
or you're just sitting studying data and

0:45:25.560,0:45:29.400
you're looking at your Collective grade

0:45:27.180,0:45:32.280
level of students or your Collective

0:45:29.400,0:45:33.780
school love overall students where

0:45:32.280,0:45:35.280
you're working together to meet the

0:45:33.780,0:45:37.079
needs of those students and learning

0:45:35.280,0:45:39.119
from each other so if you and I are

0:45:37.079,0:45:40.619
collaborating at the table I might say

0:45:39.119,0:45:43.020
to you how did you get those math

0:45:40.619,0:45:45.060
results Mrs Mumford I want to know

0:45:43.020,0:45:46.260
because nine eighty percent of my

0:45:45.060,0:45:48.540
students passed and I've got five

0:45:46.260,0:45:50.099
students I got to remedy yeah 99 pass

0:45:48.540,0:45:52.440
what are you doing there and we learn

0:45:50.099,0:45:55.859
from each other where if you start

0:45:52.440,0:45:58.079
talking about differentiating in Pay

0:45:55.859,0:45:59.400
um you'll probably you may not but there

0:45:58.079,0:46:01.260
will be teachers out there that'll close

0:45:59.400,0:46:04.380
their door because they'll say it's not

0:46:01.260,0:46:06.480
fair I mean I want to get that bigger

0:46:04.380,0:46:08.700
dollar we want our teachers working

0:46:06.480,0:46:10.560
together in a collaborative nature where

0:46:08.700,0:46:12.960
no no student falls behind and that's

0:46:10.560,0:46:14.760
why at the discussion table our teachers

0:46:12.960,0:46:18.359
will tell us we don't want any part of

0:46:14.760,0:46:20.280
that and we're really um we want that

0:46:18.359,0:46:23.339
collaborative approach so

0:46:20.280,0:46:25.319
so the school district gives funds to

0:46:23.339,0:46:27.180
the effective teachers so that they get

0:46:25.319,0:46:29.280
the same bonus pay as highly effective

0:46:27.180,0:46:31.140
but they do not give it to the needs

0:46:29.280,0:46:32.579
Improvement or the other one is that

0:46:31.140,0:46:34.440
right yes you're helpful to understand

0:46:32.579,0:46:37.200
thank you my pleasure

0:46:34.440,0:46:38.280
any other questions for Dr Greiner Dr

0:46:37.200,0:46:41.579
yes

0:46:38.280,0:46:42.900
who are the evaluators of teachers so

0:46:41.579,0:46:45.359
our

0:46:42.900,0:46:47.460
in our district the evaluators are the

0:46:45.359,0:46:49.859
principals and the assistant principals

0:46:47.460,0:46:51.720
and they are trained in the evaluation

0:46:49.859,0:46:54.060
system because you got to be trained in

0:46:51.720,0:46:58.440
the evaluation system so those are our

0:46:54.060,0:47:01.680
evaluators okay so after the evaluators

0:46:58.440,0:47:05.220
and let's say observe the teacher's

0:47:01.680,0:47:07.859
classroom and do a rating or something

0:47:05.220,0:47:10.680
up following the rubric and will

0:47:07.859,0:47:12.960
teachers get feedback regarding you know

0:47:10.680,0:47:16.020
yes teachers and administrator meet

0:47:12.960,0:47:18.740
together and they discuss based on on

0:47:16.020,0:47:18.740
that evaluation

0:47:22.500,0:47:29.099
students have any feedback regarding

0:47:25.220,0:47:32.520
some of the issues and the who should

0:47:29.099,0:47:34.619
they communicate with so parents I would

0:47:32.520,0:47:36.900
always encourage a parent to go directly

0:47:34.619,0:47:39.480
to the teacher and when I just sat with

0:47:36.900,0:47:42.960
my own two every teacher that I sat

0:47:39.480,0:47:45.119
during the teacher orientation they said

0:47:42.960,0:47:46.500
email us we want to get back to you that

0:47:45.119,0:47:48.300
that's our quickest way because we'll

0:47:46.500,0:47:50.579
see that phone call we'll get back to

0:47:48.300,0:47:52.980
you when we can but email us so work

0:47:50.579,0:47:54.900
directly with your teacher and of course

0:47:52.980,0:47:58.079
if you're not satisfied with that

0:47:54.900,0:48:00.359
interaction then I would go to the uh

0:47:58.079,0:48:02.880
the the next person in command principle

0:48:00.359,0:48:04.740
or assistant principal but I would

0:48:02.880,0:48:07.079
always start with the teacher because

0:48:04.740,0:48:08.700
I've I've not met a personally a teacher

0:48:07.079,0:48:10.619
that didn't want to have that dialogue

0:48:08.700,0:48:11.880
and as a teacher I always wanted to hear

0:48:10.619,0:48:13.200
directly from you if you had some

0:48:11.880,0:48:14.040
concerns that you wanted to sit down and

0:48:13.200,0:48:17.220
talk about

0:48:14.040,0:48:21.480
okay great and another thing sort of

0:48:17.220,0:48:24.540
follow up with the dishes and comments

0:48:21.480,0:48:28.380
and uh I understand that I'm mandatory

0:48:24.540,0:48:31.020
reward is not helpful according to the

0:48:28.380,0:48:33.420
feedback I also said on the table with

0:48:31.020,0:48:34.980
the kind of talk to some of the teachers

0:48:33.420,0:48:37.619
Representatives

0:48:34.980,0:48:41.400
and so I got that idea but

0:48:37.619,0:48:44.579
on the other hand I heard some of these

0:48:41.400,0:48:47.460
in some of the districts they do

0:48:44.579,0:48:50.760
have like a teacher of the building or

0:48:47.460,0:48:53.760
that like every year they have a t-shirt

0:48:50.760,0:48:57.480
kind of not necessary like monetary

0:48:53.760,0:49:00.359
reward but some recognition I wonder

0:48:57.480,0:49:03.140
whether that's possible at all given

0:49:00.359,0:49:08.640
that we have so many excellent teachers

0:49:03.140,0:49:11.460
yeah to celebrate or honor in even

0:49:08.640,0:49:13.619
even more frequently like a monthly or

0:49:11.460,0:49:15.599
something I I don't know because we have

0:49:13.619,0:49:18.839
so many great teachers there are so many

0:49:15.599,0:49:20.339
great things about them and we can share

0:49:18.839,0:49:24.300
it probably they can share their

0:49:20.339,0:49:26.880
strategy so you know people share their

0:49:24.300,0:49:29.160
appreciation those things maybe it's

0:49:26.880,0:49:33.119
possible it doesn't need to be mandatory

0:49:29.160,0:49:35.880
but also I feel like for a PD

0:49:33.119,0:49:37.920
professional development purpose maybe

0:49:35.880,0:49:41.240
you know sometimes we can share the

0:49:37.920,0:49:44.280
strategies maybe they're already doing

0:49:41.240,0:49:47.040
with their colleagues already but just

0:49:44.280,0:49:49.859
in general some of those I think those

0:49:47.040,0:49:52.859
are sharing really helpful exploring and

0:49:49.859,0:49:54.480
I can tell you that even when you say I

0:49:52.859,0:49:57.060
um if you I know you were at the opening

0:49:54.480,0:49:58.859
meeting and we had so many teachers that

0:49:57.060,0:50:01.079
took advantage of this stem opportunity

0:49:58.859,0:50:03.480
and wrote their own proposals and spent

0:50:01.079,0:50:04.980
their summer learning new things and I

0:50:03.480,0:50:07.140
know that the principals want to find

0:50:04.980,0:50:08.760
ways to share those exactly kind of what

0:50:07.140,0:50:10.800
you're talking about with among their

0:50:08.760,0:50:12.359
teams and with their school teams I

0:50:10.800,0:50:16.579
think you raised some very valid points

0:50:12.359,0:50:19.200
but it just I'm so proud of the uh

0:50:16.579,0:50:22.380
amount of teachers that took advantage

0:50:19.200,0:50:24.000
of those opportunities as you said we

0:50:22.380,0:50:25.800
can't celebrate our teachers enough they

0:50:24.000,0:50:28.140
they're so giving and they spent their

0:50:25.800,0:50:30.119
summer engaged in professional learning

0:50:28.140,0:50:31.740
and certainly I agree with you finding

0:50:30.119,0:50:33.180
ways to share those and we're going to

0:50:31.740,0:50:34.920
probably I think we're going to be

0:50:33.180,0:50:36.780
looking for ways to do that even during

0:50:34.920,0:50:38.480
the professional development time that

0:50:36.780,0:50:42.180
we have built into the years

0:50:38.480,0:50:42.900
is not too much burden for them and we

0:50:42.180,0:50:45.119
can

0:50:42.900,0:50:47.819
you know celebrate because we we

0:50:45.119,0:50:49.500
celebrate students Excellence we can

0:50:47.819,0:50:52.020
also shoot so you know celebrate

0:50:49.500,0:50:54.900
teachers staff members for example even

0:50:52.020,0:50:57.900
the paraprofessionals you know they do a

0:50:54.900,0:51:01.140
very hard job many times behind the

0:50:57.900,0:51:02.700
scene and uh you know and then the bus

0:51:01.140,0:51:05.819
drivers you know there are so many

0:51:02.700,0:51:07.500
people we can recognize and celebrate

0:51:05.819,0:51:09.359
and it'll be nice

0:51:07.500,0:51:12.079
absolutely thank you Dr again I

0:51:09.359,0:51:12.079
appreciate your comments

0:51:12.119,0:51:17.339
uh Mr Wong did I see your hand was up

0:51:14.700,0:51:21.359
sure how question

0:51:17.339,0:51:25.140
so when why is the you have to change

0:51:21.359,0:51:28.280
that to pay for the full full domains

0:51:25.140,0:51:28.280
for items okay

0:51:28.460,0:51:33.720
this evening

0:51:31.020,0:51:35.640
right right yeah still in the assessment

0:51:33.720,0:51:36.960
feedback yeah basically I'm just

0:51:35.640,0:51:38.940
wondering see

0:51:36.960,0:51:41.400
each classroom is different right some

0:51:38.940,0:51:43.079
students go ahead very otherwise and

0:51:41.400,0:51:46.800
then some just

0:51:43.079,0:51:48.660
average so how did you use that

0:51:46.800,0:51:50.460
assessment use the assessment class

0:51:48.660,0:51:51.839
assessment

0:51:50.460,0:51:54.900
course

0:51:51.839,0:51:58.800
to to do this kind of this domain number

0:51:54.900,0:52:01.079
four so how you handle that kind of

0:51:58.800,0:52:02.640
things so the principal and the teacher

0:52:01.079,0:52:04.980
sit down and talk about what student

0:52:02.640,0:52:07.140
assessment data are they using they work

0:52:04.980,0:52:09.480
together to determine that and then it's

0:52:07.140,0:52:11.819
measured on the rubric and how are they

0:52:09.480,0:52:14.579
using data to show growth or Improvement

0:52:11.819,0:52:16.500
and or how are they using data to

0:52:14.579,0:52:18.540
remediate within the classroom to meet

0:52:16.500,0:52:20.640
the needs of the students and so forth

0:52:18.540,0:52:22.920
and so they sit down together and

0:52:20.640,0:52:24.960
discuss that and make that determination

0:52:22.920,0:52:26.940
so basically still concentrate on the

0:52:24.960,0:52:29.400
Improvement actually not only for the

0:52:26.940,0:52:31.319
final not yes both improvements it's

0:52:29.400,0:52:33.119
kind of a Mastery and then composing

0:52:31.319,0:52:35.960
gaps and so forth

0:52:33.119,0:52:38.460
so that comes okay another thing is

0:52:35.960,0:52:40.920
regarding the evaluations is follow-up

0:52:38.460,0:52:42.660
Dr yin's question say for example for

0:52:40.920,0:52:44.220
special education teachers and

0:52:42.660,0:52:45.599
paraprofessionals

0:52:44.220,0:52:47.040
there if you look at their job

0:52:45.599,0:52:49.140
description it's quite different from

0:52:47.040,0:52:51.359
the classroom teacher so I just

0:52:49.140,0:52:53.760
wondering for those uh teachers

0:52:51.359,0:52:55.260
basically for each different teachers we

0:52:53.760,0:52:59.819
have the person the right person to

0:52:55.260,0:53:02.099
evaluate yes what's going on and they

0:52:59.819,0:53:04.319
can do the evaluation so yes and the

0:53:02.099,0:53:06.480
principle will evaluate the special

0:53:04.319,0:53:07.980
education teacher but they will

0:53:06.480,0:53:09.480
certainly get input from various

0:53:07.980,0:53:12.900
stakeholders too

0:53:09.480,0:53:15.059
okay so yeah okay so I just I just

0:53:12.900,0:53:17.220
wonder all teachers get the fair in

0:53:15.059,0:53:19.260
value rate on the encourage we don't use

0:53:17.220,0:53:23.300
the system to encourage people the

0:53:19.260,0:53:23.300
teachers so agree thank you

0:53:26.040,0:53:30.960
through Forum a different formative form

0:53:28.200,0:53:32.880
in a different summary recognizing that

0:53:30.960,0:53:34.079
their job is is different it's quite a

0:53:32.880,0:53:36.540
difference I think it's quite different

0:53:34.079,0:53:38.940
so I think okay

0:53:36.540,0:53:41.579
appreciate it thank you you're welcome

0:53:38.940,0:53:44.460
anyone else who hasn't spoken yet

0:53:41.579,0:53:46.800
I would like to offer my appreciation

0:53:44.460,0:53:48.599
for you as well I know that we have

0:53:46.800,0:53:50.400
wonderful teachers who have spent much

0:53:48.599,0:53:52.200
of their summer working hard and and

0:53:50.400,0:53:54.720
studying and learning and exploring New

0:53:52.200,0:53:56.819
Opportunities I very much appreciate

0:53:54.720,0:53:58.559
that leadership from central office also

0:53:56.819,0:54:00.660
understands that for some of our

0:53:58.559,0:54:02.280
teachers a break is much needed in the

0:54:00.660,0:54:05.160
summer and that they are also offered

0:54:02.280,0:54:08.099
that an opportunity so they can come

0:54:05.160,0:54:09.839
back a little bit fresh and renewed so

0:54:08.099,0:54:11.339
thank you for understanding that all

0:54:09.839,0:54:13.140
teachers have different needs over the

0:54:11.339,0:54:16.020
summer as well

0:54:13.140,0:54:18.240
all right we will move on to

0:54:16.020,0:54:19.980
um item number six the Personnel report

0:54:18.240,0:54:21.900
Dr Greiner

0:54:19.980,0:54:24.780
it is my recommendation that the board

0:54:21.900,0:54:28.400
approved the um Personnel report as

0:54:24.780,0:54:28.400
presented to you

0:54:29.099,0:54:33.720
I would entertain a motion to approve

0:54:30.780,0:54:36.180
the personal report please move by Mrs

0:54:33.720,0:54:37.500
Mumford second by Mr shot are there

0:54:36.180,0:54:40.579
questions or comments about the

0:54:37.500,0:54:40.579
Personnel report this month

0:54:40.680,0:54:45.119
Mrs Mumford

0:54:42.839,0:54:47.400
um Dr Greiner do you know with not

0:54:45.119,0:54:49.319
having a current mental health therapist

0:54:47.400,0:54:51.540
in place as we did last year is this

0:54:49.319,0:54:54.720
meaning our counselors

0:54:51.540,0:54:56.640
plate just got a lot Fuller are there

0:54:54.720,0:54:59.160
any other ways until we hire someone

0:54:56.640,0:55:01.920
that we could be helping them since

0:54:59.160,0:55:04.140
their plate is already too full

0:55:01.920,0:55:05.700
we will certainly be monitoring and

0:55:04.140,0:55:07.680
talking about that along the way and we

0:55:05.700,0:55:09.780
it will be all hands on deck have you

0:55:07.680,0:55:11.819
had any applications or anything yet I

0:55:09.780,0:55:13.440
don't think we have I have I don't think

0:55:11.819,0:55:17.099
we have

0:55:13.440,0:55:21.780
we had some come in recently good

0:55:17.099,0:55:21.780
okay good good okay yeah

0:55:24.359,0:55:29.839
in our younger kiddos

0:55:26.880,0:55:29.839

um our previous

0:55:30.240,0:55:35.819

students who are on waitlist to get into

0:55:33.119,0:55:39.380

somewhere well over the summer they were

0:55:35.819,0:55:39.380

able to get into yes

0:55:40.099,0:55:44.880

some time to find that right person

0:55:42.000,0:55:47.880

right okay

0:55:44.880,0:55:50.160

very supportive of our counseling is a

0:55:47.880,0:55:51.720

very unique and specific job just a

0:55:50.160,0:55:53.099

special education is very unique and

0:55:51.720,0:55:55.440

specific but I think most of our

0:55:53.099,0:55:57.599

teachers have recognized that students

0:55:55.440,0:55:59.460

are coming to the table with needs that

0:55:57.599,0:56:01.500

are heavier than what they've come with

0:55:59.460,0:56:03.540

in the past and a lot of our teachers

0:56:01.500,0:56:05.880

have spent time over the summer trying

0:56:03.540,0:56:07.740

to better understand how you can create

0:56:05.880,0:56:10.440

a classroom environment that would be

0:56:07.740,0:56:12.180

trauma friendly and so I think our

0:56:10.440,0:56:14.760

teachers in many ways have jumped on

0:56:12.180,0:56:17.339

board too to kind of it's It's Not the

0:56:14.760,0:56:20.760

Same by any way shape or form but to

0:56:17.339,0:56:22.500

understand and kind of support the

0:56:20.760,0:56:25.740

counselors Justice counselors support

0:56:22.500,0:56:28.319

them so I think that there's a collegial

0:56:25.740,0:56:31.440

recognition of the fact that it's an

0:56:28.319,0:56:33.660

important job and everyone and it you

0:56:31.440,0:56:36.540

know teachers or teachers yes and

0:56:33.660,0:56:40.079

counselors are counselors but if I can

0:56:36.540,0:56:42.660

make a my student procedures that would

0:56:40.079,0:56:44.400

be more friendly and more accommodating

0:56:42.660,0:56:45.839

for a student than I will but the

0:56:44.400,0:56:47.940

counselor still is the professional

0:56:45.839,0:56:49.740

counselor so I think that there's been

0:56:47.940,0:56:51.780

some recognition and some effort in that

0:56:49.740,0:56:53.160

direction

0:56:51.780,0:56:55.200

any other questions on the personal

0:56:53.160,0:56:57.240
report

0:56:55.200,0:56:58.500
could be all those in favor of approving

0:56:57.240,0:57:00.480
this month's Personnel report please

0:56:58.500,0:57:02.640
indicate with a show of hands

0:57:00.480,0:57:04.440
that motion carries six to zero Mrs

0:57:02.640,0:57:06.780
Julian

0:57:04.440,0:57:09.059
we are going to move on to item number

0:57:06.780,0:57:11.040
seven the high ability broad-based

0:57:09.059,0:57:14.280
Planning Group Mrs Roth with information

0:57:11.040,0:57:15.660
please certainly so this is an overview

0:57:14.280,0:57:18.680
of

0:57:15.660,0:57:22.140
um a meeting that occurred last spring

0:57:18.680,0:57:24.480
and kind of started at somewhat of a new

0:57:22.140,0:57:26.160
process for our several so we'll talk

0:57:24.480,0:57:29.400
about the broad overview and briefly

0:57:26.160,0:57:31.140
touch on the process so we received

0:57:29.400,0:57:33.599
funds from the state of Indiana for high

0:57:31.140,0:57:36.059
ability and as such we are required to

0:57:33.599,0:57:38.339
have in place a broad-based planning

0:57:36.059,0:57:40.619
committee

0:57:38.339,0:57:44.400
so the broad-based planning committee

0:57:40.619,0:57:47.160
itself met last May it consisted of

0:57:44.400,0:57:48.900
teachers counselors and these were

0:57:47.160,0:57:49.920
teachers and counselors who volunteered

0:57:48.900,0:57:53.700
to be there

0:57:49.920,0:57:56.579
and parents all parents who um

0:57:53.700,0:57:59.520
are parents of students identified as

0:57:56.579,0:58:01.260
high ability were invited to attend and

0:57:59.520,0:58:03.300
if they could not attend they were also

0:58:01.260,0:58:06.540
provided to they were also invited to

0:58:03.300,0:58:09.420
provide feedback via the attendance RSVP

0:58:06.540,0:58:13.380
form we had a board member there thank

0:58:09.420,0:58:16.380
you Dr Young and that occurred in Spring

0:58:13.380,0:58:18.420
2023 as part of an annual review and it

0:58:16.380,0:58:19.800
also included our administrative team so

0:58:18.420,0:58:21.660
we tried to get a variety of

0:58:19.800,0:58:24.359
stakeholders that included teachers from

0:58:21.660,0:58:27.240
all of our buildings and parents from

0:58:24.359,0:58:29.880
all of our buildings as well

0:58:27.240,0:58:31.859
so as you can see the broad-based

0:58:29.880,0:58:34.559
planning committee is very specific in

0:58:31.859,0:58:37.980
nature and this is something that really

0:58:34.559,0:58:41.400
the state kind of outlines for us

0:58:37.980,0:58:44.280
and the broad-based planning committee

0:58:41.400,0:58:46.380
is a diverse group of stakeholders

0:58:44.280,0:58:48.359
organized to review the continuous

0:58:46.380,0:58:50.220
development and implementation of

0:58:48.359,0:58:51.540
services and programs for high ability

0:58:50.220,0:58:53.819
students

0:58:51.540,0:58:55.859
it is an advisory role

0:58:53.819,0:58:57.900
and there is representation from a

0:58:55.859,0:59:00.000
variety of stakeholders and really the

0:58:57.900,0:59:01.619
reason we ask for representation from a

0:59:00.000,0:59:03.180
variety of stakeholders is to share

0:59:01.619,0:59:06.000
perspectives

0:59:03.180,0:59:07.680
I included that teachers were there some

0:59:06.000,0:59:09.240
of those teachers have had extensive

0:59:07.680,0:59:10.980
training and high ability and they're

0:59:09.240,0:59:12.900
seeking out a license in highability

0:59:10.980,0:59:14.819
other teachers have had very little

0:59:12.900,0:59:17.160
training in high ability but yet they

0:59:14.819,0:59:19.500
still serve students who have high who

0:59:17.160,0:59:21.960
are identified as high ability parents

0:59:19.500,0:59:25.319
it's the same some know very little some

0:59:21.960,0:59:27.299
know more and the same it's across the

0:59:25.319,0:59:29.819
board so we have a vast variety of

0:59:27.299,0:59:31.380
perspectives at the table we have

0:59:29.819,0:59:33.299
parents of the littlest the

0:59:31.380,0:59:36.420
kindergarteners as well as parents of

0:59:33.299,0:59:37.500
Juniors and Rising seniors who were with

0:59:36.420,0:59:41.640
us

0:59:37.500,0:59:43.500
so it really is a 10 000 foot view from

0:59:41.640,0:59:46.020
that committee standpoint

0:59:43.500,0:59:48.420
so when we met as a broad-based planning

0:59:46.020,0:59:51.299
committee we met in this space it was

0:59:48.420,0:59:54.480
quite a few people I want to say about a

0:59:51.299,0:59:56.819
hundred if I remember correctly and we

0:59:54.480,0:59:59.339
looked at different areas and these are

0:59:56.819,1:00:01.680
the areas that the state requires us to

0:59:59.339,1:00:04.440
do for our plan

1:00:01.680,1:00:07.380
so we had an area that was devoted to

1:00:04.440,1:00:09.599
multi-faceted identification a teacher

1:00:07.380,1:00:11.760
helped lead that once again teachers

1:00:09.599,1:00:14.220
volunteered to do this these were local

1:00:11.760,1:00:16.020
teacher experts who could were able to

1:00:14.220,1:00:17.640
talk to parents and able to talk to

1:00:16.020,1:00:20.160
other teachers with less experience

1:00:17.640,1:00:21.240
about what multifaceted identification

1:00:20.160,1:00:23.099
is

1:00:21.240,1:00:24.540
also there was an area called

1:00:23.099,1:00:27.960
differentiated curriculum and

1:00:24.540,1:00:29.940
instruction once again teachers LED that

1:00:27.960,1:00:32.220
differentiated guidance and counseling

1:00:29.940,1:00:34.380
this one Mrs Russell from the junior

1:00:32.220,1:00:36.359
high was kind enough to lead she was our

1:00:34.380,1:00:38.700
expert counselor we asked her to help us

1:00:36.359,1:00:41.220
fit that one professional development

1:00:38.700,1:00:43.619
that was another teacher who led that as

1:00:41.220,1:00:45.540
well and program evaluation we also had

1:00:43.619,1:00:47.460
a principal Mr Sorrows thank you for

1:00:45.540,1:00:49.140
your help she was with the teacher

1:00:47.460,1:00:52.500
leading things as well

1:00:49.140,1:00:54.359
so basically groups were divided up into

1:00:52.500,1:00:57.240
smaller groups who rotated through each

1:00:54.359,1:00:59.220
of these content areas teachers who have

1:00:57.240,1:01:01.500
knowledge about these content areas gave

1:00:59.220,1:01:03.359
a little bit of information about what

1:01:01.500,1:01:05.760
each of these contents was and what it

1:01:03.359,1:01:08.819
involves and then we went through a

1:01:05.760,1:01:11.339
process a plus Delta process so if you

1:01:08.819,1:01:13.799
know about the topic already what are

1:01:11.339,1:01:15.780
some of the positive things going on if

1:01:13.799,1:01:17.520
you know about the topic already what

1:01:15.780,1:01:20.640
are some things that you think might be

1:01:17.520,1:01:23.220
changed in order to help all students or

1:01:20.640,1:01:25.260
if you didn't we did what's called an I

1:01:23.220,1:01:27.059
wonder process so if you didn't have a

1:01:25.260,1:01:29.099
high level of knowledge about the topic

1:01:27.059,1:01:31.680
coming into it it was a chance to ask

1:01:29.099,1:01:34.319
questions and a chance to wonder so we

1:01:31.680,1:01:36.000
tried to approach it looking as parents

1:01:34.319,1:01:38.700
and teachers would have a variety of

1:01:36.000,1:01:40.319
backgrounds with the topic itself

1:01:38.700,1:01:42.540
so you can see

1:01:40.319,1:01:44.940
we went around the room this was

1:01:42.540,1:01:47.460
old-fashioned it was small groups and

1:01:44.940,1:01:50.940
the goal was to identify two to three

1:01:47.460,1:01:53.819
overall goals for the year

1:01:50.940,1:01:55.920
these were the takeaways this is just a

1:01:53.819,1:01:58.619
snapshot of what each group did some

1:01:55.920,1:02:00.839
groups had multiple pieces of paper we

1:01:58.619,1:02:02.760
ran out of paper that was the quickest

1:02:00.839,1:02:03.720
way to put it writing got smaller as we

1:02:02.760,1:02:05.700
went along

1:02:03.720,1:02:08.760
so if you look at this you can see that

1:02:05.700,1:02:10.500
we had takeaways for each area so all

1:02:08.760,1:02:12.240
parents and all teachers in attendants

1:02:10.500,1:02:14.940
rotated through all groups everyone

1:02:12.240,1:02:17.460
contributed ideas and then you went back

1:02:14.940,1:02:20.059
to the first group you started with the

1:02:17.460,1:02:22.740
first group that started at each station

1:02:20.059,1:02:24.299
reviewed all of the ideas and then said

1:02:22.740,1:02:26.160
what are the trends we're seeing what's

1:02:24.299,1:02:29.160
that High Point what's that priority

1:02:26.160,1:02:32.579
that's coming to surface

1:02:29.160,1:02:36.599
and this is what was this is what came

1:02:32.579,1:02:38.160
to the surface we determined as one

1:02:36.599,1:02:40.440
large group broad-based planning

1:02:38.160,1:02:43.020
committee we have a need to increase

1:02:40.440,1:02:45.299
family education and communication about

1:02:43.020,1:02:46.980
high ability programs we have

1:02:45.299,1:02:49.200
information available

1:02:46.980,1:02:51.359
but it's it's not answering questions

1:02:49.200,1:02:52.740
parents identified some things that

1:02:51.359,1:02:54.180
people thought would be helpful to

1:02:52.740,1:02:56.280
better understand

1:02:54.180,1:02:58.380
uh teacher training and high ability

1:02:56.280,1:03:00.420
best practice I'm happy to report we're

1:02:58.380,1:03:02.700
on top of this one

1:03:00.420,1:03:04.440
um the we've already signed up teachers

1:03:02.700,1:03:06.960
it sounds terrible but it's called high

1:03:04.440,1:03:09.119
ability boot camp for those who wanted

1:03:06.960,1:03:10.980
to attend there's an in-person and a

1:03:09.119,1:03:12.720
virtual option that's been offered to

1:03:10.980,1:03:15.960
our teachers and I think that starts in

1:03:12.720,1:03:18.839
early September it is a program created

1:03:15.960,1:03:20.460
by high ability experts who have taught

1:03:18.839,1:03:22.079
at Ball State and also have done

1:03:20.460,1:03:24.780
consultation for the Indiana Department

1:03:22.079,1:03:27.299
of Education previously I would also add

1:03:24.780,1:03:30.480
that in past years we've partnered with

1:03:27.299,1:03:32.339
folks from Jerry at Purdue as well so we

1:03:30.480,1:03:34.380
really have focused we've said we need

1:03:32.339,1:03:36.119
to increase teacher training in high

1:03:34.380,1:03:38.220
ability best practice

1:03:36.119,1:03:40.140
another thing that came up and this is

1:03:38.220,1:03:42.359
related to the question of counseling

1:03:40.140,1:03:44.040
that kind of thing we want people to

1:03:42.359,1:03:46.799
understand that there are specific

1:03:44.040,1:03:48.960
social emotional factors with gifted

1:03:46.799,1:03:51.299
students the one that most readily comes

1:03:48.960,1:03:53.700
to mind is perfectionism is that all

1:03:51.299,1:03:56.640
gifted students absolutely not is it

1:03:53.700,1:04:00.119
many yes could our teachers probably say

1:03:56.640,1:04:02.760
oh yes I've seen that likely when we did

1:04:00.119,1:04:04.380
our PD last spring actually we had

1:04:02.760,1:04:06.720
someone who came from Purdue to

1:04:04.380,1:04:08.940
specifically speak on that topic that

1:04:06.720,1:04:10.980
kind of perfectionism that high stress

1:04:08.940,1:04:13.799
that occurs in some students with high

1:04:10.980,1:04:15.660
abilities and once again this is from

1:04:13.799,1:04:18.420
the teacher perspective teachers aren't

1:04:15.660,1:04:19.980
counselors counselors or counselors but

1:04:18.420,1:04:22.319
there are things that it's helpful for

1:04:19.980,1:04:24.299
teachers to understand in working with

1:04:22.319,1:04:25.920
students and so that's one thing that

1:04:24.299,1:04:29.579
came up we want parents to understand

1:04:25.920,1:04:32.040
that as well sometimes if and if you

1:04:29.579,1:04:33.720
have a child and you're like I really

1:04:32.040,1:04:35.579
don't understand why is this child so

1:04:33.720,1:04:37.859
hard on himself or herself I don't you

1:04:35.579,1:04:39.780
know I don't put on my child and it's

1:04:37.859,1:04:42.480
helpful for parents to understand that

1:04:39.780,1:04:44.700
may be part of that high ability

1:04:42.480,1:04:46.920
but I think the important thing is also

1:04:44.700,1:04:48.960
to understand that it's not one model

1:04:46.920,1:04:51.599
not every High ability student looks the

1:04:48.960,1:04:54.180
same and then the thing that we also is

1:04:51.599,1:04:56.700
uh the final goal is we want to continue

1:04:54.180,1:04:59.220
to broaden stakeholder engagement so we

1:04:56.700,1:05:01.859
also had people during that RSVP process

1:04:59.220,1:05:04.200
that signed up to be a part of the

1:05:01.859,1:05:06.299
year-long process so we will do two more

1:05:04.200,1:05:09.420
meetings before we return to our annual

1:05:06.299,1:05:11.460
spring meeting and that next meeting

1:05:09.420,1:05:14.160
we're going to lead to next steps we'll

1:05:11.460,1:05:18.180
set up a meeting to happen sometime soon

1:05:14.160,1:05:19.920
September October and we will look over

1:05:18.180,1:05:23.460
um

1:05:19.920,1:05:25.740
overall not individualized but overall

1:05:23.460,1:05:27.780
achievement data for high ability

1:05:25.740,1:05:30.059
students so at the high school level

1:05:27.780,1:05:33.780
that might include accomplishments in AP

1:05:30.059,1:05:36.420
sat at the elementary level and junior

1:05:33.780,1:05:38.400
high level and intermediate level that

1:05:36.420,1:05:40.619
might include overall are we are those

1:05:38.400,1:05:43.020
students getting to pass Plus or that

1:05:40.619,1:05:45.540
proficient just to understand

1:05:43.020,1:05:47.460
and that that's just to step in that

1:05:45.540,1:05:50.579
right direction and we also want to

1:05:47.460,1:05:53.160
understand as well we want to update the

1:05:50.579,1:05:54.839
website Mr Hamilton is working on

1:05:53.160,1:05:57.480
websites

1:05:54.839,1:05:58.859
as we speak now as we speak but it's in

1:05:57.480,1:06:01.680
progress right

1:05:58.859,1:06:03.420
and so as we get him the information and

1:06:01.680,1:06:04.980
that website update comes that'll be

1:06:03.420,1:06:07.319
down the line to provide more

1:06:04.980,1:06:09.119
communication we want to ensure updates

1:06:07.319,1:06:11.460
to families of high ability students

1:06:09.119,1:06:13.200
with uh welcoming someone in that to

1:06:11.460,1:06:16.319
that communication role on a part-time

1:06:13.200,1:06:19.020
level that will probably look um the

1:06:16.319,1:06:20.280
people who meet in October the

1:06:19.020,1:06:22.200
broad-based planning committee members

1:06:20.280,1:06:24.240
who meet will help determine is that a

1:06:22.200,1:06:25.920
newsletter is that an update to the

1:06:24.240,1:06:27.660
website that has a snippet of a

1:06:25.920,1:06:29.700
newsletter will it be included on the

1:06:27.660,1:06:31.680
school on the district-wide newsletter

1:06:29.700,1:06:33.780
we want to get feedback on how that will

1:06:31.680,1:06:35.880
look and of course I mentioned the high

1:06:33.780,1:06:39.119
ability boot camp for teachers

1:06:35.880,1:06:40.740
so given that I think we're to the end

1:06:39.119,1:06:43.280
so I thank you and if there are

1:06:40.740,1:06:46.079
questions I'd be happy to answer them

1:06:43.280,1:06:48.240
does anyone have any questions for Mrs

1:06:46.079,1:06:50.160
Roth

1:06:48.240,1:06:51.780
Mr Wong you look like you're ready to

1:06:50.160,1:06:55.260
raise your hand there I always have

1:06:51.780,1:06:57.420
quite sorry about that oh so maybe three

1:06:55.260,1:06:59.520
questions the first things would you

1:06:57.420,1:07:02.339
mind giving us overview of how the

1:06:59.520,1:07:04.559
identification process how that works

1:07:02.339,1:07:06.960
and I understand there's uh the the

1:07:04.559,1:07:09.539
standard criteria keep changing but yeah

1:07:06.960,1:07:11.880
you can give us so identification occurs

1:07:09.539,1:07:14.299
it's required by law to occur when

1:07:11.880,1:07:17.640
students come and when they transition

1:07:14.299,1:07:19.680
and ours we are required by law as well

1:07:17.640,1:07:22.319
to have what's called an aptitude

1:07:19.680,1:07:24.240
measure and an achievement measure and

1:07:22.319,1:07:27.119
we are required to also consider

1:07:24.240,1:07:29.460
qualitative measures so our aptitude

1:07:27.119,1:07:31.319
measure is through a test called cogat

1:07:29.460,1:07:33.180
and I could not for the life of me

1:07:31.319,1:07:36.180
remember what that specifically stands

1:07:33.180,1:07:38.339
for and there are two versions of kogat

1:07:36.180,1:07:40.559
there you can do a two-step process or a

1:07:38.339,1:07:43.140
one-step process the two-step process is

1:07:40.559,1:07:45.119
where you screen all students and

1:07:43.140,1:07:47.160
students who reach a certain level in

1:07:45.119,1:07:49.260
that screen are typically 80 or higher

1:07:47.160,1:07:51.839
then move on to the second next step we

1:07:49.260,1:07:54.180
do not do the two-step process we

1:07:51.839,1:07:56.579
universally screen and that's key we

1:07:54.180,1:07:59.099
screen everybody we universally screen

1:07:56.579,1:08:01.859
all students and students have to

1:07:59.099,1:08:04.079
qualify at that 96th percentile or

1:08:01.859,1:08:07.680
higher plus or minus the standard error

1:08:04.079,1:08:09.539
of measure and if they score at the 96th

1:08:07.680,1:08:11.339
or higher percentile plus or minus

1:08:09.539,1:08:14.520
standard error of measure they would

1:08:11.339,1:08:16.380
qualify in one of three areas the state

1:08:14.520,1:08:18.359
says you can qualify as a student with

1:08:16.380,1:08:21.299
high abilities in English language arts

1:08:18.359,1:08:23.100
verbal areas state says you can qualify

1:08:21.299,1:08:25.679
as a student with high abilities in math

1:08:23.100,1:08:27.719
or if you qualify in both areas you

1:08:25.679,1:08:30.420
qualify as what's called General High

1:08:27.719,1:08:32.880
ability so that's how students qualify

1:08:30.420,1:08:36.480
now we recognize that at the youngest

1:08:32.880,1:08:38.699
levels that data is less certain so

1:08:36.480,1:08:40.319
students will qualify but then when

1:08:38.699,1:08:42.480
they're tested later they may not

1:08:40.319,1:08:45.540
qualify again that's a conversation

1:08:42.480,1:08:47.339
between parent teacher everyone to

1:08:45.540,1:08:50.219
decide what's in the best interest of

1:08:47.339,1:08:52.859
the student so those steps happen along

1:08:50.219,1:08:54.779
the way it gets a little bit different

1:08:52.859,1:08:57.779
when you look at the Junior Senior High

1:08:54.779,1:08:59.400
School level because we qualify at sixth

1:08:57.779,1:09:01.980
grade as they go to junior high school

1:08:59.400,1:09:03.600
and then after that students get a lot

1:09:01.980,1:09:06.000
more Choice parents get a lot more

1:09:03.600,1:09:08.339
choice so the way they would be serviced

1:09:06.000,1:09:09.839
it would be a counselor saying yes your

1:09:08.339,1:09:12.239
students ready for this or know your

1:09:09.839,1:09:14.279
students not ready for this but that

1:09:12.239,1:09:17.040
qualification always looks at the

1:09:14.279,1:09:20.460
aptitude as I said the kogat the

1:09:17.040,1:09:22.620
achievement we base it on nwea which is

1:09:20.460,1:09:25.140
nationally normed but we look at local

1:09:22.620,1:09:27.120
norms and then qualitative measures

1:09:25.140,1:09:29.219
teachers have worked together to develop

1:09:27.120,1:09:31.380
some qualitative measures that third

1:09:29.219,1:09:34.080
portion of qualitative measure is only

1:09:31.380,1:09:35.600
used if you're on the bubble for the

1:09:34.080,1:09:39.719
other measures

1:09:35.600,1:09:42.480
okay thank you thank you yeah and also

1:09:39.719,1:09:46.219
thank you for the organize this um

1:09:42.480,1:09:48.900
committees I I heard a lot of positive

1:09:46.219,1:09:51.540
feedbacks from our parents they really

1:09:48.900,1:09:55.020
appreciate you how these communities to

1:09:51.540,1:09:57.540
work on that another question is once we

1:09:55.020,1:09:59.520
have the high ability programs uh shall

1:09:57.540,1:10:02.400
we uh do you guys present those programs

1:09:59.520,1:10:04.800
to the board to take a look approved or

1:10:02.400,1:10:07.739
something like that in general no that's

1:10:04.800,1:10:09.540
not um the program itself we present

1:10:07.739,1:10:11.520
what the broad-based planning committee

1:10:09.540,1:10:14.160
has done and the goals for the year

1:10:11.520,1:10:15.780
there's not been an approval in my from

1:10:14.160,1:10:17.040
what I gather in the past that that

1:10:15.780,1:10:20.580
would be up to the board if they wanted

1:10:17.040,1:10:22.440
to approve goals or not no I just look

1:10:20.580,1:10:24.360
at our policies I saw there's one

1:10:22.440,1:10:26.219
sentence saying the program must be

1:10:24.360,1:10:28.159
approved by the school board my

1:10:26.219,1:10:31.560
understanding the proof is go come here

1:10:28.159,1:10:33.120
but I don't know if that's the that's

1:10:31.560,1:10:35.219
the procedure we should follow or not

1:10:33.120,1:10:37.739
another question regarding the cost of

1:10:35.219,1:10:39.239
liability programs so my understanding

1:10:37.739,1:10:41.820
is um

1:10:39.239,1:10:43.620
the state doesn't provide too much

1:10:41.820,1:10:46.640
funding for highability very limited

1:10:43.620,1:10:49.560
nominal the nominal kind of nominal

1:10:46.640,1:10:51.840
so from our school point of view for

1:10:49.560,1:10:54.179
these high ability programs how much I

1:10:51.840,1:10:56.300
mean in terms of cost the rough estimate

1:10:54.179,1:11:00.239
how much cost

1:10:56.300,1:11:02.400
it would be hard to it would be we use a

1:11:00.239,1:11:04.860
particular model called a cluster model

1:11:02.400,1:11:07.260
in which you will have students who are

1:11:04.860,1:11:09.300
high ability with students that are of

1:11:07.260,1:11:11.400
different levels too and it's a it's a

1:11:09.300,1:11:14.100
model that was developed by researchers

1:11:11.400,1:11:16.620
at Purdue and it's kind of the idea that

1:11:14.100,1:11:18.960
Rising tide lifts All Ships for lack of

1:11:16.620,1:11:20.820
a better term so it would be hard to

1:11:18.960,1:11:22.620
kind of piece together what percentage

1:11:20.820,1:11:24.239
of a teacher would be here what

1:11:22.620,1:11:26.880
percentage of a teacher would be there

1:11:24.239,1:11:30.320
there are various grants that do cover

1:11:26.880,1:11:33.239
some cost but it in no way

1:11:30.320,1:11:35.940
generous speaking we cannot track the

1:11:33.239,1:11:37.800
cost in the detail numbers but generally

1:11:35.940,1:11:39.540
it's not really that much burden right

1:11:37.800,1:11:41.219
for our financially speaking it's not

1:11:39.540,1:11:42.540
really a huge burden like a special

1:11:41.219,1:11:44.540
education

1:11:42.540,1:11:44.540
um

1:11:46.100,1:11:50.520
commitment and I'll say that it'll be

1:11:48.600,1:11:52.500
more obvious how much it's costing you

1:11:50.520,1:11:54.239
at the high school level because if a

1:11:52.500,1:11:56.880
teacher is teaching an AP class that's

1:11:54.239,1:11:58.500
considered high ability you could take a

1:11:56.880,1:12:00.659
portion of that teacher's schedule and

1:11:58.500,1:12:02.699
you could kind of identify that it

1:12:00.659,1:12:05.040
becomes less obvious that students are

1:12:02.699,1:12:06.780
younger but it would be very difficult

1:12:05.040,1:12:08.640
and

1:12:06.780,1:12:10.260
it would be very difficult that's a

1:12:08.640,1:12:12.120
correct statement thank you appreciate

1:12:10.260,1:12:15.120
it thank you you're welcome

1:12:12.120,1:12:15.739
any other questions Dr Yin

1:12:15.120,1:12:19.380
um

1:12:15.739,1:12:23.520
and so from what a great will students

1:12:19.380,1:12:25.860
be tested for so students can parents

1:12:23.520,1:12:27.659
can request testing as well so a parent

1:12:25.860,1:12:30.239
could request testing it would start at

1:12:27.659,1:12:33.260
kindergarten

1:12:30.239,1:12:36.659
another question is um so given you know

1:12:33.260,1:12:38.880
for educators we all know and the

1:12:36.659,1:12:41.100
intelligence is incremental right it's

1:12:38.880,1:12:44.280
not fixed so that means

1:12:41.100,1:12:47.400
um students may not be tested into the

1:12:44.280,1:12:52.140
high ability program now but next year

1:12:47.400,1:12:54.120
yeah so so in our system we give

1:12:52.140,1:12:57.840
students the opportunity to be tested

1:12:54.120,1:12:59.940
any yes like at any grade and to make a

1:12:57.840,1:13:01.800
testament to accommodate their needs

1:12:59.940,1:13:03.600
right a teacher could also recommend

1:13:01.800,1:13:05.760
additional testing a parent could

1:13:03.600,1:13:08.880
request testing if it's on a year that's

1:13:05.760,1:13:15.360
not typically universally tested

1:13:08.880,1:13:20.159
okay and then how exactly the high high

1:13:15.360,1:13:23.640
ability programs operated and so we are

1:13:20.159,1:13:25.020
using cluster model that means the they

1:13:23.640,1:13:27.780
might be assigned to different

1:13:25.020,1:13:29.340
classrooms we don't really have like a

1:13:27.780,1:13:31.739
high ability

1:13:29.340,1:13:34.620
class or something like that you said

1:13:31.739,1:13:36.840
the case we do but it's using the

1:13:34.620,1:13:39.000
cluster model it's not going to be a

1:13:36.840,1:13:40.860
classroom strictly full of students who

1:13:39.000,1:13:43.380
are identified as high ability

1:13:40.860,1:13:46.199
also keep in mind the students who

1:13:43.380,1:13:49.199
identif who are and honest I'm going to

1:13:46.199,1:13:51.719
be very Frank here I think there are so

1:13:49.199,1:13:54.420
many ways kids can be

1:13:51.719,1:13:57.659
gifted in many ways so this is very

1:13:54.420,1:13:59.699
driven by what the state says the state

1:13:57.659,1:14:02.040
looks at high ability in English

1:13:59.699,1:14:03.659
language arts so they would be served by

1:14:02.040,1:14:05.400
they would work with other students who

1:14:03.659,1:14:07.860
have those High abilities as well under

1:14:05.400,1:14:10.679
a cluster model math or the general

1:14:07.860,1:14:13.140
areas so it would not be one classroom

1:14:10.679,1:14:15.600
with all high ability students not under

1:14:13.140,1:14:17.820
the Gentry cluster model

1:14:15.600,1:14:21.179
okay then how

1:14:17.820,1:14:24.239
so the the students with a similar

1:14:21.179,1:14:26.100
High ability category will be put in one

1:14:24.239,1:14:29.100
class they would typically receive

1:14:26.100,1:14:30.300
instruction with students who are

1:14:29.100,1:14:32.280
similarly

1:14:30.300,1:14:34.500
High ability is that a fair statement

1:14:32.280,1:14:36.380
Mrs Soros and Mrs Delaney

1:14:34.500,1:14:38.699
so really if we're looking at

1:14:36.380,1:14:40.320
differentiation which happened in all of

1:14:38.699,1:14:42.120
our classrooms you know if you take our

1:14:40.320,1:14:43.679
90-minute reading block

1:14:42.120,1:14:46.199
teacher works with this small group

1:14:43.679,1:14:48.540
that's typically in a similar ability

1:14:46.199,1:14:50.100
level or working on the same skill and

1:14:48.540,1:14:51.960
they do the same thing so students who

1:14:50.100,1:14:53.280
are a high ability group they would work

1:14:51.960,1:14:54.300
together with the teacher in a small

1:14:53.280,1:14:56.460
group they would have their own

1:14:54.300,1:14:57.300
differentiated instruction

1:14:56.460,1:14:59.040
um

1:14:57.300,1:15:01.679
because the other model is more of a

1:14:59.040,1:15:04.140
self-contained that's when you have 23

1:15:01.679,1:15:05.940
students who are all high ability in one

1:15:04.140,1:15:09.420
classroom so those are kind of the two

1:15:05.940,1:15:11.760
common models so we opted for the

1:15:09.420,1:15:14.159
cluster model just because we do have a

1:15:11.760,1:15:17.100
larger number of students that are in my

1:15:14.159,1:15:20.580
ability so I think that helps us to kind

1:15:17.100,1:15:22.800
of expose everyone and especially in our

1:15:20.580,1:15:24.780
building it came through free a student

1:15:22.800,1:15:27.480
may be high ability but they may have

1:15:24.780,1:15:30.480
some some serious gaps in their skills

1:15:27.480,1:15:32.340
that we don't find out until later so by

1:15:30.480,1:15:34.320
allowing us to use the cluster model the

1:15:32.340,1:15:36.260
teachers can find those Bill gaps and

1:15:34.320,1:15:39.620
build those in so that way they can

1:15:36.260,1:15:39.620
brilliant faster

1:16:06.860,1:16:13.560
and so as then how about the the

1:16:10.380,1:16:16.260
assignment of the teachers like we let's

1:16:13.560,1:16:19.140
say we have several groups of liability

1:16:16.260,1:16:22.679
students then which teacher will teach

1:16:19.140,1:16:25.080
those students and it was that there are

1:16:22.679,1:16:27.840
like a consensus among all the teachers

1:16:25.080,1:16:30.239
so it's just decided by somebody

1:16:27.840,1:16:31.860
principals work with teachers on what

1:16:30.239,1:16:33.960
would be the appropriate grade level and

1:16:31.860,1:16:35.219
the appropriate assignment ideally we

1:16:33.960,1:16:36.780
want to make sure teachers who are

1:16:35.219,1:16:38.580
working with high ability students would

1:16:36.780,1:16:40.260
have some training so they look at

1:16:38.580,1:16:41.640
teachers who have training who have that

1:16:40.260,1:16:43.080
interest and if they have the interest

1:16:41.640,1:16:45.000
but they don't have the training we want

1:16:43.080,1:16:47.219
to get them the training with any

1:16:45.000,1:16:49.800
teacher placement assignment it's a

1:16:47.219,1:16:52.080
conversation between teachers and

1:16:49.800,1:16:54.600
principals to understand how can we best

1:16:52.080,1:16:57.780
serve students

1:16:54.600,1:17:01.020
thanks so that's it for the elementary

1:16:57.780,1:17:05.040
schools so we have those clusters right

1:17:01.020,1:17:07.860
so as what you said earlier and for high

1:17:05.040,1:17:11.219
school middle and high and

1:17:07.860,1:17:13.800
we because we have many options the

1:17:11.219,1:17:17.400
course options so basically students

1:17:13.800,1:17:19.560
will be put in different classes based

1:17:17.400,1:17:21.780
on you know how ready they are right

1:17:19.560,1:17:24.719
correct so then

1:17:21.780,1:17:27.420
and I guess

1:17:24.719,1:17:30.320
because right now it seems there are

1:17:27.420,1:17:30.320
some kind of a

1:17:30.420,1:17:36.360
and Clarity regarding that issue like a

1:17:34.260,1:17:38.880
for example whether students can test

1:17:36.360,1:17:40.199
out the mask first or something like

1:17:38.880,1:17:42.120
that I

1:17:40.199,1:17:44.100
I just wonder whether there's a

1:17:42.120,1:17:46.199
discussion about this issue and because

1:17:44.100,1:17:49.100
you know some students

1:17:46.199,1:17:51.659
are allowed to for example to take the

1:17:49.100,1:17:54.960
placement and as placement attacks or

1:17:51.659,1:17:58.020
others are not and but parents don't

1:17:54.960,1:18:01.320
necessarily know the rule for that the

1:17:58.020,1:18:03.600
decision so I guess I don't know maybe

1:18:01.320,1:18:06.780
it is being discussed at this time

1:18:03.600,1:18:09.239
already but so some transparency and

1:18:06.780,1:18:11.100
Clarity will be helpful so I do think

1:18:09.239,1:18:12.659
that the high school put that in their

1:18:11.100,1:18:14.280
course book but I think what you're

1:18:12.659,1:18:17.400
saying is parents may or may not see

1:18:14.280,1:18:19.800
that and then even with it being a new

1:18:17.400,1:18:22.080
process there were miscommunications

1:18:19.800,1:18:23.640
along the line so part of what came out

1:18:22.080,1:18:25.620
with this broad-based planning committee

1:18:23.640,1:18:27.719
and just general discussion is that's

1:18:25.620,1:18:30.540
something we can we can clarify we can

1:18:27.719,1:18:33.060
make it clearer for the future and the

1:18:30.540,1:18:35.159
teachers put effort into the process

1:18:33.060,1:18:37.440
and so let's let's make it a better

1:18:35.159,1:18:40.679
process overall

1:18:37.440,1:18:41.880
and sorry just so what we're last one so

1:18:40.679,1:18:45.900
I wonder

1:18:41.880,1:18:47.520
um in the district wise do we have some

1:18:45.900,1:18:50.280
kind of

1:18:47.520,1:18:53.040
collaboration of course different degree

1:18:50.280,1:18:56.880
levels among teachers regarding you know

1:18:53.040,1:18:59.880
the the content sequence and of the

1:18:56.880,1:19:03.060
curriculum because you know it's not

1:18:59.880,1:19:05.340
necessarily our thing but it's quite

1:19:03.060,1:19:06.600
common actually in the US the curriculum

1:19:05.340,1:19:09.540
because people use a different

1:19:06.600,1:19:11.060
curriculum sometimes you may see oh the

1:19:09.540,1:19:13.860
same content is

1:19:11.060,1:19:16.260
unnecessarily repeated across different

1:19:13.860,1:19:19.260
grades but sometimes there might be Gap

1:19:16.260,1:19:21.960
and so if there's a collaboration across

1:19:19.260,1:19:24.540
Greece then you know we can make it more

1:19:21.960,1:19:27.120
efficient and I know actually it's

1:19:24.540,1:19:29.880
pretty hard here because

1:19:27.120,1:19:32.400
you know at home some parents May

1:19:29.880,1:19:34.520
supplement a case with a more

1:19:32.400,1:19:39.239
educational

1:19:34.520,1:19:43.380
content and so so in the classroom maybe

1:19:39.239,1:19:46.860
the kids have quite a genius knees and

1:19:43.380,1:19:49.199
it's not easy but in general I just

1:19:46.860,1:19:51.480
wonder whether we have we can map map

1:19:49.199,1:19:53.699
out the curriculum into kind of

1:19:51.480,1:19:55.580
streamline make it like more efficient

1:19:53.699,1:19:59.520
for example for the elementary school

1:19:55.580,1:20:01.860
then later in high school because many

1:19:59.520,1:20:04.980
students feel once they are in middle

1:20:01.860,1:20:08.520
school and high school and the workload

1:20:04.980,1:20:10.560
become like a hi we are heavier and by

1:20:08.520,1:20:13.739
in elementary school they are rather

1:20:10.560,1:20:16.860
kind of relaxed and

1:20:13.739,1:20:18.659
people may feel oh if I knew earlier I

1:20:16.860,1:20:21.239
should have like a

1:20:18.659,1:20:23.880
well hotter earlier or something yeah

1:20:21.239,1:20:25.440
and and I think that was out of the

1:20:23.880,1:20:27.840
broad-based planning committee we did

1:20:25.440,1:20:30.300
have representatives there from people

1:20:27.840,1:20:31.860
who would teach AP classes and the

1:20:30.300,1:20:33.600
highest level down to kindergarten and

1:20:31.860,1:20:36.000
that was there's an interest I think

1:20:33.600,1:20:39.179
within the schools there's discussion

1:20:36.000,1:20:41.580
from K to three and then four five six

1:20:39.179,1:20:44.159
and then seven to twelve but it became

1:20:41.580,1:20:46.560
clear that there is interest and so some

1:20:44.159,1:20:49.800
teachers have put forth proposals to be

1:20:46.560,1:20:52.199
able to do that we also with the stem PD

1:20:49.800,1:20:55.500
that we had this summer we did have some

1:20:52.199,1:20:56.699
math PD that was focused on k-6 but we

1:20:55.500,1:20:58.920
had high school teachers who came

1:20:56.699,1:21:01.140
because they wanted to they wanted to

1:20:58.920,1:21:03.000
better understand I know we've explained

1:21:01.140,1:21:04.560
that the standards have transitioned and

1:21:03.000,1:21:07.020
that they've narrowed they've not

1:21:04.560,1:21:08.460
narrowed is probably the wrong term but

1:21:07.020,1:21:10.980
that they've reduced the number of

1:21:08.460,1:21:12.600
standards and they prioritize them so

1:21:10.980,1:21:14.159
teachers I think have seen that as a

1:21:12.600,1:21:15.900
time to you know kind of come together

1:21:14.159,1:21:17.640
look at standards that are across the

1:21:15.900,1:21:19.260
table that everything I've heard from

1:21:17.640,1:21:20.699
our teachers is that there's develop

1:21:19.260,1:21:22.140
there's interest in wanting to

1:21:20.699,1:21:23.880
understand more about high ability

1:21:22.140,1:21:25.739
students and wanting to understand more

1:21:23.880,1:21:27.120
about what that looks like at the

1:21:25.739,1:21:28.560
different levels for students who are

1:21:27.120,1:21:32.219
coming to them so I think you're correct

1:21:28.560,1:21:35.100
okay thanks so very last question sorry

1:21:32.219,1:21:37.560
um it's it's great and by the way thank

1:21:35.100,1:21:40.920
you for all your work and it's very

1:21:37.560,1:21:43.020
impressive and just the last thing I

1:21:40.920,1:21:46.920
noticed that there's a like a

1:21:43.020,1:21:49.800
probability PD program for teachers and

1:21:46.920,1:21:52.920
in general you know our teachers work so

1:21:49.800,1:21:55.400
hard in the already I wonder for them to

1:21:52.920,1:21:58.739
spend the extra time

1:21:55.400,1:22:01.800
do we compensate the teachers we can

1:21:58.739,1:22:03.600
compensate them the stem funds if

1:22:01.800,1:22:05.460
teachers want to do it during the school

1:22:03.600,1:22:07.199
day they can there's no additional

1:22:05.460,1:22:08.880
compensation for that but we make sure

1:22:07.199,1:22:10.860
we cover their meals we make sure we

1:22:08.880,1:22:12.540
cover their travel it is optional

1:22:10.860,1:22:14.219
because we know it's really difficult to

1:22:12.540,1:22:15.840
be out of the classroom and then the

1:22:14.219,1:22:17.460
other portion of it is if teachers don't

1:22:15.840,1:22:20.219
want to be out of the classroom we have

1:22:17.460,1:22:21.719
offered a virtual option that they could

1:22:20.219,1:22:26.060
do on their own time and receive

1:22:21.719,1:22:26.060
compensation okay that's great thanks

1:22:27.120,1:22:31.080
any other comments or questions for Mrs

1:22:29.520,1:22:32.699
Raw

1:22:31.080,1:22:35.580
okay

1:22:32.699,1:22:37.920
so Mrs Roth I have one question for you

1:22:35.580,1:22:40.800
is it fair to say that we have some

1:22:37.920,1:22:43.800
students who qualify as both

1:22:40.800,1:22:45.600
um High ability and also special

1:22:43.800,1:22:47.640
education yeah you can have students who

1:22:45.600,1:22:49.679
are what the again these are labels I'm

1:22:47.640,1:22:51.600
not a big fan of labels but

1:22:49.679,1:22:54.780
um twice exceptional is that the term

1:22:51.600,1:22:56.940
and a student who is we employ different

1:22:54.780,1:22:58.800
testing to try to understand a student

1:22:56.940,1:23:03.120
who's twice exceptional because if you

1:22:58.800,1:23:04.920
have a an issue with verbalizing or

1:23:03.120,1:23:06.600
something like that it would be

1:23:04.920,1:23:09.000
difficult to test you in traditional

1:23:06.600,1:23:11.100
manner so there's certainly that option

1:23:09.000,1:23:13.380
thank you I I just wanted to make sure

1:23:11.100,1:23:15.960
that I understood that correctly yes

1:23:13.380,1:23:19.860
ma'am um thank you all right let's move

1:23:15.960,1:23:21.900
on to item number eight uh the West

1:23:19.860,1:23:24.179
Lafayette Community School Corporation

1:23:21.900,1:23:27.360
and West Lafayette Police Department SRO

1:23:24.179,1:23:28.560
agreement Mrs Cronk uh the proposed SRO

1:23:27.360,1:23:30.120
agreement with the city of West

1:23:28.560,1:23:31.800
Lafayette Police Department is included

1:23:30.120,1:23:33.239
in your board packets for approval this

1:23:31.800,1:23:35.100
evening we've had a great working

1:23:33.239,1:23:36.659
relationship with department now for

1:23:35.100,1:23:37.739
several years conditions of the

1:23:36.659,1:23:39.360
agreement with respect to building

1:23:37.739,1:23:40.860
coverage will remain the same as in

1:23:39.360,1:23:42.719
previous years the exception of

1:23:40.860,1:23:44.820
increasing the term of the agreement to

1:23:42.719,1:23:47.699
three years instead of one please

1:23:44.820,1:23:50.340
approve the SRO agreement as presented

1:23:47.699,1:23:53.100
I'll entertain a motion for this

1:23:50.340,1:23:57.060
moved by Mrs Austin second by Mr Wong

1:23:53.100,1:23:58.980
are there questions or comments about it

1:23:57.060,1:24:00.480
Mrs Mumford

1:23:58.980,1:24:02.460
um I understand they're also now

1:24:00.480,1:24:04.920
eligible for

1:24:02.460,1:24:07.800
um classified staff raises was that done

1:24:04.920,1:24:09.480
in the past uh no I'm not sure um

1:24:07.800,1:24:11.520
they're part of our classified wage

1:24:09.480,1:24:13.440
handbook so as far as I'm concerned they

1:24:11.520,1:24:14.760
are okay so I didn't know why we're

1:24:13.440,1:24:17.760
changing

1:24:14.760,1:24:19.199
this year but it's just maybe to make I

1:24:17.760,1:24:20.699
know they had given them raises in the

1:24:19.199,1:24:22.560
past I don't know if it was at the same

1:24:20.699,1:24:23.940
time or not so yeah okay I just thought

1:24:22.560,1:24:25.620
it made sense to do it at the same time

1:24:23.940,1:24:27.659
so

1:24:25.620,1:24:29.460
um and then a question that deals um

1:24:27.659,1:24:31.679
kind of in that area that I had brought

1:24:29.460,1:24:33.719
it before is drug testing at the high

1:24:31.679,1:24:34.800
school Dr Granger

1:24:33.719,1:24:36.780
um

1:24:34.800,1:24:38.820
why don't we do drug testing at the high

1:24:36.780,1:24:40.199
school are we planning to do it kind of

1:24:38.820,1:24:43.440
what's some background with the drug

1:24:40.199,1:24:45.239
testing at the high school

1:24:43.440,1:24:48.239
um from what I understand that regarding

1:24:45.239,1:24:49.920
background years ago they did do drug

1:24:48.239,1:24:53.580
testing but they haven't for several

1:24:49.920,1:24:55.679
several years now okay yeah and so um uh

1:24:53.580,1:24:58.140
there's there's just there's not a drug

1:24:55.679,1:25:01.760
testing plan at our high school

1:24:58.140,1:25:01.760
okay so right now

1:25:03.179,1:25:06.360
who did the drug testing at your

1:25:04.800,1:25:09.020
previous School District

1:25:06.360,1:25:09.020
do you know

1:25:09.120,1:25:13.080
I didn't know that do you know who did

1:25:11.400,1:25:16.040
it I don't know who did I know it's an

1:25:13.080,1:25:16.040
outside agency

1:25:16.560,1:25:20.480
but it was an outside agency correct yes

1:25:22.260,1:25:25.380
so is it administer administrators kind

1:25:24.420,1:25:28.320
of

1:25:25.380,1:25:31.440
it's like who that like who for parents

1:25:28.320,1:25:35.699
that have this concern or question who

1:25:31.440,1:25:40.380
is it that's like initiating it or

1:25:35.699,1:25:41.580
would be running it so our it was an

1:25:40.380,1:25:44.699
outside organ it's an outside

1:25:41.580,1:25:48.420
organization and the nurses as you said

1:25:44.699,1:25:51.500
carried it out and it's

1:25:48.420,1:25:54.480
for drivers or extracurricular

1:25:51.500,1:25:57.540
individuals that would go through that

1:25:54.480,1:25:59.159
process so this it's it is not

1:25:57.540,1:26:00.600
on agenda this evening if this is

1:25:59.159,1:26:02.639
something that you'd like to move out to

1:26:00.600,1:26:04.440
committee we could do that if you want

1:26:02.639,1:26:07.620
to have a further discussion but this is

1:26:04.440,1:26:09.840
not on this particular agenda item so

1:26:07.620,1:26:11.880
would you like to raise a conversation

1:26:09.840,1:26:13.440
about drug testing in our schools out to

1:26:11.880,1:26:15.480
Safety Committee would be the likely

1:26:13.440,1:26:17.219
committee which you happen to serve on

1:26:15.480,1:26:19.020
as I understand right and I have shared

1:26:17.219,1:26:20.580
this with this topic because I wasn't

1:26:19.020,1:26:21.840
sure if this goes with the police

1:26:20.580,1:26:24.239
department I had brought this up

1:26:21.840,1:26:26.460
previously but um Dr Greiner answered

1:26:24.239,1:26:28.020
where we're at today and made more

1:26:26.460,1:26:30.719
clarification so I'm good at this point

1:26:28.020,1:26:31.980
okay all right if you'd like to raise it

1:26:30.719,1:26:33.900
out to mediating point in time please

1:26:31.980,1:26:35.520
make me aware of that and I'll do what I

1:26:33.900,1:26:38.460
can do there anybody else any questions

1:26:35.520,1:26:40.679
about the SRO agreement for Dr Greiner

1:26:38.460,1:26:43.139
or Mrs Cronk

1:26:40.679,1:26:44.580
okay hearing none let's take a vote all

1:26:43.139,1:26:46.199
those in favor of approving the SRO

1:26:44.580,1:26:48.659
agreement please indicate with a show of

1:26:46.199,1:26:52.320
hands that motion carries six to zero

1:26:48.659,1:26:55.020
Mrs Julian moving on addendum to lease

1:26:52.320,1:26:56.699
West Lafayette baseball Mrs Cronk West

1:26:55.020,1:26:58.199
Lafayette Community Schools set a lease

1:26:56.699,1:27:00.420
agreement with the West Lafayette Youth

1:26:58.199,1:27:02.760
Baseball League going back decades on a

1:27:00.420,1:27:04.380
rolling three-year term during that time

1:27:02.760,1:27:05.880
the league has made several improvements

1:27:04.380,1:27:07.980
to the property including a concession

1:27:05.880,1:27:09.540
stand and restroom facilities they also

1:27:07.980,1:27:11.639
maintain the fields that can be used for

1:27:09.540,1:27:13.320
both softball and baseball the latest

1:27:11.639,1:27:15.540
lease agreement was approved last year

1:27:13.320,1:27:17.400
in the spring we have been asked if our

1:27:15.540,1:27:19.139
grounds crew could possibly add mowing

1:27:17.400,1:27:21.120
in between the youth fields while they

1:27:19.139,1:27:22.739
are at the facility mowing our fields

1:27:21.120,1:27:24.480
this would add approximately an

1:27:22.739,1:27:26.639
additional 15 minutes of mowing at the

1:27:24.480,1:27:28.800
elementary location in return our

1:27:26.639,1:27:30.239
elementary would have exclusive use of

1:27:28.800,1:27:31.679
the space during the normal school day

1:27:30.239,1:27:35.040
which was not included in that original

1:27:31.679,1:27:37.260
agreement and he is willing to make that

1:27:35.040,1:27:38.520
concession please approve the addendum

1:27:37.260,1:27:40.860
to the lease agreement that would make

1:27:38.520,1:27:45.480
these new terms official

1:27:40.860,1:27:47.639
can I get a motion moved by Mr shot

1:27:45.480,1:27:51.139
second by Mrs Austin

1:27:47.639,1:27:53.840
uh questions from Mrs Cronk about the

1:27:51.139,1:27:57.719
addendum to lease

1:27:53.840,1:28:00.000
doctor yeah sorry I asked him remember I

1:27:57.719,1:28:02.940
don't hear very well so sorry yeah thank

1:28:00.000,1:28:07.440
you okay yeah I I cannot go to the

1:28:02.940,1:28:09.900
question in the notes and so

1:28:07.440,1:28:12.780
um they actually they paid one dollar

1:28:09.900,1:28:14.760
for this this is going back to I think

1:28:12.780,1:28:16.679
the 70s Mr shot you might know a little

1:28:14.760,1:28:18.600
bit more about that than I can

1:28:16.679,1:28:20.400
but a dollar that's correct yeah they

1:28:18.600,1:28:21.900
pay a dollar yeah that's it's an

1:28:20.400,1:28:24.000
agreement that's actually quite common

1:28:21.900,1:28:26.940
in other school districts as well TSC

1:28:24.000,1:28:28.500
has a similar agreement with their yeah

1:28:26.940,1:28:31.380
I understand so because it is a

1:28:28.500,1:28:34.260
not-for-profit organization right so

1:28:31.380,1:28:36.360
what's the benefit of ours so the

1:28:34.260,1:28:37.800
benefits we actually own the land and

1:28:36.360,1:28:39.300
they've made quite a few improvements to

1:28:37.800,1:28:40.620
that land since we've had that agreement

1:28:39.300,1:28:42.600
with the concession stand in the

1:28:40.620,1:28:44.699
restroom facilities it's a very nice

1:28:42.600,1:28:46.260
facility Dr Greener and I walked over

1:28:44.699,1:28:47.639
there a lot of our students do

1:28:46.260,1:28:49.800
participate in the program over the

1:28:47.639,1:28:52.320
summer and I believe it is a fairly uh

1:28:49.800,1:28:53.940
fairly cost effective program to be

1:28:52.320,1:28:56.280
involved in as opposed to like travel

1:28:53.940,1:28:58.199
teams and things like that a lot of

1:28:56.280,1:28:59.699
volunteers actually run the program and

1:28:58.199,1:29:01.139
I think a few of them are actually our

1:28:59.699,1:29:04.320
teachers as well

1:29:01.139,1:29:06.239
so and yes our elementary school can use

1:29:04.320,1:29:07.500
the use the facilities we don't maintain

1:29:06.239,1:29:09.000
those fields

1:29:07.500,1:29:11.159
um they maintain those fields and that's

1:29:09.000,1:29:13.440
actually pretty costly as well if we

1:29:11.159,1:29:15.120
would have to maintain those we do not

1:29:13.440,1:29:16.980
um so the fact that he's willing to let

1:29:15.120,1:29:18.540
our schools actually use those even

1:29:16.980,1:29:21.060
though they have the lease for that

1:29:18.540,1:29:25.980
property is a pretty nice benefit

1:29:21.060,1:29:28.139
okay so our case are using the the land

1:29:25.980,1:29:31.219
and for PE or something

1:29:28.139,1:29:31.219
um yeah I think so yeah

1:29:41.780,1:29:45.139
a little easier

1:29:47.840,1:29:52.260
my field day I believe I think yeah

1:29:50.340,1:29:53.940
jewel said something about field day and

1:29:52.260,1:29:55.560
the facilities that they built for the

1:29:53.940,1:29:57.659
concession stand and the restrooms are

1:29:55.560,1:29:59.219
actually very nice facilities so they

1:29:57.659,1:30:01.320
spend a lot of money on those

1:29:59.219,1:30:04.260
even the summer activities are our

1:30:01.320,1:30:05.880
students benefit so much from that it's

1:30:04.260,1:30:07.560
just such an amazing it's a good

1:30:05.880,1:30:09.120
partnership yeah

1:30:07.560,1:30:11.219
I would encourage any board member

1:30:09.120,1:30:13.080
that's interested at opening and I'll

1:30:11.219,1:30:14.699
put it in front of notes but next year I

1:30:13.080,1:30:16.500
was invited to actually speak they

1:30:14.699,1:30:17.580
wanted me to throw the ball ball on us

1:30:16.500,1:30:20.880
I'm not going to do that but I'll speak

1:30:17.580,1:30:23.820
so but I'll let you guys know

1:30:20.880,1:30:27.000
you'll go through it for me yeah

1:30:23.820,1:30:28.380
it's yours too so yes but I'll make sure

1:30:27.000,1:30:29.699
that you're aware and you guys anybody

1:30:28.380,1:30:31.980
that wants to come what a neat

1:30:29.699,1:30:33.480
celebration this was my first summer to

1:30:31.980,1:30:34.860
actually get to be a part of that and

1:30:33.480,1:30:37.380
it's just beautiful for our community

1:30:34.860,1:30:39.960
and really all we're mowing is is the

1:30:37.380,1:30:42.420
like 10 foot swath that's in between the

1:30:39.960,1:30:44.460
fields it's not a lot Larry and I walked

1:30:42.420,1:30:48.120
it and it's not it's not a huge huge

1:30:44.460,1:30:50.580
Mount by any chance our case can get

1:30:48.120,1:30:52.860
some like a basic a baseball education

1:30:50.580,1:30:54.540
from them or something well they have

1:30:52.860,1:30:56.760
they can join the program during the

1:30:54.540,1:31:00.260
summer to get that yes they can and I

1:30:56.760,1:31:00.260
don't think it costs that much

1:31:00.920,1:31:05.699
yes there's any money that they get goes

1:31:03.960,1:31:07.440
back into the program

1:31:05.699,1:31:08.639
um and like I said if volunteers are the

1:31:07.440,1:31:10.679
ones that are actually providing

1:31:08.639,1:31:12.239
everything so during the summer they

1:31:10.679,1:31:14.219
have the volunteers that do this the

1:31:12.239,1:31:16.560
kids our kids can't actually go and

1:31:14.219,1:31:18.060
learn those skills so I think it would

1:31:16.560,1:31:21.320
be hard during the school year to

1:31:18.060,1:31:21.320
probably have those volunteers

1:31:24.239,1:31:29.239
but not during the regular school time

1:31:26.880,1:31:29.239
right

1:31:30.239,1:31:34.860
okay thanks any other questions

1:31:33.480,1:31:36.659
all right hearing none all those in

1:31:34.860,1:31:37.860
favor of approving the addendum to lease

1:31:36.659,1:31:39.960
for West Lafayette baseball please

1:31:37.860,1:31:42.060
indicate with a show of hands

1:31:39.960,1:31:44.400
the motion carries six to zero Mrs

1:31:42.060,1:31:47.219
Julian moving on to item 10 accounts

1:31:44.400,1:31:48.960
payable Finance update Mrs

1:31:47.219,1:31:50.820
um claims for the period of July 6 to

1:31:48.960,1:31:53.540
August 9th the cutoff for this meeting

1:31:50.820,1:31:56.100
total 2 966

1:31:53.540,1:31:58.139
237.05 including regular Corporation

1:31:56.100,1:32:00.739
expenses and the Wabash Valley education

1:31:58.139,1:32:03.540
center expenses of this amount

1:32:00.739,1:32:06.179
1.675 million were paid towards wages

1:32:03.540,1:32:07.560
salaries and benefits moving on to our

1:32:06.179,1:32:09.840
preliminary fund report for the month

1:32:07.560,1:32:11.340
ending July 1st the education fund had a

1:32:09.840,1:32:12.540
balance of 3 million two hundred eight

1:32:11.340,1:32:14.280
thousand two hundred seventy seven

1:32:12.540,1:32:18.719
dollars and total funds on hand for the

1:32:14.280,1:32:20.400
corporation were 21 million 350 163 fund

1:32:18.719,1:32:22.139
report is preliminary as we are still

1:32:20.400,1:32:24.659
working on closing the month of July at

1:32:22.139,1:32:25.739
this time as far as the business office

1:32:24.659,1:32:27.719
we're in the middle of budget

1:32:25.739,1:32:29.040
projections and processes right now so

1:32:27.719,1:32:30.860
that everything can be uploaded to

1:32:29.040,1:32:33.300
Indiana Gateway by the end of the month

1:32:30.860,1:32:35.159
we enjoyed sharing information during

1:32:33.300,1:32:37.080
the new teacher orientation and have

1:32:35.159,1:32:38.460
been busy meeting with new staff members

1:32:37.080,1:32:40.860
and getting them set up in our payroll

1:32:38.460,1:32:43.139
system and teacher contracts and

1:32:40.860,1:32:45.659
benefits will also roll over soon and we

1:32:43.139,1:32:47.520
are preparing for pre-bargaining

1:32:45.659,1:32:49.500
busy times

1:32:47.520,1:32:51.120
thank you Mrs Frank I'll entertain in

1:32:49.500,1:32:53.340
motion

1:32:51.120,1:32:55.739
moved by Mr Wong

1:32:53.340,1:32:59.179
second by Mrs Austin any questions or

1:32:55.739,1:32:59.179
comments from Mrs crawl

1:33:00.659,1:33:04.500
hearing none all those in favor of

1:33:02.820,1:33:07.620
approving the accounts payable report

1:33:04.500,1:33:10.560
please indicate with a show of hands

1:33:07.620,1:33:13.040
a motion carries six to zero Mrs um

1:33:10.560,1:33:13.040

Julian

1:33:13.080,1:33:17.639

um moving on to item 10 historical class

1:33:16.020,1:33:21.300

size data at the Junior Senior High

1:33:17.639,1:33:24.239

School Mrs Mumford yes um I had asked

1:33:21.300,1:33:26.760

several months ago about class sizes

1:33:24.239,1:33:28.679

K through 12

1:33:26.760,1:33:30.420

um and the chart I think it was two

1:33:28.679,1:33:32.820

months ago or a month ago was put

1:33:30.420,1:33:35.040

together for K through six but when

1:33:32.820,1:33:36.900

information was asked for the 7th

1:33:35.040,1:33:40.380

through 12th there was limited

1:33:36.900,1:33:42.239

information that was shared and so

1:33:40.380,1:33:43.860

it was discussed of coming back to this

1:33:42.239,1:33:45.659

meeting to decide what amount of

1:33:43.860,1:33:48.420

information needs to be collected and

1:33:45.659,1:33:50.940

shared and so I would like to have a

1:33:48.420,1:33:53.760

discussion of collecting data starting

1:33:50.940,1:33:55.320

in 2017 in the referendum question it

1:33:53.760,1:33:57.960
states that part of the purpose of the

1:33:55.320,1:34:00.120
referendum is to manage class sizes in

1:33:57.960,1:34:01.800
the upcoming referendum part of the

1:34:00.120,1:34:04.860
financial plan says to manage class

1:34:01.800,1:34:07.940
sizes and so I think we should have the

1:34:04.860,1:34:12.600
data of what class sizes have done since

1:34:07.940,1:34:14.520
2017 up till now per subject area at the

1:34:12.600,1:34:17.639
high school and be able to access that

1:34:14.520,1:34:19.860
to determine how the referendum is being

1:34:17.639,1:34:22.380
used to manage class sizes

1:34:19.860,1:34:25.620
okay so if I understand correctly what

1:34:22.380,1:34:28.679
you are asking the board to do is

1:34:25.620,1:34:30.360
consider uh what research we might want

1:34:28.679,1:34:33.060
to ask our central office staff to do

1:34:30.360,1:34:34.620
about this topic okay

1:34:33.060,1:34:36.600
um Dr Reiner I know when we discussed

1:34:34.620,1:34:38.880
this previously a lot of the information

1:34:36.600,1:34:40.679
is not available in a format that's

1:34:38.880,1:34:42.300
easily accessible do you want to

1:34:40.679,1:34:43.320
elaborate upon that and what I know that

1:34:42.300,1:34:45.719
you've been working to get something

1:34:43.320,1:34:47.880
with as little expenditure time as

1:34:45.719,1:34:49.800
possible so where are you with that yes

1:34:47.880,1:34:52.679
and I I'm going what I want to do is

1:34:49.800,1:34:54.360
explain that because there are multiple

1:34:52.679,1:34:57.120
classes and there are different

1:34:54.360,1:34:59.760
offerings that it looks different and

1:34:57.120,1:35:02.100
it's not a set way to do it and so what

1:34:59.760,1:35:04.560
I'd like to begin with is Mr Roth if

1:35:02.100,1:35:06.780
you'd explain the process kind of who

1:35:04.560,1:35:09.540
was engaged in it in the amount of time

1:35:06.780,1:35:12.060
it took to get what we did here with the

1:35:09.540,1:35:14.580
ranges and then

1:35:12.060,1:35:17.219
it would be very very time consuming but

1:35:14.580,1:35:19.800
I I want to discuss it so from there we

1:35:17.219,1:35:21.360
can determine where where exactly we

1:35:19.800,1:35:23.100
want to go okay

1:35:21.360,1:35:25.320
so

1:35:23.100,1:35:28.380
it's a little bit less straightforward

1:35:25.320,1:35:29.880
at the secondary level because Dr Yin as

1:35:28.380,1:35:33.120
you pointed out a student might have

1:35:29.880,1:35:35.040
five options for Matt in one year so

1:35:33.120,1:35:37.620
you're not just looking at teacher

1:35:35.040,1:35:40.380
number of kids in a class teachers are

1:35:37.620,1:35:42.900
teaching five or six periods so that's

1:35:40.380,1:35:44.880
why it becomes more complicated students

1:35:42.900,1:35:47.040
have greater options and teachers may be

1:35:44.880,1:35:48.360
used in a variety of ways teachers may

1:35:47.040,1:35:49.980
be at the Junior Senior High School

1:35:48.360,1:35:52.560
level they may be shared at the high

1:35:49.980,1:35:55.500
school level a variety of scenarios that

1:35:52.560,1:35:58.260
come up so what we did is we said okay

1:35:55.500,1:35:59.820
we're going to look at language arts

1:35:58.260,1:36:02.159
English language arts and we're going to

1:35:59.820,1:36:04.500
look at math and we started there and

1:36:02.159,1:36:06.900
because there are classes throughout the

1:36:04.500,1:36:10.080
year and different kids different places

1:36:06.900,1:36:12.139
we worked with Mr Hamilton who was

1:36:10.080,1:36:17.340
helpful in kind of understanding what

1:36:12.139,1:36:19.440
data we could get from Skyward and our

1:36:17.340,1:36:21.480
principals also came to the table to say

1:36:19.440,1:36:23.699
okay this is what we could do we got

1:36:21.480,1:36:25.920
that data out of Skyward it's not in an

1:36:23.699,1:36:28.500
easily exportable form and then we

1:36:25.920,1:36:30.840
basically look through it by hand to

1:36:28.500,1:36:33.179
come up with what the minimum would be

1:36:30.840,1:36:35.280
what the maximum would be adding

1:36:33.179,1:36:37.080
everything together that would be their

1:36:35.280,1:36:40.080
what are called course codes every

1:36:37.080,1:36:42.780
course has a code and that is K through

1:36:40.080,1:36:44.340
12. course codes at the elementary level

1:36:42.780,1:36:46.139
are a little bit more straightforward

1:36:44.340,1:36:48.300
because it's a limited number of things

1:36:46.139,1:36:50.219
looked at course codes at the secondary

1:36:48.300,1:36:52.440
level to group them together in what we

1:36:50.219,1:36:54.420
would call departments so if you think

1:36:52.440,1:36:56.820
about it poetry at the junior high

1:36:54.420,1:36:58.920
school at the high school level could be

1:36:56.820,1:37:00.540
considered an English course so we

1:36:58.920,1:37:02.880
looked at everything that all the course

1:37:00.540,1:37:04.980
codes that would fit in one area and

1:37:02.880,1:37:07.500
then we added everything together and

1:37:04.980,1:37:10.739
divide it out to get averages for

1:37:07.500,1:37:13.860
English and math you're looking about an

1:37:10.739,1:37:17.580
hour per topic per year so that process

1:37:13.860,1:37:21.600
beginning to end involved four to five

1:37:17.580,1:37:24.139
people and about an hour per

1:37:21.600,1:37:24.139
area

1:37:25.679,1:37:29.880
so uh

1:37:27.600,1:37:31.800
as I understand in summary that you have

1:37:29.880,1:37:32.699
provided to us

1:37:31.800,1:37:35.940
um

1:37:32.699,1:37:38.159
this is the current class size that

1:37:35.940,1:37:42.179
would have been for last year okay and

1:37:38.159,1:37:45.500
we looked at second semester

1:37:42.179,1:37:49.199
so this is the you've spent about

1:37:45.500,1:37:51.840
an hour for four to five people for each

1:37:49.199,1:37:54.300
of these class areas and how we're total

1:37:51.840,1:37:56.760
an hour total okay an hour total for

1:37:54.300,1:38:01.040
each of these so I'm I'm just looking

1:37:56.760,1:38:01.040
here at the count is that

1:38:02.100,1:38:07.139
all of English is one hour and all of

1:38:04.560,1:38:09.080
math is one hour okay uh so this is two

1:38:07.139,1:38:12.360
hours of worth of work for one semester

1:38:09.080,1:38:14.699
at the Junior Senior High School divided

1:38:12.360,1:38:17.040
yeah divided between four or five people

1:38:14.699,1:38:18.500
with getting different pieces of

1:38:17.040,1:38:20.460
information looking at the information

1:38:18.500,1:38:22.620
compiling it

1:38:20.460,1:38:24.179
doing the math crunching the numbers for

1:38:22.620,1:38:26.219
lack of a better term

1:38:24.179,1:38:29.699
so if you were to repeat this exercise

1:38:26.219,1:38:31.500
for the past five years

1:38:29.699,1:38:33.980
Mr Wong you're good at math how many

1:38:31.500,1:38:36.900
hours is that

1:38:33.980,1:38:38.340
not to put you on the spot here but I'm

1:38:36.900,1:38:42.840
just trying to get a ballpark estimate

1:38:38.340,1:38:42.840
of how much time we're talking about so

1:38:44.400,1:38:51.800
two hours for

1:38:46.980,1:38:51.800
semester times five years

1:38:53.100,1:38:58.080
and I will say of course the more you

1:38:56.100,1:38:59.880
repeat a process you're probably going

1:38:58.080,1:39:02.460
to get more proficient at it and more

1:38:59.880,1:39:06.420
efficient I would also say we had

1:39:02.460,1:39:08.520
readily accessible information in the

1:39:06.420,1:39:11.340
history mind of the high school that is

1:39:08.520,1:39:13.260
Mr Schreiner so I mean we had people who

1:39:11.340,1:39:15.780
were able to say yes this was the case

1:39:13.260,1:39:17.820
yes that was the case and so really we

1:39:15.780,1:39:19.260
want direction from the board yeah how

1:39:17.820,1:39:21.900
much time do you want us to spend on and

1:39:19.260,1:39:24.480
what specifically as a board would

1:39:21.900,1:39:26.040
suffice to give you the information you

1:39:24.480,1:39:27.780
feel you need that's why we wanted this

1:39:26.040,1:39:29.940
dialogue here because if we wanted you

1:39:27.780,1:39:31.260
as one to be satisfied with what we're

1:39:29.940,1:39:33.360
going to produce so that we produce

1:39:31.260,1:39:34.739
something correctly and that we also

1:39:33.360,1:39:37.739
spend

1:39:34.739,1:39:40.199
um as little bit of time on it as meet

1:39:37.739,1:39:42.860
your needs

1:39:40.199,1:39:42.860
I have

1:39:44.159,1:39:48.060
the high school has no idea what their

1:39:46.199,1:39:49.679
class sizes have done in the last few

1:39:48.060,1:39:51.540
years

1:39:49.679,1:39:54.060
well if you talked with Mr Schreiner he

1:39:51.540,1:39:57.000
would actually tell us or has told us

1:39:54.060,1:39:59.219
that the class sizes he wouldn't think

1:39:57.000,1:40:01.800
have changed and that he would come to

1:39:59.219,1:40:03.659
us if the department said they needed

1:40:01.800,1:40:05.219
another teacher or and then it's

1:40:03.659,1:40:06.900
discussed at the building level and in

1:40:05.219,1:40:08.340
the Departments and then that at the

1:40:06.900,1:40:10.500
discussion table in the same way that

1:40:08.340,1:40:12.300
we've done with the Elementary in the

1:40:10.500,1:40:14.820
intermediate we've discussed and added

1:40:12.300,1:40:16.620
as needed I think that's probably well

1:40:14.820,1:40:18.179
that is what he said but but does he

1:40:16.620,1:40:20.100
have but he hasn't kept the name what

1:40:18.179,1:40:22.500
we're saying is up till now

1:40:20.100,1:40:25.199
the high school has not kept any numbers

1:40:22.500,1:40:28.380
and so the only way to get these numbers

1:40:25.199,1:40:30.659
is if central office themselves goes and

1:40:28.380,1:40:33.120
mines the numbers is that what I'm they

1:40:30.659,1:40:36.420
could access the data is there it's just

1:40:33.120,1:40:38.639
not easy to pull and access and then you

1:40:36.420,1:40:41.760
do need to know are you looking at

1:40:38.639,1:40:45.120
Department what an average is are you

1:40:41.760,1:40:47.280
looking for Algebra 2 what an average is

1:40:45.120,1:40:50.820
are you looking for a Junior High School

1:40:47.280,1:40:53.460
versus high school math and so that data

1:40:50.820,1:40:55.139
is there and I I actually do believe

1:40:53.460,1:40:57.360
they look at it because they try to

1:40:55.139,1:40:59.940
balance class sizes

1:40:57.360,1:41:02.520
um you you try to make sure that a class

1:40:59.940,1:41:04.080
isn't going to be too big or I mean you

1:41:02.520,1:41:06.239
do all of those things when you run a

1:41:04.080,1:41:08.460
schedule it's just a matter of quickly

1:41:06.239,1:41:10.620
and easily like you would a Kindergarten

1:41:08.460,1:41:12.840
class with eight sections to be able to

1:41:10.620,1:41:14.639
say this was the minimum this was the

1:41:12.840,1:41:17.280
maximum this was the average it's a

1:41:14.639,1:41:20.280
little bit more complicated because what

1:41:17.280,1:41:24.360
do you want to look at

1:41:20.280,1:41:26.520
so I guess from my view could we start

1:41:24.360,1:41:28.679
with maybe right now

1:41:26.520,1:41:30.480
you know it looks like last in the

1:41:28.679,1:41:31.860
spring when we I had asked for if you

1:41:30.480,1:41:33.900
were able to do language arts and math

1:41:31.860,1:41:35.940
could we start right now with where

1:41:33.900,1:41:37.760
we're at this school year and if I

1:41:35.940,1:41:41.760
understand correctly there's a schedule

1:41:37.760,1:41:42.960
of which classes are taught you know at

1:41:41.760,1:41:45.840
the high school I don't know it's like

1:41:42.960,1:41:48.480
two pages or something and then just the

1:41:45.840,1:41:49.739
numbers in it just every class and like

1:41:48.480,1:41:51.480
you said is there's going to be classes

1:41:49.739,1:41:53.460
that are going to be super small because

1:41:51.480,1:41:54.719
of what it's offering there's classes

1:41:53.460,1:41:57.540
like Orchestra and band that are going

1:41:54.719,1:42:00.060
to be super large but just to start off

1:41:57.540,1:42:02.639
with this year giving us

1:42:00.060,1:42:04.920
what do class sizes currently look like

1:42:02.639,1:42:06.360
with that number I mean this is what I'm

1:42:04.920,1:42:07.920
asking I know this is a whole board

1:42:06.360,1:42:10.500
decision but that's what I would like to

1:42:07.920,1:42:13.500
see and then go back and ask Mr

1:42:10.500,1:42:16.320
Schreiner does he have anything else in

1:42:13.500,1:42:18.540
his file without having to mine all the

1:42:16.320,1:42:20.280
data from central office and my view is

1:42:18.540,1:42:22.679
to go from there

1:42:20.280,1:42:24.320
so that's my Mr shot you've had a

1:42:22.679,1:42:27.179
company

1:42:24.320,1:42:29.580
they think would be beneficial or we

1:42:27.179,1:42:31.980
just ask a French to

1:42:29.580,1:42:33.780
I have not heard from Mr Taylor that

1:42:31.980,1:42:35.219
this is data he would like to see now

1:42:33.780,1:42:37.739
have you heard from him that he would

1:42:35.219,1:42:39.360
like to see this data too I have I have

1:42:37.739,1:42:42.600
not heard from Mr Taylor that he must

1:42:39.360,1:42:44.940
have seen yeah okay Mrs Austin I'm sorry

1:42:42.600,1:42:46.920
Mr shot were you done I didn't let's ask

1:42:44.940,1:42:48.659
okay

1:42:46.920,1:42:50.520
do you think it's beneficial I get on

1:42:48.659,1:42:53.460
board otherwise since I can waste a lot

1:42:50.520,1:42:55.739
of times meaning that if he thinks it's

1:42:53.460,1:42:57.780
a public result consultant he wants to

1:42:55.739,1:43:00.659
see it

1:42:57.780,1:43:02.820
would help our case or whatever you're

1:43:00.659,1:43:04.199
asking for it to help our case

1:43:02.820,1:43:06.139
that's why I guess I'm not understanding

1:43:04.199,1:43:08.400
I don't think this has anything to do

1:43:06.139,1:43:10.500
with this has to do with the community

1:43:08.400,1:43:11.940
and parents that want to know what class

1:43:10.500,1:43:13.500
sizes look like

1:43:11.940,1:43:15.420
to talk about as it pertains to

1:43:13.500,1:43:17.760
referendum and he's he hired him to

1:43:15.420,1:43:21.239
handle our referendum PR instead and get

1:43:17.760,1:43:24.239
his opinion on it yeah Mrs Austin

1:43:21.239,1:43:27.119
um since we have our Union leadership

1:43:24.239,1:43:28.619
here I would like to ask them sorry to

1:43:27.119,1:43:30.719
put you on the spot have you heard

1:43:28.619,1:43:33.139
complaints from our teachers regarding

1:43:30.719,1:43:35.520
class sizes at the junior senior

1:43:33.139,1:43:37.619
class sizes are something that we always

1:43:35.520,1:43:40.260
pay attention to so that is something

1:43:37.619,1:43:43.320
that we communicate with our staff at

1:43:40.260,1:43:44.940
any time that there is something that we

1:43:43.320,1:43:46.860
want to address we bring it to our

1:43:44.940,1:43:48.600
special people I know our high school

1:43:46.860,1:43:51.780
English Department just added another

1:43:48.600,1:43:54.780
English teacher this year because of

1:43:51.780,1:43:57.239
those discussions so we had said you

1:43:54.780,1:43:59.940
know as a unit hey we know that this

1:43:57.239,1:44:01.860
department was teaching everybody was

1:43:59.940,1:44:03.659
teaching today's classes and that was

1:44:01.860,1:44:05.340
impacting not only their ability to

1:44:03.659,1:44:06.900
assess their students but to provide

1:44:05.340,1:44:09.300
them the feedback that they needed

1:44:06.900,1:44:11.760
particularly writing assignments take

1:44:09.300,1:44:13.080
ages to grade which is why I am not an

1:44:11.760,1:44:16.380
English teacher

1:44:13.080,1:44:18.420
um so through that dialogue we were able

1:44:16.380,1:44:20.300
to determine hey this is the need here's

1:44:18.420,1:44:25.219
how we can meet that

1:44:20.300,1:44:25.219
nobody has shown me their torches works

1:44:28.260,1:44:32.820
you know everyone has a class that's too

1:44:30.480,1:44:35.219
large at last it's Great's fault

1:44:32.820,1:44:37.260
and the problem with even bringing this

1:44:35.219,1:44:39.960
up I'm not exactly sure the point in the

1:44:37.260,1:44:41.699
long run because the orchestra hopefully

1:44:39.960,1:44:43.739
will have to be mine they will ask you

1:44:41.699,1:44:46.619
please give me 80. they want more kids

1:44:43.739,1:44:49.199
right which is the upper level AP class

1:44:46.619,1:44:52.679
so got the 25 kids in AP Chemistry

1:44:49.199,1:44:55.020
that's too many but if I say there's a

1:44:52.679,1:44:57.420
limit of 24 your kid is the one that

1:44:55.020,1:44:59.940
doesn't get in so which kid am I telling

1:44:57.420,1:45:01.860
they don't get in so and you only have

1:44:59.940,1:45:03.980
so many people I mean I'm the only

1:45:01.860,1:45:05.940
person in my department

1:45:03.980,1:45:08.580
33.

1:45:05.940,1:45:10.619
it said that to be hot on the other hand

1:45:08.580,1:45:12.119
I cannot tell you the five kids I can

1:45:10.619,1:45:15.420
tell you to do nothing right

1:45:12.119,1:45:17.100
there okay so the same thing is true I

1:45:15.420,1:45:19.980
believe the English Department shared

1:45:17.100,1:45:21.719
that they had three classes or two

1:45:19.980,1:45:23.100
classes and they came world-class

1:45:21.719,1:45:24.840
spending larger

1:45:23.100,1:45:27.000
it's still manageable because they

1:45:24.840,1:45:28.380
wanted to have an inclusion class of a

1:45:27.000,1:45:31.219
smaller class because they really knew

1:45:28.380,1:45:33.420
those those children needed more help so

1:45:31.219,1:45:36.000
the thing I heard up here a month ago

1:45:33.420,1:45:38.580
that spell support is the incredible

1:45:36.000,1:45:40.800
work our guidance department does to try

1:45:38.580,1:45:43.560
to balance classes and I'll give you a

1:45:40.800,1:45:45.719
perfect example if you want to look at

1:45:43.560,1:45:46.860
action that continued for multiple years

1:45:45.719,1:45:49.679
and that would be the World Language

1:45:46.860,1:45:52.500
rotation seventh grade yeah we only have

1:45:49.679,1:45:54.659
six sessions why because we have three

1:45:52.500,1:45:56.540
teachers and there are two semesters

1:45:54.659,1:45:59.880
that's easy to navigate

1:45:56.540,1:46:02.460
sections if you have 190 kids getting

1:45:59.880,1:46:04.500
lots as we did last year and two or

1:46:02.460,1:46:05.880
three years ago we had 190. you divided

1:46:04.500,1:46:10.880
out that's how many kids you have

1:46:05.880,1:46:10.880
perception this year we were like 28.

1:46:21.080,1:46:26.340
so I think to be honest with you I think

1:46:24.420,1:46:29.100
the k-6 numbers make a lot more sense

1:46:26.340,1:46:31.440
it's an easier math problem it's easier

1:46:29.100,1:46:32.880
to see and it's also phenomenal here's

1:46:31.440,1:46:35.100
the other thing that Mrs Ross said other

1:46:32.880,1:46:37.580
things very very important

1:46:35.100,1:46:40.619
child can choose to take two living

1:46:37.580,1:46:43.320
responsibility or two math tests believe

1:46:40.619,1:46:46.139
me I have time to do it uh child can

1:46:43.320,1:46:49.320
choose to take no nap loss this year you

1:46:46.139,1:46:51.000
know it's very difficult to do that I

1:46:49.320,1:46:52.739
don't know why this year the numbers

1:46:51.000,1:46:55.739
five at that end of the number is low

1:46:52.739,1:46:58.860
there's about 15 different variants so I

1:46:55.739,1:47:00.480
don't really see it because I love the

1:46:58.860,1:47:02.280
fact that chase did it that's great but

1:47:00.480,1:47:04.679
I really don't see how you go back and

1:47:02.280,1:47:06.719
do this and have any meaning to it the

1:47:04.679,1:47:09.300
important thing is this that manage

1:47:06.719,1:47:12.119
class sizes it's not about keeping it

1:47:09.300,1:47:15.900
between 20 to 25. it's about making sure

1:47:12.119,1:47:18.119
that we don't pass it it becomes 35 40.

1:47:15.900,1:47:21.060
that's the key thing and that's what the

1:47:18.119,1:47:22.800
public with extreme blood in order if we

1:47:21.060,1:47:24.600
end up doing that we need they need to

1:47:22.800,1:47:26.520
be America and to clarify your teachers

1:47:24.600,1:47:29.480
with three bloody murder if we also have

1:47:26.520,1:47:29.480
40 children

1:47:31.699,1:47:35.880
so it almost sounds like the same as

1:47:34.080,1:47:38.219
standardized testing if you want to know

1:47:35.880,1:47:39.540
if a kid can read ask a teacher if you

1:47:38.219,1:47:43.040
want to know if the class size is

1:47:39.540,1:47:43.040
appropriate ask a teacher

1:47:49.679,1:47:55.440
with classified data you know that is

1:47:52.560,1:47:59.219
definitely going to skew overall

1:47:55.440,1:48:01.980
Trend in data so that would be my

1:47:59.219,1:48:04.020
request if you would consider that you

1:48:01.980,1:48:08.040
know as we're doing data analysis taking

1:48:04.020,1:48:11.460
a look at the dark years of when

1:48:08.040,1:48:13.679
education was just not the same to

1:48:11.460,1:48:17.520
consider those potentially outlier years

1:48:13.679,1:48:21.300
because they work right in everything 21

1:48:17.520,1:48:23.460
22 I think you can drop in 2021 I think

1:48:21.300,1:48:25.560
you need to stop because

1:48:23.460,1:48:27.900
the number of people online versus not

1:48:25.560,1:48:30.239
that's just a mess so I want to hit on

1:48:27.900,1:48:32.639
something that Mrs Hart said Mrs Austin

1:48:30.239,1:48:35.820
because I think it's important um she

1:48:32.639,1:48:38.699
talked about that the teachers and the

1:48:35.820,1:48:40.980
administrators had dialogue about

1:48:38.699,1:48:42.600

English and that from their

1:48:40.980,1:48:44.820

recommendation was made and the board

1:48:42.600,1:48:47.219

supported our recommendation because

1:48:44.820,1:48:49.560

we'll work well together by the way but

1:48:47.219,1:48:52.440

what I want to commend the teachers and

1:48:49.560,1:48:54.659

administrators on that didn't come to

1:48:52.440,1:48:57.000

Corporation discussion they had at the

1:48:54.659,1:49:00.239

building level and they had a discussion

1:48:57.000,1:49:01.980

at uh with regard to departments and

1:49:00.239,1:49:03.480

department needs and the administrator

1:49:01.980,1:49:05.460

and from there he took the

1:49:03.480,1:49:06.900

recommendation so it didn't even need to

1:49:05.460,1:49:09.179

go to the next discussion level of

1:49:06.900,1:49:10.440

Corporation it was discussed at the

1:49:09.179,1:49:12.000

building level and from there they

1:49:10.440,1:49:14.719

determined that he was going to make

1:49:12.000,1:49:14.719

that recommendation

1:49:19.380,1:49:22.380

foreign

1:49:41.760,1:49:44.940
um so I give it much goes to our

1:49:43.739,1:49:47.460
counseling department

1:49:44.940,1:49:49.560
to be able to take that Master's

1:49:47.460,1:49:51.239
schedule in general and all the work

1:49:49.560,1:49:54.960
that they do to try to do as much as

1:49:51.239,1:49:57.659
they can to balance

1:49:54.960,1:49:59.280
excellent thank you uh I want to try and

1:49:57.659,1:50:01.739
rein this one back in we have not heard

1:49:59.280,1:50:03.840
from uh Mr Wong or Dr Yen would either

1:50:01.739,1:50:06.060
of you like to speak on this topic

1:50:03.840,1:50:09.480
Dr Yin

1:50:06.060,1:50:12.840
yeah I found a your perspective is very

1:50:09.480,1:50:14.820
very helpful and the first uh and I

1:50:12.840,1:50:18.719
would also like to hear from elementary

1:50:14.820,1:50:22.020
schools to see yeah to see what your

1:50:18.719,1:50:24.659
teachers feel another thing is I think

1:50:22.020,1:50:27.360
it would be actually also helpful to

1:50:24.659,1:50:30.420
have a general story among teachers to

1:50:27.360,1:50:33.179
see how they feel and I totally agree

1:50:30.420,1:50:35.940
I'm a teacher myself too I know some of

1:50:33.179,1:50:37.860
my colleagues teach writing class I mean

1:50:35.940,1:50:40.560
to write a research proposal those

1:50:37.860,1:50:43.380
things that's super time consuming but I

1:50:40.560,1:50:47.040
teach stats it's less so I can handle

1:50:43.380,1:50:48.600
let's say 35 students without too much

1:50:47.040,1:50:52.020
problem but

1:50:48.600,1:50:53.540
um so I feel in that sense it might be

1:50:52.020,1:50:56.639
helpful to

1:50:53.540,1:51:00.360
solicited feedback from all the teachers

1:50:56.639,1:51:04.080
to see in what particular area we may

1:51:00.360,1:51:07.020
they may need more support and also if

1:51:04.080,1:51:08.760
possible I would like to hear how the

1:51:07.020,1:51:10.619
situation is in the elementary school

1:51:08.760,1:51:12.960
doctor you've out of respect for Mrs

1:51:10.619,1:51:15.840
mumford's Point here we're just talking

1:51:12.960,1:51:16.980
about 7 through 12 right now I totally

1:51:15.840,1:51:18.600
am open to having that other

1:51:16.980,1:51:21.000
conversation but I really want to do

1:51:18.600,1:51:22.619
justice to what she's asked us for and

1:51:21.000,1:51:25.560
then if we need to come back to that we

1:51:22.619,1:51:26.760
can do that we talked a lot about k-6 in

1:51:25.560,1:51:28.739
our last

1:51:26.760,1:51:30.239
meeting so I I don't want to cut you off

1:51:28.739,1:51:32.760
but I do want to make sure she gets her

1:51:30.239,1:51:34.679
attention here Mr Wong did you have

1:51:32.760,1:51:38.219
anything that you wanted to ask on the

1:51:34.679,1:51:41.900
topic of 7 to 12 class sizes

1:51:38.219,1:51:41.900
the wandering I think

1:51:42.420,1:51:48.020
we need some ways to uh

1:51:45.199,1:51:50.900
measurable say basically we have

1:51:48.020,1:51:55.020
referendum we want to manager class size

1:51:50.900,1:51:58.739
and then the community pay tax for that

1:51:55.020,1:52:02.460
and then we need some majorable

1:51:58.739,1:52:05.460
ways to show to demonstrate we use their

1:52:02.460,1:52:06.719
fund to to manage your class size so I

1:52:05.460,1:52:09.960
think

1:52:06.719,1:52:11.639
maybe the class class size I mean the

1:52:09.960,1:52:13.980
numbers maybe not the best way to

1:52:11.639,1:52:16.560
measure that but if you guys have some

1:52:13.980,1:52:18.900
other other ways to measure that I think

1:52:16.560,1:52:21.360
that's probably uh

1:52:18.900,1:52:24.480
what do we really need that's my

1:52:21.360,1:52:26.820
understanding so thank you thank you

1:52:24.480,1:52:29.300
clarify

1:52:26.820,1:52:29.300
um so I

1:52:29.760,1:52:33.480
I uh teachers have said

1:52:31.800,1:52:35.159
um I think

1:52:33.480,1:52:36.600
what I'm asking though is just for the

1:52:35.159,1:52:38.400
data I don't feel like this is a

1:52:36.600,1:52:40.800
discussion of how teachers feel should

1:52:38.400,1:52:42.480
we limit is it appropriate like I don't

1:52:40.800,1:52:44.639
feel like this is what I'm trying to

1:52:42.480,1:52:48.000
encourage of a discussion or anything I

1:52:44.639,1:52:49.679
definitely think our teachers should be

1:52:48.000,1:52:51.000
listened to I think they're working I

1:52:49.679,1:52:52.800
mean I think these examples were great

1:52:51.000,1:52:54.480
examples of working with that but to me

1:52:52.800,1:52:56.940
that's not what I'm asking I'm just

1:52:54.480,1:53:00.659
saying I would like to know what the

1:52:56.940,1:53:02.460
class sizes are and that's it just the

1:53:00.659,1:53:04.139
data not the what are we going to do

1:53:02.460,1:53:05.760
with it how are we going to analyze it

1:53:04.139,1:53:08.280
do the teachers need to give more input

1:53:05.760,1:53:09.960
do the parents need more input it's just

1:53:08.280,1:53:12.239
about

1:53:09.960,1:53:14.219
um the community and parents and

1:53:12.239,1:53:16.500
students being informed of one of our

1:53:14.219,1:53:19.020
class sizes look like so I just want to

1:53:16.500,1:53:22.619
clarify that Mrs Austin

1:53:19.020,1:53:26.159
I think my response to that would be if

1:53:22.619,1:53:29.159
our admin are going to spend an

1:53:26.159,1:53:31.619
inordinate amount of time seeking data I

1:53:29.159,1:53:34.860
want to know exactly

1:53:31.619,1:53:37.260
how useful that data is going to be and

1:53:34.860,1:53:39.000
if it's going to solve a problem because

1:53:37.260,1:53:40.920
they could take those 50 to 100 hours

1:53:39.000,1:53:43.739
and spend them on

1:53:40.920,1:53:45.239
solving a real problem that exists

1:53:43.739,1:53:48.840
because it doesn't sound like there's a

1:53:45.239,1:53:51.420
problem at that school so that's why I

1:53:48.840,1:53:54.719
asked for that feedback

1:53:51.420,1:53:57.540
okay so this item is information there's

1:53:54.719,1:54:00.960
not a vote on it I do believe everyone

1:53:57.540,1:54:02.340
has had an opportunity to talk on it at

1:54:00.960,1:54:04.560
this point

1:54:02.340,1:54:05.940
um I'm not sure there's not a conclusion

1:54:04.560,1:54:08.580
to be reached necessarily because

1:54:05.940,1:54:09.719
there's not emotion but

1:54:08.580,1:54:11.880

um

1:54:09.719,1:54:14.940

I appreciate everybody sharing their

1:54:11.880,1:54:18.119

comments especially to our teachers and

1:54:14.940,1:54:19.560

uh an administrators have spoken on the

1:54:18.119,1:54:20.699

matter

1:54:19.560,1:54:22.260

um

1:54:20.699,1:54:23.580

trying to think of where to go forward

1:54:22.260,1:54:24.780

with this there really is any way to go

1:54:23.580,1:54:26.520

forward other than to say that we're

1:54:24.780,1:54:28.139

done yes Mrs Mumford

1:54:26.520,1:54:31.320

um I would like to make a motion after

1:54:28.139,1:54:33.239

hearing the comments that we collect the

1:54:31.320,1:54:35.219

class size data for the high school per

1:54:33.239,1:54:36.900

subject area for this current school

1:54:35.219,1:54:38.699

year

1:54:36.900,1:54:40.440

okay I don't even know that we need a

1:54:38.699,1:54:43.619

motion for that is are you is that

1:54:40.440,1:54:44.699

acceptable to you Mr or Dr Greiner we

1:54:43.619,1:54:46.199
can work together with Administration

1:54:44.699,1:54:47.580
and get that figured out great let's

1:54:46.199,1:54:49.920
start there and then we can go from that

1:54:47.580,1:54:51.960
thank you okay

1:54:49.920,1:54:54.840
okay so

1:54:51.960,1:54:56.159
um with that we are going to move on to

1:54:54.840,1:54:58.739
the back page of the agenda here

1:54:56.159,1:55:01.020
information to the board uh I will just

1:54:58.739,1:55:03.060
show you I've got a few things I need to

1:55:01.020,1:55:03.840
update you on

1:55:03.060,1:55:06.600
um

1:55:03.840,1:55:08.159
in the next few days next day or two

1:55:06.600,1:55:10.380
you're going to be receiving a review

1:55:08.159,1:55:12.360
document for our board retreat for those

1:55:10.380,1:55:14.219
of you new to the board that'll show

1:55:12.360,1:55:16.380
share the priorities from the last

1:55:14.219,1:55:18.360
annual Retreat and let you kind of

1:55:16.380,1:55:20.580
review the progress made on those items

1:55:18.360,1:55:22.199
so you can come up to speed uh so I

1:55:20.580,1:55:24.960
would ask you please to review that and

1:55:22.199,1:55:26.639
be ready for our Retreat on the 24th of

1:55:24.960,1:55:29.460
August

1:55:26.639,1:55:31.860
um that is executive session so you're

1:55:29.460,1:55:33.840
all clear on that the other thing is

1:55:31.860,1:55:36.119
that we do have survey questions

1:55:33.840,1:55:39.540
available for review that is a survey

1:55:36.119,1:55:42.239
related to uh various questions on

1:55:39.540,1:55:44.880
referendum and that is available until

1:55:42.239,1:55:46.560
tomorrow at 9 00 a.m and please respond

1:55:44.880,1:55:49.080
on the Google Doc that is the only way

1:55:46.560,1:55:50.940
to give your feedback on that one that

1:55:49.080,1:55:54.719
deadline was already extended and is

1:55:50.940,1:55:57.960
final and then finally we did have uh

1:55:54.719,1:56:00.560
one public records request uh that was

1:55:57.960,1:56:02.880
from Angela Janes it was

1:56:00.560,1:56:06.179
processed and then we had a subsequent

1:56:02.880,1:56:08.159
follow-up request from Mrs Janes for

1:56:06.179,1:56:11.100
metadata over information on the same

1:56:08.159,1:56:12.840
time period that has also been resolved

1:56:11.100,1:56:14.219
we do not have any open public records

1:56:12.840,1:56:17.520
requests at this time

1:56:14.219,1:56:19.320
and now we will move on to board and

1:56:17.520,1:56:21.840
superintendent reports Dr Reiner would

1:56:19.320,1:56:23.520
you like to go first tonight

1:56:21.840,1:56:24.840
you look like you would no I'm laughing

1:56:23.520,1:56:26.699
because I didn't I usually have this

1:56:24.840,1:56:29.060
pulled up and I don't but I've got it

1:56:26.699,1:56:29.060
right next

1:56:30.900,1:56:36.619
I want to first of all

1:56:33.000,1:56:39.659
commend our administrators teachers

1:56:36.619,1:56:42.360
families Community what a great start

1:56:39.659,1:56:44.940
what a great start to an amazing new

1:56:42.360,1:56:46.679
school year and we were in and out of

1:56:44.940,1:56:48.300
classrooms on that first day and what I

1:56:46.679,1:56:51.300
was amazed by

1:56:48.300,1:56:52.320
was that when you'd walk through the

1:56:51.300,1:56:55.440
school

1:56:52.320,1:56:57.300
um you you felt like you were visiting

1:56:55.440,1:56:58.940
at the beginning of May and that's

1:56:57.300,1:57:01.920
because of planning between

1:56:58.940,1:57:03.840
administrators and teachers and working

1:57:01.920,1:57:06.659
on back to school night with

1:57:03.840,1:57:10.199
families that came in to understand and

1:57:06.659,1:57:12.960
so it really was all hands on deck and

1:57:10.199,1:57:14.699
just an amazing start to amazing new

1:57:12.960,1:57:16.500
school year and as a parent when I

1:57:14.699,1:57:18.960
walked into each classroom and felt the

1:57:16.500,1:57:21.840
passion of every teacher and Mrs Greiner

1:57:18.960,1:57:24.300
and I left saying man I want to go I

1:57:21.840,1:57:26.940
want to go into Mr Wickham's class and

1:57:24.300,1:57:29.880
be a part of his class and we said that

1:57:26.940,1:57:31.739
basically for every uh orientation that

1:57:29.880,1:57:32.940
we were able to go into you could feel

1:57:31.739,1:57:34.860
their passion you could see the

1:57:32.940,1:57:38.460
excitement that they had for our

1:57:34.860,1:57:41.340
students getting ready to return so that

1:57:38.460,1:57:43.260
takes everybody and then I'm going to

1:57:41.340,1:57:45.060
speak for you if I may but one day you

1:57:43.260,1:57:48.420
were texting me in the middle of the

1:57:45.060,1:57:50.699
week and said how amazed you were at how

1:57:48.420,1:57:52.860
smoothly Transportation looked and that

1:57:50.699,1:57:55.679
the crossing guards looked it's just

1:57:52.860,1:57:57.719
it's just so smooth as if it it just

1:57:55.679,1:58:00.239
looked uh

1:57:57.719,1:58:01.440
seamless doesn't it smoothest I've ever

1:58:00.239,1:58:03.800
seen the school year I feel like I need

1:58:01.440,1:58:06.659
to knock on everything right

1:58:03.800,1:58:08.820
but it was a brilliant start to the

1:58:06.659,1:58:11.460
school year but it really it was yeah

1:58:08.820,1:58:14.520
and so I just I just want to thank I

1:58:11.460,1:58:17.219
want to say how how blessed we are to be

1:58:14.520,1:58:20.280
in this amazing Community uh it was

1:58:17.219,1:58:24.540
quite quite a celebration uh or Reason

1:58:20.280,1:58:26.580
to cheer I feel for me so uh as as

1:58:24.540,1:58:28.440
superintendent and so thank you to to

1:58:26.580,1:58:30.840
everybody

1:58:28.440,1:58:33.060
um I'm going to skip down to a really

1:58:30.840,1:58:35.639
fun one and that is name change requests

1:58:33.060,1:58:38.820
because of our legislation I will tell

1:58:35.639,1:58:41.340
you that the system works because I Mrs

1:58:38.820,1:58:45.480
Greiner and I received our emails today

1:58:41.340,1:58:48.060
that tatsya and tomoko our children have

1:58:45.480,1:58:50.099
requested to somebody to be called what

1:58:48.060,1:58:53.820
they're called by their classmates Tomo

1:58:50.099,1:58:56.280
and tots so thank you to our schools and

1:58:53.820,1:59:00.540
our teachers for going that extra

1:58:56.280,1:59:02.820
ridiculous step of even if it's a name a

1:59:00.540,1:59:05.460
shortened name you're going that extra

1:59:02.820,1:59:08.400
step and and thank you to the office

1:59:05.460,1:59:10.739
Personnel that are making it hopefully

1:59:08.400,1:59:13.260
simple for our teachers so they can fill

1:59:10.739,1:59:15.360
out a form that we've created and

1:59:13.260,1:59:18.420
sending it on to the office and then

1:59:15.360,1:59:20.460
that Communications coming and so Mrs

1:59:18.420,1:59:22.320
Greiner and I have seen it we don't plan

1:59:20.460,1:59:25.860
on communicating with the school because

1:59:22.320,1:59:29.099
to us of course you can call them Tomo

1:59:25.860,1:59:30.900
and tots so uh it's working well and we

1:59:29.099,1:59:33.060
thank you and that was another item that

1:59:30.900,1:59:36.599
we as administrators sat down and talked

1:59:33.060,1:59:39.000
about how can we make this as simple for

1:59:36.599,1:59:41.400
our teachers and then we went to the

1:59:39.000,1:59:44.520
discussion table and had Dialogue on

1:59:41.400,1:59:46.920
what made sense and and it seems to be

1:59:44.520,1:59:49.619
working so just shows you the way that

1:59:46.920,1:59:51.780
we truly work and collaborate to meet

1:59:49.619,1:59:54.360
the needs of our students even when

1:59:51.780,1:59:56.940
things go in place that maybe weren't as

1:59:54.360,2:00:00.560
thought out as they should have been so

1:59:56.940,2:00:03.300
there's no guidance on this it's just

2:00:00.560,2:00:05.940
something that's gone into law no

2:00:03.300,2:00:07.139
guidance if you ask you know what where

2:00:05.940,2:00:09.300
do we get our guidance well you should

2:00:07.139,2:00:11.639
go to the Indiana Department of

2:00:09.300,2:00:13.320
Education and get your guidance you go

2:00:11.639,2:00:16.560
to the Indiana Department of Education

2:00:13.320,2:00:18.420
and they will say you need to seek legal

2:00:16.560,2:00:21.360
counsel because we don't really know how

2:00:18.420,2:00:23.760
to exactly interpret this and we want

2:00:21.360,2:00:25.320
you to make safe decisions so we've

2:00:23.760,2:00:27.239
worked closely with our legal counsel

2:00:25.320,2:00:29.040
our administrators and our teachers and

2:00:27.239,2:00:32.580
we think we've got a system in place

2:00:29.040,2:00:34.980
that if tomoko and tatsuya want to go by

2:00:32.580,2:00:37.080
Tomo and tots hopefully it wasn't too

2:00:34.980,2:00:38.699
difficult and time consuming but they're

2:00:37.080,2:00:43.280
in a good place now

2:00:38.699,2:00:45.840
and then I will finish with just saying

2:00:43.280,2:00:48.599
congratulations to our entire School

2:00:45.840,2:00:51.659
Community we once again were recognized

2:00:48.599,2:00:54.300
at our high school but by data from

2:00:51.659,2:00:56.760
Niche uh and that there's been articles

2:00:54.300,2:01:00.060
out now uh separate from Niche but

2:00:56.760,2:01:02.360
celebrating the fact that Indiana is one

2:01:00.060,2:01:04.440
of 50 high schools

2:01:02.360,2:01:07.080
West Lafayette Community School

2:01:04.440,2:01:11.340
Corporation West Lafayette Junior Senior

2:01:07.080,2:01:14.639
High School is one of 50 school high

2:01:11.340,2:01:17.099
schools that are recognized as one of

2:01:14.639,2:01:20.280
the top 50 in the nation and I can tell

2:01:17.099,2:01:23.099
you that we are the only one in Indiana

2:01:20.280,2:01:25.560
that is recognized and what I say to you

2:01:23.099,2:01:27.480
is as a former first grade kindergarten

2:01:25.560,2:01:31.500
teacher I would have had a part in that

2:01:27.480,2:01:33.920
so we say kindergarten through High

2:01:31.500,2:01:36.060
School congratulations to our staff

2:01:33.920,2:01:38.699
congratulations to our committed

2:01:36.060,2:01:41.780
students congratulations to our fam

2:01:38.699,2:01:44.219
families that support the learning

2:01:41.780,2:01:46.320
environment and support their students

2:01:44.219,2:01:48.300
at home with the great work that's

2:01:46.320,2:01:50.940
happening at school and congratulations

2:01:48.300,2:01:55.500
to our entire community and thank you

2:01:50.940,2:01:57.960
West Lafayette in general for the

2:01:55.500,2:02:00.060
support through referendum or what have

2:01:57.960,2:02:03.119
you to make the great things that happen

2:02:00.060,2:02:04.980
in our district happen it takes truly

2:02:03.119,2:02:07.560
does take a village

2:02:04.980,2:02:11.040
does indeed thank you

2:02:07.560,2:02:13.080
all right let's move on to community

2:02:11.040,2:02:14.820
homecoming tailgate does from the

2:02:13.080,2:02:17.159
foundation Foundation report to

2:02:14.820,2:02:19.560
homecoming tailgate September 15th 5 30

2:02:17.159,2:02:21.000
to 7 30 at Cumberland Park

2:02:19.560,2:02:23.460
it's part of that the welcome back

2:02:21.000,2:02:25.199
alumni especially those returning to

2:02:23.460,2:02:27.179
celebrate 100 Years of West Lafayette

2:02:25.199,2:02:31.040
football

2:02:27.179,2:02:35.400
a number of reunions this fall 2013 1973

2:02:31.040,2:02:37.619
1965 and 1963 are all coming back Class

2:02:35.400,2:02:40.020
of 65 we'll be celebrating the classroom

2:02:37.619,2:02:44.040
it named in the James Argyle academic

2:02:40.020,2:02:46.940
Wing from 3207 the room that they were

2:02:44.040,2:02:50.520
taught in by Mr guy

2:02:46.940,2:02:53.219
Carl and gray dinner for 2024 is April

2:02:50.520,2:02:55.080
19th it's a Friday at the Beck

2:02:53.219,2:02:57.119
Agricultural Center

2:02:55.080,2:02:59.099
teacher grants for the foundation will

2:02:57.119,2:03:00.780
be opening for applications

2:02:59.099,2:03:02.280
middle of September and teacher should

2:03:00.780,2:03:04.199
watch for an email

2:03:02.280,2:03:05.820
on that next month

2:03:04.199,2:03:07.739
find the foundation will host a

2:03:05.820,2:03:09.179
volunteer appreciation reception for

2:03:07.739,2:03:13.580
those who assist with the backpack

2:03:09.179,2:03:13.580
program that will be on August 30th

2:03:14.300,2:03:17.599
curriculum engagement

2:03:20.960,2:03:27.500
no meeting nothing to report okay uh

2:03:24.119,2:03:27.500
Finance external engagement

2:03:27.599,2:03:32.040
Brad's not here tonight

2:03:29.760,2:03:34.320
um Finance internal

2:03:32.040,2:03:36.300
I don't have too much things uh to

2:03:34.320,2:03:39.239
report regarding the financial internal

2:03:36.300,2:03:41.820
things but I attend the first state and

2:03:39.239,2:03:42.480
uh I'm quite impressed because

2:03:41.820,2:03:44.719
um

2:03:42.480,2:03:49.440

I see

2:03:44.719,2:03:51.619

like Dr greener's open remark

2:03:49.440,2:03:54.119

especially I like that Orchestra

2:03:51.619,2:03:55.800

metaphor I think everybody worked

2:03:54.119,2:03:57.719

together play different role but we work

2:03:55.800,2:03:59.340

together so we're students or our

2:03:57.719,2:04:04.080

communities I think that's very good

2:03:59.340,2:04:06.780

remark I like that and also I I joined

2:04:04.080,2:04:09.420

the meetings because I can firsthand I

2:04:06.780,2:04:12.599

can feel the patient's energy our

2:04:09.420,2:04:14.940

teachers energize their physiatives to

2:04:12.599,2:04:17.460

to serve our students for the new

2:04:14.940,2:04:20.820

schools that's really good I appreciate

2:04:17.460,2:04:23.420

that and also I see there's new

2:04:20.820,2:04:27.179

faculties teachers and staff joining us

2:04:23.420,2:04:29.520

and I am quite impressed of their

2:04:27.179,2:04:32.940

education background and also

2:04:29.520,2:04:35.280

professional background and I think they

2:04:32.940,2:04:38.699
are really a highly quality high quality

2:04:35.280,2:04:41.780
teachers and I believe is not very easy

2:04:38.699,2:04:44.159
for our principles each building

2:04:41.780,2:04:47.460
leaderships at this point of time

2:04:44.159,2:04:50.820
especially for labor shortage and

2:04:47.460,2:04:53.179
Financial uncertainties they recruit and

2:04:50.820,2:04:56.099
return those high quality teachers

2:04:53.179,2:04:59.159
that's not easy I really appreciate it

2:04:56.099,2:05:01.460
so it's very good that's all thank you

2:04:59.159,2:05:04.139
thank you Mr Moon

2:05:01.460,2:05:06.239
internal systems

2:05:04.139,2:05:07.980
um the public schools Foundation has

2:05:06.239,2:05:09.659
their cupcake run which is their big

2:05:07.980,2:05:12.540
fundraiser for the teacher grants it's

2:05:09.659,2:05:14.219
on September 17th and registration is

2:05:12.540,2:05:16.260
currently open they're also looking for

2:05:14.219,2:05:19.380
volunteers to help

2:05:16.260,2:05:22.020
um at Marshall help man the corners

2:05:19.380,2:05:24.239
during the race they also have teacher

2:05:22.020,2:05:27.000
Grant applications currently open and

2:05:24.239,2:05:29.099
that will be until September 20th and

2:05:27.000,2:05:31.500
then they mentioned Mrs Falk had

2:05:29.099,2:05:32.520
received the math tutoring award and it

2:05:31.500,2:05:35.460
sounds like they're working really

2:05:32.520,2:05:37.260
closely with Anna Mrs Roth about getting

2:05:35.460,2:05:42.080
another collaborator so that we don't

2:05:37.260,2:05:42.080
lose that so I appreciate Mrs Roth

2:05:42.900,2:05:47.219
good so that would be exciting trying to

2:05:45.239,2:05:48.300
see where we can go with that so that'll

2:05:47.219,2:05:49.739
be great I'm grateful that they're

2:05:48.300,2:05:51.300
working so that we don't lose that

2:05:49.739,2:05:54.000
hopefully because it was a great thing

2:05:51.300,2:05:55.980
that Mrs applied for and then Safety

2:05:54.000,2:05:58.940
Committee I was out of town but Dr Yin

2:05:55.980,2:05:58.940
attended for me

2:06:00.080,2:06:07.920
yes we had a kind of brief meeting and

2:06:04.860,2:06:10.560

we talk about the

2:06:07.920,2:06:16.040

briefly about the drug testing issue

2:06:10.560,2:06:18.719

also the educational programs that our

2:06:16.040,2:06:22.460

resource officer May provide in the

2:06:18.719,2:06:22.460

future and so

2:06:22.560,2:06:26.639

all right thank you

2:06:24.960,2:06:29.639

um and then legislative and policy

2:06:26.639,2:06:33.060

Council I really like legislative and

2:06:29.639,2:06:35.099

policy I geeked out with um other

2:06:33.060,2:06:37.260

representatives from the Indiana School

2:06:35.099,2:06:40.440

Board Association

2:06:37.260,2:06:43.679

um down in Indianapolis on Friday August

2:06:40.440,2:06:47.940

4th and we spent the whole day going

2:06:43.679,2:06:51.900

over the legislative priorities and

2:06:47.940,2:06:54.179

um what the foundational statements are

2:06:51.900,2:06:56.219

that are guiding those and then the

2:06:54.179,2:06:59.520

priorities for the organization for the

2:06:56.219,2:07:01.560

coming session in the spring and so now

2:06:59.520,2:07:03.139
that we've had that conversation and we

2:07:01.560,2:07:07.920
all got to know each other a little bit

2:07:03.139,2:07:10.219
we are by email editing those and

2:07:07.920,2:07:13.739
iterating on them until we get them

2:07:10.219,2:07:15.900
absolutely perfect and then we can take

2:07:13.739,2:07:19.199
those talking statements or talking

2:07:15.900,2:07:22.139
points to our legislators

2:07:19.199,2:07:24.659
um so it doesn't sound fun but I had a

2:07:22.139,2:07:27.659
really good time and

2:07:24.659,2:07:30.719
um then a board teacher discussion was

2:07:27.659,2:07:32.820
as always an excellent conversation and

2:07:30.719,2:07:34.440
it was nice to be in a different space

2:07:32.820,2:07:36.179
we got to meet in the library at the

2:07:34.440,2:07:39.119
high school and so it's always fun to be

2:07:36.179,2:07:41.219
where the people are and

2:07:39.119,2:07:43.320
um I had a guest from out of town for

2:07:41.219,2:07:44.880
the first day back and so I want to

2:07:43.320,2:07:48.840
apologize to our teachers for not being

2:07:44.880,2:07:51.000
there but I'm really excited for you and

2:07:48.840,2:07:53.400
I hope everyone has an awesome year so

2:07:51.000,2:07:55.980
that's it

2:07:53.400,2:07:58.980
all right upcoming future meetings we

2:07:55.980,2:08:00.320
have the executive session for our

2:07:58.980,2:08:02.940
annual

2:08:00.320,2:08:06.300
board Administration Retreat on Thursday

2:08:02.940,2:08:08.940
August the 24th from five to nine pm

2:08:06.300,2:08:12.599
that does include dinner and that is at

2:08:08.940,2:08:15.599
the wevec office on Hamilton does that

2:08:12.599,2:08:17.820
sound right to you okay Benton thank you

2:08:15.599,2:08:19.619
on Benton Street

2:08:17.820,2:08:22.679
um we also we go down Hamilton so I

2:08:19.619,2:08:26.940
thought I'd say yes it's been a while

2:08:22.679,2:08:28.380
it's been a while okay uh if needed we

2:08:26.940,2:08:30.900
may have a work session on Friday

2:08:28.380,2:08:32.340
September the 8th at 7 A.M our regular

2:08:30.900,2:08:36.360
board meeting is scheduled for Monday

2:08:32.340,2:08:37.560
September the 11th at 6 00 PM also take

2:08:36.360,2:08:39.060
a note that we have two days in

2:08:37.560,2:08:41.340
September where there's no school Monday

2:08:39.060,2:08:44.639
the 4th for Labor Day and Friday the

2:08:41.340,2:08:46.860
22nd First staff PD day

2:08:44.639,2:08:50.340
uh you can see the information on when

2:08:46.860,2:08:54.199
minutes are and agenda are available

2:08:50.340,2:08:54.199
um can they get a motion to adjourn

2:08:55.380,2:09:00.360
yeah it's just covered the safety one

2:08:58.260,2:09:03.719
but there are other things

2:09:00.360,2:09:08.580
other other things from the park

2:09:03.719,2:09:11.940
oh okay yep go ahead okay and so and

2:09:08.580,2:09:16.560
there's a new board member whose name's

2:09:11.940,2:09:21.080
uh Dr Tiffany Laya who is I think she's

2:09:16.560,2:09:24.000
taking this the place of of Karen and so

2:09:21.080,2:09:27.060
and also there are so many so many

2:09:24.000,2:09:30.840
programs and offered by the park and the

2:09:27.060,2:09:32.460
recreation I encourage anyone who are

2:09:30.840,2:09:35.340
might be interested to look at their

2:09:32.460,2:09:38.099
website they also have a very well

2:09:35.340,2:09:41.820
designed website and they sort the

2:09:38.099,2:09:43.800
program by location by type of food and

2:09:41.820,2:09:46.320
you know that for youth The Sinner

2:09:43.800,2:09:49.080
adults and you know they're dancing yoga

2:09:46.320,2:09:52.619
music you name it they have it kind of

2:09:49.080,2:09:55.800
it's really fun and so encourage people

2:09:52.619,2:09:56.840
to join that also there will be a new

2:09:55.800,2:09:59.820
park

2:09:56.840,2:10:02.400
and probably I don't know whether people

2:09:59.820,2:10:07.440
know and there will be new park on

2:10:02.400,2:10:09.300
government and opening near the

2:10:07.440,2:10:12.179
one building School

2:10:09.300,2:10:15.360
what's it called the case in park yeah

2:10:12.179,2:10:17.940
that we we had that in last month's rays

2:10:15.360,2:10:20.760
and near the connection point at church

2:10:17.940,2:10:25.560
uh Canal courser Road and there will be

2:10:20.760,2:10:30.719
an opening ceremony on on September 7th

2:10:25.560,2:10:33.540
and 20 yeah and I did 10 10 o'clock and

2:10:30.719,2:10:35.400
um so it's a ground up breaking ceremony

2:10:33.540,2:10:38.239
and

2:10:35.400,2:10:41.820
so yeah another thing

2:10:38.239,2:10:44.760
kind of follow up with Dr greiner's

2:10:41.820,2:10:47.520
comments as a parent I went to the open

2:10:44.760,2:10:51.179
house I went to the orientation at the

2:10:47.520,2:10:54.179
high school I was really impressed by

2:10:51.179,2:10:57.900
by how fun and how organized the whole

2:10:54.179,2:10:59.940
thing is and I can understand better why

2:10:57.900,2:11:01.380
all my three kids look forward to the

2:10:59.940,2:11:03.900
new semester

2:11:01.380,2:11:05.760
so yeah they they really enjoy it look

2:11:03.900,2:11:07.380
forward to going to school every day

2:11:05.760,2:11:11.040
even though there are a lot of work but

2:11:07.380,2:11:13.440
they love it and yeah thanks oh sorry

2:11:11.040,2:11:17.000
one more last is interested to share

2:11:13.440,2:11:19.920
soil regarding the name issue I wonder

2:11:17.000,2:11:22.679
whether it's possible that in the future

2:11:19.920,2:11:25.320
we can ask parents to

2:11:22.679,2:11:27.480
fill in that information on Skyward so

2:11:25.320,2:11:29.159
that way our teachers can have that no

2:11:27.480,2:11:30.960
matter what class they teach they have

2:11:29.159,2:11:33.119
the information they don't need to spend

2:11:30.960,2:11:35.520
extra effort to deal with that

2:11:33.119,2:11:36.780
absolutely and we did try we sent out a

2:11:35.520,2:11:39.060
message it may not have been quite

2:11:36.780,2:11:41.040
understood because it was new um but we

2:11:39.060,2:11:43.020
sent that message out and I think we can

2:11:41.040,2:11:45.239
continue to do that if legislation

2:11:43.020,2:11:48.000
doesn't change over time based on what

2:11:45.239,2:11:51.060
parents and schools are experiencing but

2:11:48.000,2:11:54.239
yes I think we will definitely continue

2:11:51.060,2:11:56.639
that message uh in like a registration

2:11:54.239,2:11:59.900
if they if the name is in there

2:11:56.639,2:11:59.900

um yeah when

2:12:02.520,2:12:07.380

yeah I kind of don't maybe I missed it

2:12:04.860,2:12:11.040

but on the Skyward registration there's

2:12:07.380,2:12:13.800

no it wasn't it wasn't I correct yeah it

2:12:11.040,2:12:16.260

was after so you're yes what um what I'm

2:12:13.800,2:12:18.119

suggesting is that in the future we may

2:12:16.260,2:12:20.040

be able to do exactly what you said at

2:12:18.119,2:12:21.900

registration suggests that they add

2:12:20.040,2:12:24.360

names in there and what we did was send

2:12:21.900,2:12:26.099

a message out at the beginning yeah I

2:12:24.360,2:12:28.619

got that so I think that's a great

2:12:26.099,2:12:30.719

suggestion Dr again okay it was just bad

2:12:28.619,2:12:33.300

timing the language is bad timing with

2:12:30.719,2:12:36.119

the language of the legislation is that

2:12:33.300,2:12:39.300

parents must be notified and so it's not

2:12:36.119,2:12:43.020

we can't necessarily preemptively notify

2:12:39.300,2:12:46.320

I I have a Lily and who's a Lily and had

2:12:43.020,2:12:47.820

to go okay so I think that's the tricky

2:12:46.320,2:12:51.000
part that they'll have to wind through

2:12:47.820,2:12:54.540
with the lawyer to find out what

2:12:51.000,2:12:57.179
first and we received no guidance so

2:12:54.540,2:13:00.360
then the um the school attorneys Church

2:12:57.179,2:13:02.400
petal and Antrim sent out guidance later

2:13:00.360,2:13:04.440
on to say this is how we would interpret

2:13:02.400,2:13:07.380
it and then by that point we had already

2:13:04.440,2:13:09.540
started registration so yes it would be

2:13:07.380,2:13:11.579
wonderful and then if parents had

2:13:09.540,2:13:13.380
registered then at that point they can't

2:13:11.579,2:13:15.780
go back in and change it school

2:13:13.380,2:13:18.500
Personnel have to go in and change it so

2:13:15.780,2:13:18.500
it was just

2:13:29.780,2:13:33.780
okay thanks

2:13:31.920,2:13:36.719
thank you

2:13:33.780,2:13:39.659
okay so we will take a motion to mature

2:13:36.719,2:13:40.980
move by Mr Wong second by Mrs Mumford

2:13:39.659,2:13:42.480
all this in favor of adjourning our

2:13:40.980,2:13:43.860
meeting please indicate with a show of

2:13:42.480,2:13:46.380
hands

2:13:43.860,2:13:47.760
Dr you did you want to vote where

2:13:46.380,2:13:51.860
adjourning are you

2:13:47.760,2:13:51.860
we're voting to adjourn are you okay yep