

## **Minutes of the Curriculum, Instruction, Assessment Meeting**

North Boone Community Unit School District #200

Held at North Boone District Office

6248 North Boone School Road

Poplar Grove, IL 61065

Wednesday, February 5, 2020 at 3:45 p.m.

### **CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 3:53 p.m. by Mr. Carl Rudy. The following Committee members were present: Nicole Difford, Tami Doetch, Cheryl Gieseke, Brian Haselhorst, Jake Hubert, Michele Lessard, Molly Lilja, Allison Louis, Kari Neri and Liz Saveley. Absent: Maria Duarte, Kelly Hanaman, Stephanie Meyers, Melissa Nachampassack, Mary Piskie, Tracy Schabacker, Mike Winebrenner and Azusena Yaro.

### **AUDIENCE TO VISITORS**

*(None)*

### **COMMITTEE SELF ASSESSMENT**

Mrs. Neri provided a document originating from the CEC, which is used for tracking the engagement of parents/guardians and community. The goal is to work as a collaborative team of administrators and teacher leaders, discuss the process steps and reach a consensus on whether or not each of the steps have been addressed/implemented collaboratively in the district. One of Mrs. Neri's goals is to have a system to help engage parents and guardians to understand the curriculum, which would ultimately lead to a process for a district-wide system.

The first section referenced forming a committee/team and having steps for study and plan improvement:

1. Include parents/guardians and community members on the committee/team
2. Evaluate current internal and external communication systems
3. Establish processes to gather information on needs of internal and external stakeholders  
*The Committee noted they are currently gathering information from the 5 Essentials survey, Title I parent meetings, BPEC meetings and the ACCESS test.*
4. Evaluate current communication and feedback structures with parents/guardians and community for adequacy and effectiveness.  
*The Committee felt this had not really started. It was mentioned the tier 1 piece could be more solid but they are doing a lot of foundational work, which could invite feedback in the future.*
5. Determine improvement needs based on desired information, current communications, and effectiveness of processes  
*The Committee stated the work they are doing with the ROE is helpful. The high school had sent newsletters with report cards, but did not receive responses. They also sent email invitations and received about a 40% turnout.*

The second section included internal partnerships/relationships:

1. Determine program and policy information needs desired by parents/guardians  
*The Committee noted this has been completed.*
2. Identify gaps in communication, including proactive ability of current systems  
*Currently elementary parents are having conversations directly with teachers. With the electronic piece of the new math series, Ms. Gieseke was hopeful parents will access this online help. Mr. Hubert noted other districts have Parent University. North Boone had tried this a few years ago, but experienced low turnout. Ms. Gieseke noted the UE math teachers made efforts to teach parents how to navigate the online program.*
3. Design or improve parent/guardian friendly communication methods to address gaps  
*Mr. Hubert said the HS parents prefer to be contacted by email.*
4. Establish processes for parent/guardian feedback on programs and policies

Learning Expectation Information:

5. Determine parent/guardian information needs around student learning expectations
6. Provide opportunity for parents to review and ask questions on learning expectations  
*Having conferences twice per year has been helpful, along with open houses.*
7. Provide opportunity for parents to review and ask questions on resources being considered for curriculum adoption
8. Inventory current parent/guardian communication systems  
*MES sends a survey on contact preferences and also the 5 Essentials survey is used as a tool.*
9. Design or improve parent/guardian friendly communication to address gaps
10. Seek input from parents about their needs to effectively support student learning at home  
*This is covered by the elementary Reading Specialists, and is addressed during conferences and family reading night. Ms. Gieseke felt parents trust us, but sometimes we use language that is not engaging to a parent, and a more broad approach may be helpful.*
11. Collect feedback from parents on parent-teacher conferences
12. Establish processes for parent/guardian feedback on student learning expectations

The last section addresses external partnerships:

1. Determine needs and supports desired from external partners
2. Identify potential community partners able to support identified needs
3. Work with community organizations to design learning opportunities for students outside of the school day
4. Seek out community services available to support schools and families  
*CES has scheduled an event called party in the park that including booths with family resources. There is also a Boone County Services list on our website that contains agency contact information.*
5. Broadcast community organizations offering student learning support outside the school day.

### **OTHER ITEMS FOR DISCUSSION**

Mr. Rudy said as the Board works through their goal setting process and superintendent evaluation, it may be helpful to solicit feedback on curricular needs from teachers and colleagues. He will send an email to the CIA Committee members regarding this informal information seeking request.

### **ANNOUNCEMENTS**

The next CIA meeting is scheduled for April 28<sup>th</sup>, 2020 at 3:45 p.m., where Mrs. Neri will bring a recommendation for the purchase of a 5-8 ELA resource. Next year, they will plan to start social studies and then K-4 literacy.

### **ADJOURNMENT**

The meeting adjourned at 5:03 p.m.

Submitted by:

Carl Rudy / S /  
Carl Rudy, Chair