

Meeting was opened at 5:35.

(3) amendments and Kim moved, and seconded Nate.

Powerpoint shared from the May Board meeting.

The ppt will be sent via link.

Five items for focus

Questions:

- 1) Are we able to attend the inclusion council?
- 2) The council has begun to review the campus action plans.
- 3) Are the Campus Action Plans on a school's website?
  - a. No, but a summary is available.
- 4) A parent representative has been on the Tier 3 teams for each school.
- 5) Can the summary be available on the school website? on the profile
- 6) Inclusion tab on every page;
- 7) Campus action plan
  - a. Each individual team had administrator involvement
  - b. Each principal will be / has met with the immediate supervisor
- 8) With movement of staff, how are the new staff to be brought up to speed?
  - a. Use of the classroom matrix
  - b. Use of transition plans
    - i. ELL
  - c. Transition of files
- 9) Parents are encouraged to be in touch with administration of the building if they don't see something of need in the campus action plans.
- 10) How are parents informed about the campus action plan?
  - a. Those that have attended the meeting for students transitioning from RPLC and Central.
- 11) Staff placements based on March 31.
  - a. i.e., Marbrook had no students at that point in time
- 12) Resources to support 'new student' are done on an on-going basis; based on needs of each individual needs
- 13) Clerical support needed
- 14) Planning of 'next steps for District Inclusion Implementation Team...'
  - a. Should be in the July meeting
- 15) Measures
  - a. Determine keys of success
  - b. Determination of social and emotional
    - i. Concern that the supports may look different

- ii. Issue
  - 1. Timely
  - 2. Great concern
    - a. Skill and expertise
      - i. i.e, two classrooms for 'calming' rooms
    - b. Specialized Support

16) ELL

- a. Transition
  - i. Staffing
    - 1. Concerns
      - a. Issues
        - i. Placements – resolved
        - ii. 'Done' with personal issue (Kim)
        - iii. When teachers were placed, were they promised that they would teach what they taught...
          - 1. The importance of certification was an issue; the question was posed as to the 'emergency' certification option.
          - 2. High and middle school concerns – Schools trying to schedule based on needs and there is some resistance from staff.
            - a. Skyline concern
            - b. Belief setting on LRE vs. service
              - i. Support within the classroom setting
            - c. Good – bad – ugly
            - d. Behavior / Attitude
          - 3. Reiterated –
            - a. Don't wait
              - i. Reach out to district for help
              - ii. We know it's new
          - 4. Make buildings more comfortable asking for help; to build a full continuum of services.
  - iv. How is the district going to stay ahead of the concerns?
    - 1. With the amount of change underway
    - 2. Worried about the school 'falling apart'.
    - 3. Expectations of staff behavior
  - v. Where I can go for support?
    - 1. School Team
    - 2. District Liaison
    - 3. Support Contact
  - vi. Parent education needed

1. Cadillac vs Vega (Ms. Johnson)
    2. Importance of team decision
      - a. About needs
      - b. Use data to drive the support
  - vii. There may have been some issues that have been under-estimated with the change of feeders
    1. Nurse allocation for a specific school
  - viii. Nobody likes change
  - ix. Ms. Choffo stuff happens; with personnel changes
2. Documentation
    - a. Day 1
      - i. Metric
        1. Baseline
          - a. SY 15-16 compared to SY 16-17
        2. Concern of IEP goals
          - a. With expanded model of supports
        3. PD
          - a. Needed
          - b. Duplicating the environment
      - ii. Adjustments