

PDC Meeting Minutes
March 1, 2007

Stacy Graven called the meeting to order.

Attendance

Parents	Stacy Graven, Facilitator	Leslie Feller
	Yolanda Rubio-Couttolenc	Susan Schwam
	Ramsay Ringo, PTSA Rep	Krista Glass
	Holly Westerberg, Secretary	
Staff	Jo Ann Asato (1)	Sue Shannon (2)
	Daina Calixto (3)	Linda Myrick (4)
	Paula DuBois (Specialist)	Shannon Leahy (Classified)
	Johnnie Gregory, Principal	
Guests	Deb Eberhart (Reading Facilitator)	
	Dawn Bowers (Reading Facilitator)	

Stacy moved that any general discussion be moved to the end of the meeting, so that the Reading Specialists could be heard before they went to meet other commitments. Motion carried.

Reading Facilitators—Deb Eberhardt and Dawn Bowers

Deb Eberhardt's primary role at Clyde Hill is reading intervention. PTSA funded two different positions. Deb is not a certificated teacher, however she goes above and beyond what any certificated teacher would be expected to do. Functions of a certificated teacher must be performed by a certificated teacher. Deb helps with students who are not reading at grade level, as well as enrichment for students reading above grade level. In addition, she aids the teachers at testing time. She works with grades 3-5. Daina Calixto added that Deb does a fantastic job in selecting materials and working with different groups. The teachers perform the DRA testing at the beginning of the year, and Deb works with the ESL kids, helps with the students who did not pass the WASL, and helped with enrichment for students reading over grade level. Many added that Deb is working beyond a full time job at part-time salary, and doing homework. Deb is incredible! Stacy asked whether Deb had any frustration about not getting books for the kids. Deb responded yes, but she buys the books anyway (out of pocket). Judy Chinn helps her out with gift certificates, but Deb believes that if kids want to read, then they should have the books to read. Usually the Specialists get start-up money at the beginning of the school year, but it did not happen this year.

Shannon Leahy added that an acquaintance at Bennet Elementary did a book fair, with visuals for the parents of what they wanted. That way a parent could come in and just say "I want to buy that book" and buy it for the book room. What a great idea. Shannon can give details to Deb, if Deb wants them.

We, as a community, definitely need to get behind the Reading Specialists and get them the materials we need. Deb and Dawn to come up with a wish list of books, and PTSA/Clyde Hill will get as much done as possible.

Dawn Bowers has been working in the district for 10 years. She works half-time at three schools doing ESL work, and half-time here at Clyde Hill. She works with First through Third grades, and with Special Ed students. At the beginning of the school year, the DRA test finds the students that she will form initial groups with. She does competency testing throughout the year and students come into and out of her groups. She has very fluid groups that she works with. She does check in with students who are no longer in her groups, to make sure that they are still achieving well.

Since Dawn is a certificated teacher, she can model lessons in the classrooms and work with the teachers more. According to Dawn, we have a very balanced Literacy program in Bellevue: Shared/Guided/Independent Reading. Sue Shannon added that yes, Bellevue has a great model. She worked with a different model at her old school, and she likes this one better.

Her classroom modeling work is based on need, so it works out that her schedule is so flexible. She can schedule classroom modeling in the morning or afternoon. At the beginning, Dawn worked more with Literacy Remediation, but now her time is spent equally between remediation and classroom modeling.

Daina Calixto: Sometimes I will have one or two students who are just below the literacy level of the rest of the class, so I have Dawn work with them one-on-one to get them up to speed faster. Her flexibility is wonderful because we, as teachers, all have such different needs.

Sue Shannon: Sometimes students have a difficult time choosing appropriate text, so I have Dawn give classroom lessons on self-selecting appropriate books.

Dawn can also act as another set of eyes. If she sees something that works particularly well in another classroom, she can make suggestions to other teachers who might have the same situations.

Dawn works primarily with remediation, while Deb works primarily with enrichment.

The First grade team relies on Dawn for the remedial piece. It can be a challenge, because the First graders need it daily, but the schedule is working out.

Regarding the enrichment side, Daina Calixto stated that all kids should have a chance to get the higher level of thinking with literacy. Susan Schwam added that it is nice when the kids can rotate reading groups for eight weeks, and then the pressure is off. Johnnie Gregory agreed that all children should get enrichment. Unfortunately, she gets complaint calls from parents when their children are rotated out of the enrichment groups. But everyone deserves to benefit from the enrichment groups. Deb feels the need to meet

parent expectations, since her position is funded by the PTSA. Johnnie will deal with parents who have a problem with their children rotating out of enrichment groups. Daina Calixto: It is a huge commitment for the students to read extra books and have extra sets of questions for the entire school year. Susan Schwam: Yes, it is extra work, eight week groups would be easier.

Linda Myrick brought up that sometimes there are 3-4 students who do not pass the WASL and need extra support. She has 2 parents coming in for book groups. Book groups are a great way to really understand the meaning of a book—having 4th graders reading 4th grade books well and talk about them. They do that in class with everyone.

Dawn agreed that all classes in all grade levels should have those kinds of book groups, they are working toward doing that.

Daina Calixto said that it hurts some students that they do not get to participate in the lunchtime lit circles. Johnnie wants all the kids to participate. Stacy Graven said that teachers should put it on the survey.

Daina added that we need to clarify roles of each position at the staff meeting. We assume that the roles are clear, but we all need to be on the same page.

PDC will make sure to put specialist information out to parents, and will make recommendations to PTSA. We need to make sure that this gets the attention of the parents.

Dawn left her phone number and email address if there are any further questions.

Principal's Report

There is nothing new to report. Since the beginning of 2007, Clyde Hill has added 2 new students, and one student moved. So we are up one student.

We are moving forward with the remodel—everything is going great.

The WASL is coming up in April. We need lots of parent support. Make sure you feed your kids blueberries and ham for the brain power.

The question came up of where are we going to put all of the new students coming in. In reality, we are only up three students from the beginning of the school year. As for kindergarteners, we have 87 enrolled for Fall 07, and we had 86 at this time last year. The numbers are staying stable (for now...)

The construction is going out for bid in April, with Board approval in May. In order to keep the budget low, we did not ask for additional drawings of the plans, but Johnnie has a schematic book in her office.

PTSA Report

Auction planning is going well. We have 2 tables of Kindergarten families coming to the auction. Were the Kindergarten teachers invited? Ramsay didn't know, but will check and invite them. Budgeting season is upon us and the auction is very important to that end.

The newsletter is going great and is now totally online. Today is the last day we will send out email reminders to check it online. Students will be sent home with a bright slip of paper each Friday to remind their parents to check online for the newsletter. Teachers can also put a link in their weekly newsletters for parents to check for the Clyde Hill Newsletter.

The homework club is great!

Judi is doing Dr. Seuss day cupcakes for each child in the school.

First grade orientation for current Kindergarteners is April 18.

Teacher Survey

Thank you to the task group who put this together: Paula DuBois, Daina Calixto, Ramsay Ringo, and Leslie Feller. They created it from scratch.

The teachers are to read and fill out the surveys, so that we can have them back by March 16th, and we can discuss them at the March 20 PDC meeting. Each grade level group should get together and fill out one survey, discussing the points and making sure their needs and opinions are clear on the survey. Johnnie wants to make sure that each grade level is heard. We also need to make sure that when the position is discussed, only the traits/needs/benefits are addressed, not the personality of the specialist.

Each grade level is to have their summary in to Stacy Graven by March 16. Fill out and email to Stacy, she will then forward them to the rest of the group. MAKE SURE THAT THE 5TH GRADE GROUP IS AWARE OF THIS AND GETS IT DONE.

Student (Placement) Profile

At Clyde Hill, placement is a very secret process, meaning it is very confidential, a "what-is-said-in-this-room, stays-in-this-room" kind of process. And it is a very sensitive procedure for the teachers.

In reworking the Student Profile, a checklist was added because some parents write lots about their children, while others write very little. This checklist might get them thinking a bit, and if it doesn't, it will at least get a bit more important information to the teachers.

Shannon Leahy said we should add "What would you like for next year's teacher to know about your student?" to the Profile. It was also decided to remove "Placement" from the title.

The Profile will not ask who shouldn't be in class with your child next year. That could open a huge can of worms.

Separate: Strengths (1); Areas of Growth (2); and Concerns (3).

The question came up of whether we need to ask for academic strengths and areas of growth. It was decided that yes, parents do know some things about their children that teachers may not know and it can be very helpful information.

This Profile process is two years old and lots of time has been spent on it. Johnnie asked what the form tells teachers. And Susan Schwam added that last year, a teacher told PDC that the form was a waste of time. Johnnie concluded that we need to make this form make sense.

The procedure is that the classes are formed, then they are assigned a teacher. The teachers fill out student cards at the end of the school year, and these cards are used to determine the academic breakdown of each class the following August. If there is any additional information needed about a particular student during the class formation process, the teachers use the parent Student Profile. Otherwise, teachers get the Student Profiles filled out by the parents after the classes are assigned. These are very important for the teachers to have because they give insight to the teacher about the children.

PDC will need to put a cover letter to parents on the Student Profile, outlining how the information may be used. We want to state that it is valued information, and want it available for the teachers. State that it may be used for class placement and need available for future teachers. Stacy will email to everyone, and we can even put a blurb in the newsletter about the difference this year, so that parents are not confused about the purpose.

Linda Myrick added that number 2 (Concerns about health, social, or other related issues) is something that is really important information for teachers to have. Also add "outside interests" to question 1.

Discussion wrapped up. Minutes from January meeting were approved.

Next meeting: 2:45 pm, Tuesday, March 20, 2007.