

**Parent Advisory Committee to the Superintendent
November 20, 2013**

Parents: Parents attended representing 17 schools - 12 elementary schools, 3 middle schools, and 2 high schools.

Executive Team/District Staff:

Superintendent Greg Baker
Deputy Superintendent Mike Copland
Assistant Superintendent Steve Clarke
Assistant Superintendent Ron Cowan
Executive Director of Communications and Community Relations Tanya Rowe
Director of Teaching and Learning Trina Hall
Director of Teaching and Learning Charisse Berner
Whatcom Middle School Principal Jeff Coulter

Note Taker:

Sheri O'Day, Executive Secretary to the Department of Teaching and Learning

Welcome:

Joanna Nesbit and Trish Walton welcomed the group and asked attendees to introduce themselves.

Superintendent's Update and Pressing Questions:

Dr. Baker passed out note cards so that anyone who has questions as the meeting is in progress can write them down and he will address them.

Dr. Baker thanked those in the room who helped with the passing of the bond two weeks ago. He then introduced Ron Cowan to talk about next steps with regards to facilities.

- The first step will be to sell bonds. The first portion of bonds will be sold in December 2013, and proceeds from the sale of those bonds will be used for projects over the next 36 months.
- The first round of projects will be improvements at Lowell (by fall 2015) and Parkview (by fall 2016); the re-build at Happy Valley (with a projected opening in fall of 2016); safety and energy efficiency projects at various schools; planning for Options and Sehome high schools; and installing fields at the high schools (Bellingham and Squalicum).
- The remaining projects - construction of Sehome and Options High Schools (which will include the installation of athletic fields at Sehome), the transportation facility, conservation site improvements, and the district office - will be completed in the second phase of the bond projects, to be finished no later than 2019. The central kitchen, to provide healthier foods at all schools, will be on the same timeline as Sehome High School.
- There will be opportunities for community involvement.
- Tanya will be developing a communication plan.

- 4th grade math and language arts seem to be below what used to be taught in 4th grade. Are the CCSS in math “higher or lower” than previous standards? (Answer: higher).
- It appears that more emphasis is put on non-fiction as opposed to fiction.
- Have heard from teachers that CCSSs were developed from high school down, and elementary teachers are worried that some expectations are not developmentally appropriate.
- Is there a plan to engage parents? (Answer: Charisse indicated that in her previous school district, she talked with PTA groups, at open house nights, etc.)
- With regards to the OSPI video and the “landings” for each step/assessment, will there be opportunities for pre-testing?
- How are the CCSS reflected in the 4, 3, 2, 1 grading strands?
- When will the MSP be phased out?

Further information from Charisse included:

- ELA (English Language Arts) and Math are the two areas within CCSS.
- The next generation science standards are not common core state standards.
- The CCSS were developed by the National Governor’s Association and Council of Chief State School Officers.
- We live in a mobile society, and this will create standards for all students. Expectations will be the same for students across most states.
- There is some concern that the CCSS are not developmentally appropriate in all cases.
- The standards are much more clear as you look from the beginning to the end.
- Teachers and parents can expect a drop in results at the beginning, as the CCSS are benchmarked to high national and international standards.
- Next year (2014-15) is the first year of assessing students against the new standards.
- Springboard (middle and high school language arts curriculum) was created with common core in mind, but may need to be supplemented.
- Charisse talked about English Language Arts shifts and the balance of literary and informational texts. Students are reading 50% informational text by 4th grade; 55% by 8th grade; 70% by 12th grade (percentage of the entire school day).
- Washington state is a governing state for the SMARTER Balanced Assessment Consortium.
- Charisse re3.15789()-0.478208(h)-80.956417()-10.498671(e)-3.15789(r)2.3690317()-0.478208(a)3.15789

