

# Kensington Town Hall Meeting

12/5/19

6:00pm

Media Center

## Goals:

- Transparency in communication
- Constructive dialogue between stakeholders and school leadership
- Input and voice from the community toward schoolwide decisions

Topic	Notes (for personal use)
Celebrations	<ul style="list-style-type: none"><li>• Teachers are having fun with classrooms leading up to break!</li><li>• Really appreciate the support of the school and community around Ms. Kenny.</li></ul>
Topics: <ul style="list-style-type: none"><li>• MTSS Explanation</li></ul>	<ul style="list-style-type: none"><li>• Multi-Tiered Systems of Support<ul style="list-style-type: none"><li>○ Tier I- Core Instruction<ul style="list-style-type: none"><li>■ This is what happens in the classroom</li><li>■ Hope is that 80% of our students are successful with this</li></ul></li><li>○ Tier II- Additional support with groups surrounding a need<ul style="list-style-type: none"><li>■ All of this work falls on the classroom teacher</li><li>■ The 20% that is not successful after Tier I instruction</li><li>■ All students that are discussed for Tier II interventions receive a hearing and vision screening to make sure there is not an underlying issue that is causing them to struggle</li><li>■ Give the student a screener to help identify the area of weakness</li><li>■ Provide support to address that specific weakness<ul style="list-style-type: none"><li>• I.e. Phonological Awareness</li></ul></li><li>■ Progress monitor to see if group intervention is working for the student</li><li>■ Teams meet monthly to discuss students and decide if the intervention is working</li><li>■ Approximately 50% of our students are successful with our interventions</li></ul></li><li>○ Tier III<ul style="list-style-type: none"><li>■ We use the limited time of Ms. Mickelson and Ms. Eanes, who already teach 3 ELA blocks during their day for this work</li><li>■ Only when a student has been through Tier II and is showing that those interventions are not helping.</li></ul></li></ul></li></ul>

- Teams bring Ms. Mickelson or Ms. Eanes into their discussion about the student to see if the student needs additional support individually or with less students
- Question: As students meet goals and lose supports, do they start struggling again?
  - Some of this is a jump in curriculum or grade level
  - Some of this may be a student who improved in their area of weakness, but then another one is discovered and they must have new goals
- Question: Is this new?
  - This is year 3 of UCPS rolling out this structure
- Question: What does it mean if a parent receives a letter for Tier II?
  - That's an invitation to meet with the teacher and talk about what they're noticing and how they're addressing that need.
- Question: What is the time frame
- Question: When you're doing the MTSS program, what do you use (mClass, etc.)?
  - There is no mClass anymore, it has been replaced with Istation
  - We look at several things
    - Istation (reading)
    - Assessments in the class
    - iReady (math)
    - EOGs
    - NC Check-Ins
    - Any other data we can find
- Question: Do you think the county will provide more funding at this time?
  - No, especially without a state budget
- Question: Are Tier II interventions happening during class time?
  - Yes, during their ELA blocks
- Question: Are you doing Tier II behavior?
  - Not yet, we're still working on laying the foundation of Tier I
- Question: How do teachers look at the data?
  - They look at wholistic data and try to drill down to discover differences in the success of students on specific questions as well as students within one class that may or may not have achieved as much as the other classes. Then, they ask questions and problem

<ul style="list-style-type: none"> <li>• Can we add additional spirit wear sales times, especially with the weather change my kiddo could use some warmer KES gear!</li> <li>• What is the criteria for the Terrific Kid Award? What is the reason behind this award? Who makes the decisions for this award?</li> <li>• Bullying. What is the procedure when it happens and what is the plan to prevent it.</li> <li>• Can you please share the schools</li> </ul>	<p>solve to find a solution.</p> <ul style="list-style-type: none"> <li>○ Special Education <ul style="list-style-type: none"> <li>■ After going through the progression of MTSS, they've received multiple interventions and if they're still struggling, we consider if they're eligible for an IEP based on NC eligibility qualifications</li> <li>■ Look at multiple points of academic data and assess further</li> <li>■ Must have been through research-based interventions and have evidence these didn't work <ul style="list-style-type: none"> <li>● This is where a quality MTSS structure helps make sure we've already done this step</li> </ul> </li> <li>■ IEP Eligibility <ul style="list-style-type: none"> <li>● Does the student meet NC guidelines on the 14 identified disabilities?</li> <li>● Does the disability have an adverse effect on the student's ability to receive instruction?</li> <li>● Does the student require specially designed instruction?</li> </ul> </li> </ul> </li> <li>• Working on an online store now that the PTO carries an inventory (possibly open next week) <ul style="list-style-type: none"> <li>○ Try to have it at events</li> <li>○ Contact Keri Nelson if you're interested</li> <li>○ Question: Can you sell on class party day? <ul style="list-style-type: none"> <li>■ Will check into it.</li> </ul> </li> </ul> </li> <li>• Varies by quarter <ul style="list-style-type: none"> <li>○ Q1 Respect</li> <li>○ Q2 Honesty</li> </ul> </li> <li>• It's to celebrate some of our good kids who may not get recognized or attention otherwise</li> <li>• Teachers make the determination within their individual classrooms and are asked to choose just one student, even if others exemplify that characteristic as well</li> <li>• Investigated by an administrator <ul style="list-style-type: none"> <li>○ Determination of bullying or not</li> <li>○ Discipline, if applicable</li> <li>○ Communication with counselor on work with bully as well as victim</li> </ul> </li> <li>• <a href="#">KES Bullying Plan</a></li> <li>• Investigated</li> </ul>
---	---

process when a child has been threatened with violence?

- Better reward system than candy for behavior issues or rewarding. Spirit sticks for example. Also, tools in the classroom to help with prioritizing/time management system like punch cards.

- UCPS Influencers

- Spelling Bee
  - All 3-5 students, live stream?

- March Strategic Planning

- Intention, degree of threat
- Discipline, if applicable
  - A threat is worthy of discipline by itself, even without intent
- Inform district and police, if necessary
- Separation of students as much as possible
- Question: Is this more prevalent now?
- Working on Tier I behavior with MTSS
  - This would encompass universal expectations for classroom management and behavior
  - We will look into the use of sweets for rewards in the building and address
    - Question: Can they have students stick it in their bag?
      - Yes
    - Working on getting more spirit sticks for classroom teachers
      - They really lose their luster in the older grades
  - Question: What is the progression of responsibility that is instilled in the students from 2nd to 3rd grade?
    - The teachers do vertical visits to see what the classroom looks like below them and above them, however this conversation may not be taking place.
      - We'll give teachers time to discuss.
- 
- Is it worth half of the school being out of class and missing instruction?
  - What if live streamed it?
  - Question: Streamline it with each grade having a winner, then the winners competing?
  - Question: Do they do spelling in class?
    - No
  - Question: Are teachers doing the same process to select their winner?
    - Not sure
  - Prepping them for asking for definitions, origin, use in sentence
- Community members, parents, students, teachers
  - Look at values, mission, vision for the future
  - March 28th