

Reading Education Association/Reading School District SAC Meeting

Feb. 19th, 2019

REA Executive Committee Members Present: Rebecca Titus, Lori Sherman, Karl Ruch, Joe Okonski, Lindsay Evans, Wally Wilkinson

Administration Members Present: Dr. Mumin, JuliAnne Kline; Chris Celmer; Jen Murray, Jesse Leisawitz; Wayne Gehris

REA Executive Committee Members Absent: Desiree Wagner, Chrissie Stauffer, Jeremy Lowther

The purpose of the SAC is for REA and Administration to meet in a proactive setting to resolve potential issues and establish clear and concise district direction pertaining to scheduling, policies, procedures, and practices, while adhering to the Collective Bargaining Agreement and meeting the goals of the RSD Strategic Plan.

I. New Business:

A. District

1. Parents are getting letters about Special Ed placement for next year. Teachers are writing IEPs without knowing this change. (Rebecca) – **Specifically, they are opening an Autistic Support classroom at one MS, the students received a letter from the district before the teachers did. No communication between Special Education and teachers.**

Jenn Murray commented that this will be shown to Siobahn.

2. Conference Schedule. There were differences between buildings (Rebecca) – **inconsistencies across the board for elementary conferences. Buildings had different dismissal times and different conferences times, including different late nights.**

Jen Murray sent out a point of clarification as to the dismissal times being 12:15.

Recommend that in the future, conferences will be a full day, as it will be an Act 80 day.

B. Elementary

1. PVAAS data, SLO data & teachers on leave. (Lindsay) – (11/13/18) –

PVASS - if a teacher has scores for both Reading and Math, they would put a 0% for their non-subject. If a teacher is out on leave for 45 days, then their percentage would be based on the number of days they were in school.

Teachers are given a calendar and a recording sheet for them to use to check percentages.

45 days is the cut-off date for when leaves begin and the PVASS scores are affected; this leave must be approved by the board.

If there is a discrepancy for Reading and Math, they need to talk to the principal during the first semester, as information must be uploaded by December 15.

SLO – how can teacher be held accountable for entire year of SLO if teacher was out on leave. **Discuss at Grievance Meeting.**

2. After formal observation is completed, can changes be made to a teacher's rubric before the end of the school year? (Lindsay) – (11/13/18)-
when you are formal observation, are you stuck for the rest of the year? No, the observation is one piece; the overall evaluation is the big picture...the 82 form is not finished...if there are areas of needs improvement, you can work on this throughout the year and have your rating changed if there is evidence.
3. Weapon Policy for elementary level. Update (11/13/18) (Lindsay) –
There is no specific policy for elementary; the current policy is district wide. It also depends on the student. Jesse and Chris will investigate this.
4. SLO - What do you do with your percentage when you have mute(s)? (Lori) – (11/13/18) – **JuliAnne and Jen were talking and said they want to see some type of assessment done for the selective mute students. Talk to principal and don't include that student in final count. This is done on a case by case.**
5. PVAAS - What does the teacher do when they are listed as teaching Reading and Math, but they only teach one subject? Do they claim 0%? When does a teacher claim a different % for leaves? After 45 days? (Lori) – (11/13/18) – **covered in Question 1**
6. Some Early Intervention kids were tested this summer even if they weren't enrolled. The students had a Permission to Re-evaluate was signed by the parent. Is there a team meeting with the BCIU prior to the start of the school year? This was done in the past. (Lori) – (11/13/18) – **when these kids come into kindergarten in the beginning of the year; if they are EI kids we should have the information before they come in.**
Jen commented that PTE comes after the kids are pre-enrolled. Lori commented we are looking at information about the EI kids before school starts.
Jen Murray will speak with Siobahn – she will forward this to her with an EI communication plan with the Kindergarten teachers for the upcoming school year.
7. Is there a district policy on children who have never been in school and start at the age of 6? Do they go to Kindergarten or do they go to first grade? (Lori) – (11/13/18) – **Age appropriate...if their age is a first-grade age, they go into first grade; there are possibilities that their schedule can be modified to fit their academics.**
8. 5th grade Social Studies curriculum and Everfi (Lindsay) – **there was a lot of inconsistencies with how the pacing guide was sent out. 5th grade teachers felt**

that they should have been given a PD on the Social Studies curriculum. Everfi was given to 5th grade teachers who taught SS and Science last year. Everfi training was done January 2nd.

JuliAnne commented that this was a mandated training, and this will be addressed with those schools. JuliAnne sent directions yesterday to all the principals to give to teachers to use. The log in is through Clever (so if teachers have issues, they need to contact Clever). Lauren will check in with schools whose teachers need help.

Next year, perhaps a half day training for 5th grade teachers to get training on the new Social Studies curriculum.

Any curriculum issues are sent to grade level facilitators with the expectation they would share the information.

9. Procedures for physically violent children (Lindsay) – can we start having regular professional developments on children in crisis? PSEA offers a violent children training (perhaps the district can work with PSEA to present a training on this).

These classes are webinars that would be best done in a small setting. Members could do the training on line and take an exam and print out a certificate.

When you do have a child in crisis and the crisis response teams comes, what do we do? How do we handle this? Is there a plan for principals on how to handle a physically violent child? Is it ok to call the police to handle an 8-year-old child who is physically violent?

10. Special Ed. subs. (Lindsay)- Subs must take a test with Kelly Services in order to teach in a Special Education classroom.
11. Building reconfigurations questions. (Lindsay) – 1. 5th grade teachers moving up? How will they pack up their supplies? – part of a bigger plan

When choosing the teachers to fill in the empty spots how will this be done? The 2nd transfer notification will be done in the Spring. It is based upon need: starting to put out for vacant positions: plan to interview Special Education student teachers. If teachers have a student teacher, they should let JuliAnne know the information, so they can have a potential observation.

C. Middle School

1. Home school alternative setting (lighthouse) (Karl) – there is a high interest for the Alternative Setting. It is very difficult for a student with special needs, to be placed in an alternative setting.

In the beginning of Dr. Mumin's tenure the discrepancy was with diplomas. There will not be an alternative education elementary program.

He agrees with creating a smoother transition for students entering the buildings.

AEDY for young kids is a tough one – building administrators aren't following proper steps before student can be placed.

Alternative Education issue is staffing. We don't want to create a program we can't staff.

Communicate with the principals: if the staff wants a program like this, then they need to let the principal know, and they need to forward this to downtown administration. Have principals survey MS teachers to create a smaller setting within the building.

This is discussion that will be on-going between administration and union.

Rebecca commented that this would be a great PD for regular education teachers because they don't know what to ask for Special Education.

2.

D. RIHS

1.

E. RHS

1. Class sizes (Desiree)—Update?
2. 3 unfilled special education rooms, 11 resource/co-teachers (Jeremy)
3. Exit Interviews (Jeremy)
4. Wheel chair lift (Jeremy)
5. Break rooms at RKAA Glenside (Jeremy)
6. Study Hall – Staff to student ratio (Jeremy)

F. Special Education

1. FTE's and staffing (Karl) – **46 teachers short going into the new year. There is a constant movement with the caseloads. Teachers are being asked to write IEP's of students they previously didn't have on their caseload.**

II. Old Business –

Other News:

- I. Calendar – once district had a rough copy, then we would look over it at March Executive Board. **It is going through Teaching and Learning next week. It won't go to Leadership Team until next month. Rebecca will reach out to Jen and JuliAnne to meet about the calendar.**
- II. Schedule – next SAC meeting will be scheduled later.
- III. Adjourned at 5:17 PM

Respectfully submitted,

Khalid Mumin
Superintendent

Date

Joseph Okonski
REA, SAC chairperson

Date