

ROCHESTER BOARD OF EDUCATION
Policy Review and Development Committee Meeting

October 15, 2015

MINUTES

Attending

Commissioners – Commissioner Willa Powell (Chair), Commissioner Jose Cruz, and Commissioner Melisza Campos

Parent Representative -Barbara Van KerkHove

District Staff – Edwin Lopez-Soto (General Counsel and Committee District Liaison), Keith Babuszcak (Chief of School Innovation for Career Pathways and Integrated Learning), and Carlos Cottos (Executive Director of Health, Physical Education, and Athletics)

Board Staff –Mia Johnson

Commissioner Powell called the meeting to order at 6:21PM and made a motion to approve the agenda. A motion was made by Commissioner Cruz. Commissioner Campos seconded. Adopted 3-0, with concurrence from the Parent Representative.

I. Review Minutes of September 17, 2015 Policy Committee Meeting

Motion by Commissioner Powell to approve the minutes of September 17, 2015 of the Policy Committee Meeting. A motion was made by Commissioner Cruz. Commissioner Campos seconded. Adopted 3-0.

II. Presentation of the Policy Deliverables/Responses

Commissioner Powell asked for a presentation of Policy 5404: Wellness Policy from Executive Director of Health, Physical Education, and Athletics Carlos Cottos. Mr. Cottos's presentation highlighted what is occurring now and why it similar to what occurred last year. The department is using the Center for Disease Control model to conduct school wellness walkthroughs and the coordinate school health index. The coordinate school health index has to be completed every three years. For the last two years, the department has been working with the schools to support them through the eight areas of focus. With the school walkthroughs, there is a high focus on elementary health education and recess with the goal of tracking where both elementary health education and recess are occurring. The goal is to complete the walkthroughs by the end of December before school break. Upon completion, this data will be compared to data over a three year span to determine if there have been any improvements. Mr. Cottos stated that he works directly with schools on their action plans outlining ways to move forward. Mr. Cottos further described that the toughest part of the process is accountability. The findings will be shared with the Chief of Schools and the Deputy Superintendents to make them aware of any gaps that may exist.

Mr. Cottos described that the Department of Health, Physical Education, and Athletics is only focusing on the areas of elementary health education and recess; however, the District's Wellness Team will focus on all eight areas and will provide support, knowledge, and education to the schools using the wellness checklist. The Wellness Team has met with school administrators to heighten the overall urgency to implement the policy as a whole and to use the data collected to demonstrate how the school is operating.

Mr. Cottos described how the District's master schedule last year identified recess with lunch with the expectation that 20 minutes was for lunch and the other 20 minutes for recess. He stated that some schools instead have used the 20 minutes to provide students with academic supports and moved recess to a different time of the day. Some schools have managed the recess piece in a way that works with the building and the flexibility of the teachers. He described that within the master schedule health education points to science and English Language Arts (ELA) for integration. The Coordinator for Health Education has aligned some of the curriculum to address Common Core Standards in both science and ELA.

Mr. Cottos stated that as walkthroughs occur at the schools, his department is having discussions with school principals about common planning time within the building. He stated that elementary health education is provided as professional development within the District, but it is not reaching the masses of teachers who need it. The Coordinator of Health Education looking to create a train the trainer model during the common planning time. This will be a two day training that provides resources found on the Share Point site. This training will support integrating health education and socio-emotional education into teaching. He described a professional development for principals on health education during the summer at Right Foot week.

Commissioner Campos asked Mr. Cottos who completes the recess tracking forms. Mr. Cottos responded that it varies because if the principal states that recess occurs during lunch, then periods 4, 5, and 6 are shaded and then the department goes back to see what teachers are having lunch at that time; a wellness champion in the building; or a physical education teacher. The department also conducts spot checks.

Mr. Cottos stated that he will go through the index and assessment this year and compare it over a seven year span from when he first started in the position. New initiatives in the department include the master schedule and increasing compliance with health education. He described that health education is a key component to closing the achievement gap because it can meet students' needs as a whole. He has also assigned the Athletic Directors at the high schools to elementary schools as an added support and a key person in order to build a team and maximize the department staff.

Mr. Cottos listed other efforts that are occurring to the support the Wellness Policy. This includes: (1) Greater Health Foundation – funds 8 elementary schools creating pilots around recess; (2) Healthi Kids – a new grant partnered with 5 elementary schools to provide other resources and opportunities; (3) Fuel Up To Play 60 Grant – funds both elementary and secondary schools to provide ways for students to become active after school and during recess; and (4) American Heart Association – funds 16 elementary schools, 50% of the funds

have to support dairy products and snack so it brings breakfast into the classrooms, provides resources for activity in the classroom, and supports exercise awareness. He also listed other community organization including City Recreation, Metro Council for Teen Potential, and more.

Parent Representative Barbara Van KerkHove asked how do the high schools who do not have recess use the Fuel Up To Play 60 Grant funds. Mr. Cotto responded that in the high schools, the fund are used during physical education, intermural sports, or after school programs.

Ms. Van KerkHove suggested that the American Heart Association funds be used to support buying milk for students who bring a lunch to school. Currently, students who bring their lunch to school but only want a milk have to take a whole lunch. Ms. Van KerkHove then proceeded to ask if the District could have refillable water stations. Mr. Cottos responded that the District was denied the grant application to install refillable water stations, but there are some on the Douglass campus. Commissioner Powell further asked why the District was denied. Mr. Cottos responded that he was unsure about the reasons for the grant denial.

Commissioner Campos asked about the percentage of schools actually doing recess. She further detailed that a white paper published by the University of Rochester stated that it struggled finding schools that did have recess. Mr. Cottos responded many of the schools funded by the Greater Rochester Health Foundation have recess coaches. He further stated that creating a percentage is tough because it is taking place in every building, but it varies by teachers and classrooms; he hopes a spreadsheet will capture that information. General Counsel Ed Lopez responded that recess is mostly found in schools with Expanded Learning Time (ELT). Mr. Cotto further elaborated that schools with ELT shared their master schedules that had over 120 minutes of enrichment. A lot of the enrichment activities included movement. Mr. Cottos distinguished the difference between physical education and recess stating that recess is 20 minutes of unstructured play and physical education is structured. Mr. Cottos stated that he recommended to the schools a morning warm up, an afternoon cool down, and jamming minutes as simple ways to get children moving because it is difficult for an elementary student to sit for periods of 60 and 90 minutes. Mr. Cottos stated that the Chiefs of Schools have been supportive of this efforts and making sure that there is dialogue in order to support the schools in meeting the requirements.

Commissioner Campos asked if any of the principals asked for exemption from recess. Mr. Cottos responded that none of the principals have asked for an exemption. He described that when his department speaks to principals they state that recess is being delivered, but there is nothing in place to account for how that recess is taking place. Recess varies between schools: when it occurs and who administers it. Mr. Cottos stated that if it is not happening in the schools, his department wants to help and provide support.

Mr. Cottos stated that the Chiefs of Schools have been supportive and explaining recess as an expectation. The concerns that Mr. Cotto hears from the schools include the need for support and personnel in terms of delivery and operation. He described how the breakfast in classroom program at Audubon School No. 33 and Virgil I. Grissom School No. 7 has created a culture shift in the schools by allowing the transition from eating to learning. Mr. Lopez

described the past challenges to get these programs into the schools. Commissioner Powell inquired about why the culture shift associated with the breakfast in the classroom program did not occur on a District level. Mr. Lopez stated that he would look further into the reasons why the breakfast in the classroom program has not become a District wide culture shift.

Commissioner Cruz, Commissioner Campos, and Mr. Lopez praised Mr. Cotto for his work.

Commissioner Powell asked for a presentation of Policy 4314.2: School-to-Work Transition from Chief of School Innovation for Career Pathways and Integrated Learning Keith Babuszcak. Mr. Babuszcak's presentation highlighted and reviewed the policy. He stated that the work occurring in Edison Career and Technology School and other schools promote rigorous academics that are integrated with real world technical studies, opportunities for work-based learning, and student support systems. He described that career pathways work must look at where the students and schools are in order to change the climate, culture, and expectations. He stated that he is in the schools with the Deputy Superintendent of Administration Adele Bovard paying attention to both students and teachers with the input of the school-based planning team, teachers, industry partners, and post-secondary partners to make sure that the work is real and sustainable for Rochester. He stated that the outcomes for career pathways include increased in graduation rates. He is creating a graduate profile to outline what it means to be a graduate from a career pathway and the skills students need to be college and career ready. He described the goal of expanding career pathways into other schools.

Mr. Babuszcak described how the Policy 4314.2: School-to-Work Transition is a well thought out policy. He identified one area of recommendations for changes - the metrics. He stated that there are not many school based metrics to ensure that the policy is a systemic approach. He recommended that the metrics may include the Districts' need, the community's needs, and what the principal's think to create shared understanding and programming. He described a presentation he delivered before the Excellence in Student Achievement committee outlining an application for an entrepreneur program at Rochester Early College International High School where Principal Blocker's sense of ownership pushed that effort forward. He stated that the principals drive the career pathway electives offered in the schools. He described that in the past the Director of Career and Technical Education did not have much influence with the principals to support their choices to create such opportunities and effect state aid. He suggested that the policy should examine how the District is looking at community partners and how working with the School Chiefs and the Deputy Superintendents to put metrics in for college and career readiness that can be reached through career pathways.

Commissioner Campos praised Mr. Babuszcak for his work, passion, and commitment.

Ms. Van KerkHove asked if there was a consistent way to measure the work across the District. Mr. Babuszcak responded that his position at the Chief of Schools level was created to work with principals to support education opportunity decisions that promote skills and rigor needed for career pathways. Ms. Van KerkHove then asked a clarifying question regarding measuring the impact of the education opportunity decisions. Mr. Babuszcak responded that the studies show that if one has integrated pathways, it increases graduation

rates and the amount of money students make in their first jobs. He further responded that there must be different thinking in regards to instruction and in his role as Chief of Schools, he is able to provide such space for that thinking. He described visiting a school that integrated information technology, social studies, and ELA for project-based learning and student engagement.

III. Leadership Meeting Data Request (9/15/2015): Enrollment and Student Placement

Commissioner Powell requested that Board Staff Mia Johnson provide Mr. Lopez with a copy of the data request. Mr. Lopez stated that he would talk to the Acting Executive Director of Student Equity and Placement Barbara Goldammer about the request for data and presenting at the next committee meeting. Commissioner Powell asked the other committee members if they would like Ms. Golammer to present because the District's School Selection Booklets are being drafted and asking related questions can affect the process now for the spring. Mr. Lopez suggested pushing the committee meeting to an earlier date based on the printing of the School Selection Booklets. Commissioner Powell asked for drafts of the School Selection Booklets prior to the meeting in order to review and prepare. Commissioner Powell explained that there have been some issues in regards to parents stating the school selection process has not always been followed. Mr. Lopez stated that the biggest problem of the school choice policy is that parents wait until the last minute to select a school. Ms. Van KerkHove stated that she hopes that there will be good marketing on the school selection process for parents. Mr. Lopez responded that letters are mailed, materials are sent home with the students, and robo-calls.

IV. Follow-up Items

Commissioner Powell stated that she will work with Ms. Johnson at least once a week to work on the policy manual.

Dr. Donna Harris will present on the status report of the Latino Initiative in November.

Commissioner Powell stated that the review of the Parent Liaison and Home School Assistants' roles and functions has been referred to the Excellence in Student Achievement committee.

Mr. Lopez will ask the Chief Communications Officer Chip Partner about the print date of the School Selection Booklets to determine if the date of the Policy Committee meeting should be adjusted. .

Ms. Van KerkHove suggested Megan Delarenti-Reddington to be a member of the stakeholder committee addressing Policy 5153 Parent Preference/Managed Choice.

Motion by Commissioner Powell to adjourn. Seconded by Commissioner Campos. **Adopted 3-0, with concurrence from the Parent Representative.**

Meeting adjourned at 7:24PM.

