Local Planning Committee
Eastside Technical School
September 7, 2016

Members present: Adam Kirk, Killian Timoney, Bari Douglas, Myron Thompson, Melissa Bacon, Lynn Schentrup, LaMonte Nowlin, Jessica Floyd, Sarah Cordle, Dal Harper, Lars Finneseth, Randall Vaughn, Brandi Peacher, Sharon Moffield-Boswell, Tracy Curtis; Staff Support, Debbie Boian, Bill Wallace; Visitor: Valerie Honeycutt.

Tour of facility was led by Wade Stanfield.

Meeting opened by Killian Timoney at 5:41 p.m. as he thanked Wade for tour.

Meeting minutes were reviewed – First the public forum minutes with a motion to approve by Bari Douglas, seconded by Sarah Cordle. Approved by consensus of those present

Meeting minutes, motion to approve Brandi Peacher, second by Randall Vaughn approved by consensus of those present.

Killian turned the meeting over to Superintendent Caulk, who thanked the group for their service to the community. He began by sharing that the district has challenges with enrollment as far as growth, and his belief that every student deserves a 21st century environment to learn in. He referenced his Blueprint for Success, in particular Pillar 2 strategy 12 (examining focus on dropout prevention and reengagement. He envisions a facility for nontraditional students – students over 16 with 5 credits or. Shared his desire to come up with a program in a much smaller environment that meets their needs to make them college and career ready. Students that have become disengaged (graduation rate is not 100%) to mitigate the economic cost to dropping out. Need a reengagement center to meet those students where they are. For some students who transition out of MLK to a high school may not be the best fit, the District needs to provide them the support and the academic and career readiness skills.

Do you have an approximate number we could project out? As of yesterday there are about 127 students in the comprehensive high schools. We need a program that could service about 80-100 students at the high school level.

Are we thinking this might fit in alternate hours at a different time of day than the traditional school day or school year? We are looking for starting the first week of October to visit other academies and programs nation-wide and see how they service their populations. Considering the needs of the students and almost a personalized program to each student based on their needs, to take the best from others. We will need a dedicated facility or space with a dedicated staff for our vulnerable students.

Is there any interest in working with middle school students on that path, a lot of times those students are lost, can we put them on that track earlier? We are looking at where the need is at now, we are working with our high school population, if we need we can pull that data and work our way down. We are looking at best models across the country, an accelerated path, not an easy path.

Just for clarification would they transition into a career center like Eastside or Southside? That would be in the design of the program. As we look at programs across the country and look at their models we would see what would work and how it would connect with the real world. We would look at all of that out of the box thinking. All options are open.

Like STEAM or the Learning Center? Yes, that small texture and how it feels – those similarities are there.

As we talk about facilities do you need more space or less space? How does that work? Whatever we can get. We recognize we do not have a lot of property – we don't have swing space and declining enrollment so we could repurpose space. We're looking at something that can take learning beyond that building. Experiential learning for those students out in the community.

Whatever facility comes available can there be more than one program in that facility? A transition program and something separate in the same building? They would have to come together a little bit. We had a newcomer program in my former district, with adult learning, the two would not go together well. If the facility is large enough you can do other types of programs.

What is Fayette County's graduation rate? 82%.

We want to use this program to reengage those that are under 21 and have not finished.

Of the 82% do they get to their senior year and not complete, or do we lose them along the way? Both. It is hard to provide individualized support to students in the larger schools and give them the increased support.

How many credits does it take to graduate? Depends on the school. Kentucky requires 21 and Dunbar requires 24. So these students only have ¼ of their credits. We do not want throw away students, they matter just as much as other students. We just want to give them the support they need.

There is a credit recovery program at MLK – that is different from what we want to do with this. The academy would be different in that it would give them seat time, but look at getting credit in different ways. An acceleration academy. We did not look at MLK as a program because coming back to the same condition may not be the best environment.

If the space would be big enough could you make it a grade 8-12? It would be geared to 9-12 but if there was a student who was rising and we identified them as someone and the family would have buy in, we could. But at the first iteration we want to focus on 9-12. If the child were an older middle schooler, we could look at that.

He then moved attention to Strategy 26 – the district is researching and exploring a Newcomer's Center. Designed to really provide intensive support for students and families that are new Americans, where the student has little to no English, their education has been interrupted – refugees. A center that would serve as an introductory center, for no longer than 6 months. Jefferson County has one, and we are looking at centers across the country to gather their best practices.

This would focus on older students, elementary will generally pick up language and skills fairly quickly. Focus on students with little or no English and little or no schooling. Now they are typically placed in age

appropriate, but not "best" appropriate classrooms. This would be a place for families to connect with community resources – social service, agencies in the community that could help. We are looking for a space – again not a school within a school, but a stand-alone space for families and students.

Do we know a number? Not offhand. Central Kentucky has the highest per capita percentage of refugees. Cassidy has 85 ELL students in just their Kindergarten. This is a population that continues to grow.

Would that facility still be open to families of elementary students? Yes. It would be open for families to get access to community services. This would also include partnerships with the city, the faith based community, civic organizations.

Killian – This would also be a good program to use the trauma informed care, so that there is a sheltered and trusting environment before they have to go into a school environment. It would also help those families be more accepting of mental health support as you wrap around students to try and desensitize them and make them ready to learn.

What are those numbers? We don't know for sure and don't want to speculate – definitely more than 100 and more every day. Depending on the cycle it will be in and out, students will flow through the program. We can get that information for you.

What would the academic curriculum look like? We're going to do 2 things, first, a guaranteed and viable curriculum, and language acquisition will be a focus. Dealing with trauma will be a focus as well. *Will this be ELL or trauma focused?* I feel like it is two separate things. It would be a student who may be a level 1 English speaker, but have had their education interrupted.

There was discussion of trauma impact on learning and students.

Billy Buchanan - Some students speak a language that does not have a written language. Tailoring educational interventions to fine motor skills and the mechanics of learning to those students.

Don't international students typically graduate on time? We have a lot of students whose education was interrupted, they may have started formal schooling but because of a war, etc. may not have a linear education. They are higher risk for not finishing. A lot of these students can become Americanized and fall into crime, and bad behaviors. The risk factors are high and we need to support them.

In many countries they do not educate girls. You have to have a gender component for girls. It's all about having a protective factor to decrease the risk factor.

Myron thanked Manny for his presentation.

Killian introduced Billy Buchanan the new Data Director. He discussed testing needs in terms of facilities. Assessments are getting ready to change and we don't know if KDE is going to send out all assessments on line, some on line and some on paper.

It is easier to accommodate students with paper and pencil tests, you can utilize a lot of different spaces. If things go completely online, we will have to have spaces where students utilize computers and not be able to see their buddie's computer screen.

If nothing else as you think about the overall plans and maybe needs, it may be necessary to get desk partitions, new computers, especially in these new facilities. Or other last minute things like getting portables delivered just for testing if we can't accommodate any other way.

When we are thinking about this what are we thinking about in terms of the test environment? Besides not being able to see another computer. Typically we have about 5 computer spaces in a typical classroom. In a computer lab you can have 30 to 40, but that requires enough electricity and cooling to support that many computers.

Why can't it be a tablet? Because the wifi is not reliable.

Billy – Mobile devices are just not secure enough for test security purposes, right now the technologies just don't exist in the mobile devices. There are some in tablets, there just aren't test vendors that support testing with that computer device.

What about laptops? Laptops are on the table, but the cost is higher. The other problem is maintaining those devices. You would need to have people available to make sure everything is upgraded.

What about our bandwidth? Melissa – part of the facilities piece would be to have a bandwidth upgrade in schools. Billy – some of the issues have may have to do with area itself. In Seattle there was really good accessibility, in Mississippi it was the opposite. The wifi connection may not be there. There are also issues about what we are able to control internally and the general infrastructure itself. Our city council has been looking into it itself.

Does FCPS host a server itself or do they do things in the Cloud? It is a little of both. There are security issues with the Cloud.

There being no further discussion, Killian reminded everyone of the next meeting at Southside.

There was a motion to adjourn by Tracy Curtis, seconded by Lynn Schentrup, meeting adjourned at 6:47 p.m.