

Oakdale Elementary SCC Draft Minutes
December 2, 2014
6:00 – 7:00

Chairperson: Michelle Kushlan

In attendance: Scott Jensen, Nadia Mendizabal, Michelle Kushlan, Kurt Stevens, Devon, Johnson, Kierstin Draper, Elcena Davenport, Pollyanna McGaffin, Allison Janes

Review and Approve Draft Minutes

- Corrected date on the top of the draft
- Added Elcena's Name to attendees
- Motion to approve by Michelle. Motion seconded by Scott Jensen

Presentation of Interventionist Duties for RTI

- Introduction of Polly McGaffin – Oakdale Achievement Coach
- Interventions – who they're for and what they do
 - RTI = response to intervention
 - MTSS = multi-tiered system of supports
 - Why do we have interventions? If we use research validated reading practices, monitor progress, and adjust instruction, 95% of students can become proficient readers.
 - Curriculum-based instruction, graphing, formative evaluation, and systematic reinforcement has an effect size of +1.00 (+0.4 is considered an effective practice).
 - Typically a school should have 80% of students receiving Tier 1 instruction, 15% receiving Tier 1 & 2 instruction, and 5% receiving Tier 1, 2, & 3 instruction.
 - Interventionists provide Tier 2 reading intervention.
 - Students with Special Education Services (Tier 3) do not receive Tier 2 interventions with the reading interventionists.
 - Interventionists use PALS, RTI Kit, and Rewards programs to teach Tier 2 students.
 - Progress is assessed every 6 weeks. If students are not making progress, they move to the second intervention.
 - If students continue to not make progress through interventions, we may look at referring for Special Education.
 - Video of interventions in action.
 - Training of aides is done by Polly.
 - Ms. Mendizabal suggested training parents of Tier 2 students to support students at home.
 - Intervention is 30 minutes each day.
 - Groups are not more than 6 students.

- We are unable to fund interventions in math this year, we would like to be able to do that in the future.
- Classroom teachers provide different levels of interventions in math.
- Students are progress monitored in reading at least monthly.
- When a student meets their goal, and maintain their goal, they are moved out of intervention, but continue weekly progress monitoring
- Interventionists have been in place for K-3 for a long time.
- Grades 4-5 have had interventionists for 2-3 years.
- Mr. Jenson asked how interventionists' work is evaluated – We monitor progress monitoring data to make sure student improvement is being made. Without interventionists, they receive less direct instruction due to time constraints on the classroom teacher. The effect size of interventionists should make their work very effective. It was suggested that a spreadsheet be made to evaluate the growth of intervention students compared to the growth of the rest of the students.
- Mr. Stevens asked how many students move out because of adequate progress and how many move out due to greater needs and special education qualifications. Some students are only in intervention for a few months, some are in interventions for years.
- After winter benchmarks we will reevaluate which students will receive intervention.

Review & Approval of Bylaws

- Last time we met we asked if Kierstin was a voting member – she is not. The question was asked if we need a quorum to make a vote or if the people in attendance could vote regardless of how many there are. According to school bylaws, “A quorum is defined as a majority of members with the stipulation that the majority must follow the legal composition of the council and have, at minimum, one more parent member than employee member present to vote. A quorum must be present in order for voting to be valid.”
- Kierstin suggested tabling the vote so we can review the bylaws and vote on them then with more members present.

Presentation of Information from Previous SCC Years

- Everyone should have received a Dropbox invite. In the file are the previous years' minutes.
- Please utilize the Dropbox and Oakdale Website to see old SCC minutes and information.