Advisory Council on Instruction
Agenda

Wednesday, October 3, 2018
7:00 p.m. - 9:00 p.m.

7:00   Call Meeting to Order
           Meredith Purple, ACI Co-Chair

7:05   September Meeting Minutes - ACI Co-Chair Meredith Purple
           Revisions of a few typos were submitted and minutes were approved.
           They will be posted on the ACI webpage under Meeting Minutes.

7:10   Follow up from Prior Meeting - Meredith Purple/Dana Milburn, ACI Co-Chairs

Meredith let members know if they have general questions that are not answered during a meeting, to please use note cards provided to write down questions and give the cards to her at the end of the meeting. Meredith will try to provide answers at next ACI meeting. Dana Milburn also let members know that Kevin Dezfulian will be writing meeting summaries for each meeting and they will be available the day after the meeting on the ACI website. Meeting minutes are a bit longer and go through an approval process. Summaries will allow members to access brief ACI information faster. This is a good way to have schools' PTA presidents add ACI information to newsletters. Please let Dana Milburn know if anyone has other ideas for sharing information in addition to these summaries.

Member Question: Are you seeking input from school communities as well or are you sharing this information out with these summaries?

Answer: Both. Summaries will provide information to schools from ACI and in return we would like to get information from other school community meetings. It is an ACI best practice to gather information from ACI meetings and take it back to schools so you gather input and bring it back to our ACI meetings.

7:15   Arlington Tiered System of Support/Student Support Visioning and Input
           Dr. Kelly Krug, Supervisor, ATSS

[Link to PowerPoint here](#)

This presentation is not only about ATSS, (Arlington Tiered System of Support) this is a larger scope of work that our new department (Department of Teaching and Learning) will look at. Since merging the departments of Student Services and Special Education with Instruction, it has given the department an opportunity to take look at the different processes we have in place to support our students. We are looking at what is working, what needs improvement, or

can be streamlined. What training for parents/staff might be needed? This information is being brought to ACI for feedback tonight.

Question: What is the difference between **SST** (Student Support Team) and **CLT** (Collaborative Learning)?
Answer: SST usually consists of one of the student's general education teachers, an administrator, the child's parents, and (depending on the concerns) specialists such as the Special Education teacher, Speech/Language Pathologist, School Psychologist, or Occupational Therapist.
A **CLT** will mostly consist of teachers in the same grade who meet once or twice a week to discuss student data, review curriculum, and develop common assessments.

Question: How long has APS had Collaborative Learning Teams?
Answer: For about 6 or 7 years.

Question: When you say you want to implement the proposed processes, is that this school year or next?
Answer: We are planning to implement in September of next school year (2019-20).

Question: Do CLTs meet by grade?
Answer: Yes, at K-8 CLTs meet by grade. At the high school level CLTs meet by content area (i.e. math, science, etc.).

Question: Just for clarification, in the proposed plan the SST meeting is the first meeting?
Answer: Yes, the SST meeting is the first. At the SST meeting they decide from the 3 options (See image below). In both *Create more Intensified Intervention* and *Conduct 504 Screening*, this can be done on the same day since all staff needed will be in the SST meeting already. The need for another meeting at a different time would be if staff agree on initiating the Special Education Process

Slide 5 of Visioning for Support Power Point Presentation.

3 Outcomes of Student Support Team (SST)

SST
- Create more Intensified Intervention
- Initiate SPED Process
- Conduct 504 Screening
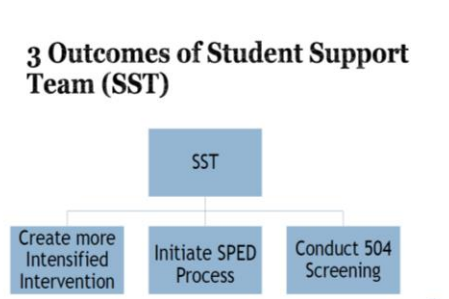
Question: Is this going to be the same process even if staff knows what the outcome is going to be? Example, if you know the student needs a 504, would you do a 504 meeting instead of an SST meeting?
Answer: Yes, if you know this a 504 issue, then the SST meeting can roll into a 504 meeting since all the staff needed would be present. So, the SST meeting will have staff available for more than one outcome. This would consolidate meetings and allow for supports to be implemented sooner and save staff, parents, etc. precious time.

Question: Have you thought about streamlining the IEP process once eligibility has been determined?

Answer: No, we have not gone that far yet. There may be some way during an IEP meeting to subsume the re-evaluation meeting (done every three years), but that is not certain due to compliance.

Paul Jamelske, Director of Special Education, said that he has cautions with streamlining at the Special Education level due to regulatory compliance to maintain standards. Though looking for improving the processes is a great idea.

This presentation will be brought to other advisory groups as well before implementing in schools. Dr. Krug shared guiding questions for ACI's input. The complete set of questions appears below.

Also, below is only a visual example of the exercise presented to ACI. For any information regarding this work please contact Dr. Kelly Krug directly at Kelly.krug@apsva.us

In delivering supports:
1. What practices seem inconsistent at your school and we need to strengthen them as a system?
2. What practices are working at your school?
3. What types of training will be helpful for parents?
4. How does your school communicate to you and what would you suggest would be an improvement?
5. How do you communicate if you are having a concern about your child?
6. What types of communication do receive regarding ATSS, IAT, Special Education and 504 that will be helpful.

3. What types of trainings would be helpful for parents?

- understanding the process
- advertising the kinds of support available, esp. to elementary school families
- Explain to parents what to look out for as signs
- Promote the Parent Resource Ctr. trainings in advance so parents understand what to expect & how they may support/play a more active role
- student rights & parent advocacy

4. Currently, how does your child's school communicate progress related to academics, behavior or social emotional well-being? If you could change anything, what would you recommend for improvement?

- Teachers write notes and place them in their backpack
- HS - ParentVue - grades. Hear about negative (issues directly from teachers - sometimes CMS)
- Change: Reduce counselors' workload (more counselors) so they can teach-teach
- HS: Don't hear much!
- MS: Don't meet with teachers
- I wish there was less focus on academic achievement & more on social/emotional well-being
- or you can hand 5 min at a "speed dating" type event - teachers need to have a chance to prep for communication

5. If you have a concern about your child (academic, behavior or social emotional) how do you communicate that to your child's school?

- academic — classroom teacher, resource teacher for the gifted
- social-emotional — classroom teacher, counselor
- probably email teacher or discuss during conference
- 1st → Communicate w/classroom teacher
- Next (if needed) → Counselor or Administrator(s)
- Depends on child's age elementary: classroom teacher older: maybe counselors
- If unsatisfied w/response who should you escalate concerns to?
- Flow chart for Parents would be helpful
- who is ultimate advocate for child at the school?

6. What types of communication about ATSS, IAT, 504 or Special Education would be helpful for parents to receive?

- MORE!!
- more detail about the options with the process (perhaps visually vs in writing)
  - ie. SS → outcome A / B IAT
- Clear, non-jargony explanations of available services to all parents at start of year. No ACRONYMS
  - flow chart about process with brief descriptions of intensity/scope at each stage
- Regular commun. from school about these processes; Keep it simple and avoid excessive use of acronyms
- Clear definition of what ATSS is
- signs your child needs help

Dr. Krug stated that after reviewing some responses from ACI members, she noticed a few themes. The practice of collaborating teams in schools for grade level and content areas is viewed favorably. Another theme was to improve communication system-wide. Dr. Krug stated that the Department of Teaching and Learning will look at this feedback from this group, as well as other advisory groups, to come up with more efficient processes. Before taking questions, Dr. Krug wanted to address one specific response. The response was regarding parents and feeling that they must make rushed decisions because of condensed processes in meetings. Dr. Krug stated that parents will be given the option of meeting again if a decision can't be reached on the same day. One of the most important things is to make sure parents are making informed decisions for their student.

Question: How is the training you had mentioned before, for parent/staff linked to the Professional Learning Framework that is also being rolled out? How are you prioritizing the training for this effort?
Answer: We have put a place holder for student supports in the Professional Learning Framework, we are still in the beginning stages of what training will be for our staff. We will not be able to roll this out in one year because of the different stages needed to accomplish this task. There are roughly 2800 teachers, not including administrators, that will need to be trained. Dr. Krug said she can come back in February or March and give more details on this progress.

Question: Is there a way to get all APS staff on board with what is being shared with parents? This way if a parent is asking about information on the APS website for example, the teacher will have the same information and will be able to help.
Answer: Yes, part of the training is making sure staff know what information is being shared with families so everyone is on the same page.

Question: For APS, when Spanish translation is being used during these meetings, schools need staff who will translate word for word not summarize what the translator feels is important to say.
Answer: Okay, so we need to improve that.

Suggestion: Please, when sending information to parents, use the least jargon as possible because parents not familiar with the school system and vocabulary will not understand wording schools use to communicate.

Suggestion: When you mentioned groups that you will be meeting with to share this information, you did not mention counselors. They are a great resource to gather helpful feedback. Students would also be helpful in giving you actual experience when it comes to processes.

Suggestion: You mentioned meeting with groups, ASEAC (Arlington Special Education Advisory Committee) would be a great group to get feedback from. This group often attracts more parents that have kids in Special Education. You may need to reach out to parent with kids that have 504s or no plan at all.

Dr. Krug stated that members are welcome all to share this information and if there is any additional feedback regarding this presentation please, do not hesitate to contact her.

Dr. Kelly Krug
Kelly.krug@apsva.us

8:00   1 to 1 Evaluation Process
Darryl Joyner, Instructional Technology Integration Analyst
Mr. Joyner is the liaison between the Department of Instruction and Information Services.

Mr. Joyner provided a brief status update of the project.
The roll out for 1 to 1 device model started at APS in school year 2014-15. Elementary and middle school students received iPads and high school students received laptops. As part of the initiative, a shared device model switched to an individually assigned device model. The current device model for APS has, as of this year, a 1 to 1 ratio from 3rd grade through 12th grade; Kindergarten through 2nd grade has a shared model with a device ratio of 2 to 1. The initiative was a core component of Goal 4 in the Strategic Plan of 2011-2017 *Create Vital and Engaging Technology Rich Learning Environments.* APS has achieved 100% deployment for one year now. With the creation of the new Teaching and Learning Framework, this is a good time to take a look at one of the supports for that Framework and make sure we are in good alignment and are in a good path to success. APS will pivot away from some of the things that are not bringing desired outcomes. APS has chosen to partner with The Friday Institute Research Evaluation (FIRE) Team who will study the 1 to 1 model. They are a unit of the North Carolina State University College of Education. What Mr. Joyner is seeking to achieve at this meeting is to gather any input that can be included. Please email Rosa Ewell any information and she will forward to Mr. Joyner. The goal of this study is not to prove the program, but to improve the program.

Please use this link to view the complete Power Point presentation.

Question: Is this evaluation for teachers or parents or both?
Answer: This an evaluation of the 1 to 1 program in instructional content. Basically this is an evaluation to see where APS stands as a school system.

Question: Your designing and trying to figure out the instruments and get the synthesis of data collection and recommendations within three months?
Answer: Yes, that is the plan.

Question: What type of questions do you want answered from this evaluation?
Answers: To what degree are we innovating instructionally? All the questions will be focused on instruction.

Question: Why would you not want first to evaluate if the program to see if it has been successful or not? This is a very expensive program for APS. You can't evaluate a program without collecting data on the benefits to students in some quantitative form since you started the program.
Answers: That is a great recommendation, please write this down and we will consider including this information in the overall study.

Question: What is the cost associated?
Answer: There is a cost and it's minimal.

Question: When you say we are 100% deployed what does that mean regarding the devices?
Answer: All students from 3rd grade to 12th grade have their individual devices.

Comment: How can we say we are at 100% when not all educators have devices. Example, if the teacher is out, whoever subs for that class may not have the same device or access that the teacher has. That is not 100% deployment.
Answer: Thank you for your comment. This presentation today is for information purposes. Mr. Joyner stated that concerns that are beyond this topic can be discussed directly with the office that owns this work. Tonight, information is being brought to ACI members for input.

Question: As well as covering devices, is the evaluation covering online and blended learning?
Answer: It will cover devices and associated instruction as well.

Question: Can you speak to the process of how apps are selected?
Answer: The process for selecting student apps is designed to give maximum nimbleness as far as it relates to the needs of the teacher. The process may start when a student requests an app to the teacher.
1. The teacher submits the request to the school ITC (Instructional Technology Coordinator)
2. The ITC will go through the MDM (Mobile Device Management) and check for titles that have already been approved by the Department of Teaching and Learning where Darryl Joyner has made sure the app follows FERPA (Family Educational Rights and Privacy Act) and COPPA (Children's Online Protection Act) guidelines and stay in compliance.

Question: How will the data be collected? Have you been collecting data and will that be used?
Answer: Yes, we have data that has been collected for the last couple of years by the Department of Teaching and Learning as far quantitative usage. We also have collected walkthrough data, but not sure what might be use by the team.

Question: Is there an evaluation of kids that are not in the 1 to 1 program and how are they doing academically compared to those who are in the program?
Answer: That would be something you can suggest.

Question: Will the evaluation seek community involvement?
Answer: Don't know for sure yet, but I think there will be opportunities for community engagement.

Concern: The cost and short turn-around time of this evaluation process does not seem like we are going to get the answers that we are looking for.

8:40   Policy Updates
    K-12 Instructional Pathways: Introduction
    Sarah Putnam, Director of Curriculum and Instruction

Sarah is informing ACI of two different policy revisions. The first policy is a revision of I-7.5 Adult Education Policy. All in all, the policy itself is not changing just some of wording was changed to be more encompassing. The second policy I-1.33 is being proposed to be deleted because it is a general statement covered within other policies. All of these policies are listed on the APS website. https://www.apsva.us/school-board-policies/

Question: Which policy addresses the Inclusion point and which one addresses the grouping point?
Answer: The Program Differentiation policy talks about grouping and the Department of Teaching and Learning is drafting a new policy on Inclusion to be presented later this year.

Question: Regarding the deletion of the Instruction policy, where it says, "support services to special populations" in the policy? How will that be affected?
Answer: The deletion of this policy does not mean that the wording goes. The language in this policy lives within other polices that are in our department.

These two policies will go the board. Once approved, staff will then write or update the PIP (Policy Implementation Procedure) that might be associated with the policy.

Question: Is there a PIP association with the Instruction policy?
Answer: No, there is no PIP associated with this policy.

Sarah also informed ACI regarding a new project within the Department of Teaching and Learning: *PreK-12 Instructional Program Pathway.*
Department of Teaching and Learning wants the communication of families to be clearer as to what instructional programs are available in APS. This pathway will help define a variety of entry point across all schools. This program pathway will align with the new Strategic Plan Goals as well as the Profile of the Graduate work. The process draft will be brought to ACI in January for feedback in leadership groups.

Questions: Is scope of this work for new schools only or about all school within APS?
Answer: This is not necessarily about only new schools, if there is demand for a pathway at an existing school that would be visited.

Question: Is this about a communication plan or is this work a broader scope?
Answer: One of the goals is the communication piece, and this will help to articulate what we offer.

Question: Are you locked into the Pathway?
Answer: The Pathway is an articulation the choices or pathways student may follow. They are not locked in.

Meredith reminded members that there will be two meetings in October. Two recommending reports will be presented on October 17th. Please make sure to read reports before the meeting. Sarah also said that the rubric rating will be online. The link to the online rubric to use to submit responses will be sent after the meeting.

9:00 Adjourn
Meredith Purple, ACI Co-Chair