

Parker Local Stakeholder Group Reconvene  
Monday, March 24, 2014  
Parker Elementary School  
5:00pm-7:00pm

LSG Members Present:

Marcia Guy  
Deb Letendre  
Chris Cotter  
Kerri DePina  
Michael Irving  
Martha Kay  
Dr. Pia Durkin

Information from Commissioner's office re: parameters of LSG meeting:

- 1- Recommendations for modifications must come from LSG as a whole
- 2- 30 day timeline (any recommended modifications must be submitted by Mon. Apr. 7<sup>th</sup> at 5pm)
- 3- Recommendations made public when submitted to Commissioner
- 4- Deb serving as point person to collect, forward recommended modifications to Commissioner's office

### **Review of Priority Area 1:**

Concern re: Lively Letters (LL):

- Kindergarten staff hesitant re: use of LL because they are already using Reading Street
- Dr. Durkin: LL a supplement, not a substitute; it is another tool for teachers to use; research based support for developing phonemic awareness

Concern re: Empowering Writers (EW):

- Staff hesitant re: use of EW because Reading Street has embedded writing program and is "more effective"
- According to staff, "EW assumes students have certain skills" whereas Reading Street does not and the two programs are "not aligned" to each other
- Dr. Durkin: We know we need better PD/training/support for using EW effectively; again, it is another tool for teachers to support students; our students need high quality writing instruction.

Concern re: New Math Program:

- Teachers want to be involved in choosing new math program.
- They will be.

Concern re: Science:

- Don't have existing curriculum, only a map—limited tools

- Need PD for using kits and science room (initially recommended by LSG)
- Plan should include more specifics re: science program—how staff will be supported to implement it
- Should include complete curriculum and PD
- Suggest: review and revamp of science curriculum to ensure sufficient materials/supports, etc. and PD for teachers to implement effectively

Concern re: PD determined by Chief Academic Officer

- Teachers want to be involved in selecting topics
- Dr. Durkin: L5 school. We need results and accountability. PD must be focused on needs and include follow up. Will be a combination of input from district and school.

Concern re: literacy coach and teacher leader roles

- Currently: TLS, Reading Specialist, other (?); concern that new positions in plan will not be sufficient
- Not enough specifics re: teacher leaders—how will they fulfill that role and have a classroom of their own?
- Suggest: 2 Literacy Coaches—one K-2 and one for 3-5

Concern re: K-5 vs. PK-5:

- Suggest review of plan to replace K-5 with PK-5 to be more inclusive of whole Parker program

**Votes:**

<i>Recommended Modification</i>	<i>Votes</i>
Review and revamp of science curriculum to ensure sufficient materials/supports, etc. and PD for teachers to implement effectively	unanimous
Review of plan to replace K-5 with PK-5 to be more inclusive of whole Parker program	unanimous
Addition of second literacy coach for total of 2 Literacy Coaches—one K-2 and one for 3-5	5 yes; 2 no

**Review of Priority Area 2:**

Concern re: line stating Parker teachers will “devote whatever time is required...”

- Should have a clear teaching schedule, with parameters
- Who dictates what time to devote? Who sets the standard?
- Should eliminate sentence or provide reference to schedule (e.g. see schedule on page...)

- Dr. Durkin: Turnaround Plan is “big picture” vs. a bargaining contract
- Suggest eliminate sentence containing “devote whatever time is required...”

Concern re: SPED programs

- Little mention of SPED in plan
- LSG had recommended investigating a co-teaching model, eliminating pull out
- Suggest: implement co-teaching model, eliminate sub separate/pull out

Addendum to SPED discussion:

- Additional suggestion: Recommend inclusion of review of SPED programs and services for all special needs students at Parker to ensure students’ needs are met in most appropriate program/service delivery model

**Votes**

<i>Recommended Modification</i>	<i>Votes</i>
eliminate sentence containing “devote whatever time is required...”	4 yes; 3 no
implement co-teach model, eliminate sub separate/pull out	4 yes; 3 no
Recommend inclusion of review of SPED programs and services for all special needs students at Parker to ensure students’ needs are met in most appropriate program/service delivery model	Unanimous*

\*Dr. Durkin’s vote with caveat that there is not an attempt to adopt a single model as there is no one SPED model that meets the needs of all students—must be tailored to their specific needs

**Review of Priority Area 3:**

Concern re: staff input on training

- Resolved during Priority Area 1 discussion

**Review of Priority Area 4:**

Concern re: behavior management system/protocol

- LSG made recommendation re: identifying formal system/protocol for managing behavior—plan does not name one
- Suggest: Include “Parker will identify a consistent, evidence-based behavior management system and protocol for handling student behavioral issues”

Concern re: communicating behavioral expectations with parents

- Plan discusses communicating academic expectations, not behavior
- Suggest: Include an additional sub-bullet under 4.4 first bullet “Communicate key priorities in the turnaround plan...in a clear, family-friendly way” to state, “Educate families on school-wide behavioral expectations”

Concern re: technology absent from plan

- Recognize may not fit under Priority Area 4 (but whole plan)—still want to make mention of it
- Parker needs significant tech. upgrades
  - Ex: Windows XP will no longer be supported in April/May—all computers currently run on XP
- Suggest: Include an overarching recommendation that there is a “Comprehensive review of existing technology in the building to determine needs and that technology upgrades are made to ensure technology is a reliable and viable teaching and learning tool”

Concern: Why hasn’t plan been more broadly shared with parents?

- Draft only and available online
- However, parents not notified and not all have access to internet
- Dr. Durkin will discuss communication strategies with Commissioner, may include:
  - Blurb/notice sent home with info. re: how to access draft online or copies available in school
  - Dr. Durkin address on radio show
  - Deb use monthly newsletter
  - “Robo” call to Parker families: draft available in hard copy at school or online at [website]

**Votes:**

<i>Recommended Modification</i>	<i>Votes</i>
Include “Parker will identify a consistent, evidence-based behavior management system and protocol for handling student behavioral issues”	unanimous
Include an additional sub-bullet under 4.4 first bullet “Communicate key priorities in the turnaround plan...in a clear, family-friendly way” to state, “Educate families on school-wide behavioral expectations”	unanimous
Include an overarching recommendation that there is a “Comprehensive review of	unanimous

existing technology in the building to determine needs and that technology upgrades are made to ensure technology is a reliable and viable teaching and learning tool”	

**Working Conditions:**

Teacher/Union rep expressed concerns re: Working Conditions

- Dr. Durkin: discussion of working conditions: beyond scope of LSG, bargaining to occur between NBEA and Commissioner; members can voice concerns, but Dr. Durkin will respectfully abstain from all discussions
- Debra Letendre also will respectfully abstain from all discussions
- Martha Kay: also will respectfully abstain from discussion due to bargaining protocol
- Dr. Durkin: can forward Union documented concerns attached to LSG recommendations (voted: unanimous)
- Several concerns voiced including:
  - Increase in hours/days
  - New career ladder
  - Believe working conditions unfair, will drive many teachers away