



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
 District-wide Educational Improvement Council (DEIC)
 2017-2018

Unofficial Meeting Minutes for February 26, 2018

Dr. Esperanza Zendejas
 Superintendent of Schools

Facilitators: Bertha Peña, Assistant Superintendent for Curriculum and Instruction
 Roni Louise Rentfro, Ed. D., District Coordinator of School Improvement

I. Welcome by Bertha Peña, Assistant Superintendent for Curriculum and Instruction, for Dr. Zendejas.

II. Meeting Called to Order

Mr. Tony Meza called the meeting to order due to the absence of Mr. Clement Markley, DEIC President, at 5:30 PM at the BISD CAB Cafeteria.

III. Roll Call:

The following DEIC members were not in attendance and their campus was not represented:

LOCATION	FIRST NAME	LAST NAME
<i>Champion Elem.</i>	Teodoro	Soto
<i>El Jardin Elem.</i>	Norma	Hurtado
<i>Garden Park Elem.</i>	Martina	Vera
<i>Hudson Elem.</i>	Cynthia	Cantu
<i>Keller Elem.</i>	Ella	Rios
<i>Longoria Elem.</i>	Margarita	Gonzalez
<i>Lucio MS</i>	Carey	Alfaro-Sweatt
<i>Manzano MS</i>	Trudy	Esteves
<i>Oliveira MS</i>	Demina	Nichols
<i>Putegnat Elem.</i>	Adriana	Reyes-Mireles
<i>Russell Elem.</i>	Xavier	Hernandez
<i>Stell MS</i>	Dina	Chavez

- Substitutes were present for Rivera ECHS and Garza Elementary.

IV. Recommend approval of Minutes

- Ninfa Garcia from BAC made the motion to approve the January 31, 2018, DEIC unofficial minutes as official with the additional statement regarding the calendar voting and Luz Marshall from Martin Elementary seconded the motion. The motion was approved unanimously.

V. Presentations

- Bertha Peña, Assistant Superintendent for Curriculum and Instruction, did the “Cliff Notes” of the mid-year progress monitoring for the 2017-2018 District Improvement Plan. She explained that the district plan was updated to include the new board goals and next year’s plans will need to be updated to align with the new state performance objectives.



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- Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1)
 - The Professional Learning Communities (PLCs) activity has only made some progress—campuses need more training and supports.
 - RtI strategy has made considerable progress with continuing Trainer of Trainers sessions and campus implementation. New information will be provided at this meeting by Dr. Sandra Rodriguez and Ms. Julie Salinas for an update on Special Education and RtI;
 - G/T training is important and must be completed by early in the year per policy so teachers can be in compliance. The pre-AP/AP strategy is making significant progress.
 - TANGO check points were written by specialists for teachers to use to make rigorous/suitable questions for TEKS. TANGO is a teacher tool and teachers should ask for training if need more assistance in using it to keep up with the student progress. TANGO reports will also help monitor progress for Student Learning Objectives (SLOs). In some districts SLOs make up one third of appraisal but for BISD it is only one dimension.
 - The MS STEM program is making considerable progress with cars, robots and software.
 - Early Childhood is making considerable progress with expansion of the Pre-kindergarten program which increased enrollment for the district. Ms. Peña showed the slides for Pre-kindergarten three and four-year-old program enrollment data which helped BISD address the loss of students at other grade levels.
 - Ms. Peña announced that the four-year-old program will allow all the 3-year-old students enrolled in the programs to continue with 4 or 5 schools to be sites for the “ineligible” students (ones who do not meet supplemental funding criteria). There are 98 students currently in the PK-3 program and she expects the cluster site campuses for these students will be where majority of these students already attend. The district will cover the costs so the district can provide free PK-4 services but may require some students to have parental transportation.
 - Considerable progress was noted for the supplemental teachers that are at campuses with many funded from federal and state compensatory funds to provide pull-out services. There are still class-size reduction teachers at many elementary campuses.
 - CTE is making considerable progress in providing professional development and CTE funds for implementing the CTE curriculum and integrated technology.
 - Expanding CTE services is one of the Board of Trustees priorities under this Board Goal.
- Goal 2: The students in the public education system will demonstrate exemplary performance in the TEK-based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.
 - Ms. Peña noted that this goal may not be in next year because of changes in state goals and because the District Improvement Plan is primarily supposed to focus on improving academic performance. Participation in these programs is important for students.
 - Most areas are making considerable progress on their strategies (refer to hand out).



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- Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.
 - Ms. Peña high-lighted several of the strategies that are making considerable progress including providing tutorials, programs and services (BAC and BLA) and additional support staff such as deans of instruction.
 - She told the members that Dr. Zendejas is looking for an area superintendent who can be focused on improving the BISD instructional technology curriculum and instruction.
- Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.
 - BISD attendance is still an issue but the district has made some progress to considerable progress on implementing strategies.
 - The School Health Advisory Committee (SHAC) continues to meet and discuss/address challenges and monitor programs.
 - The BISD CATCH program implementation has been recognized as a national model.
- Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.
 - ISS/OSS reporting—still lots of kids being placed in ISS/OSS and have disproportionate number of special education and ELL students placed in ISS/OSS. Dr. Sandra Rodriguez verified that there is still disproportionate representation for students in Special Education and other categories. In the past, all secondary discretionary placements had to go to Special Services to make sure placement was not due to disability but now only high schools are still doing this.
 - The Review360 software was chosen by the principals for discipline documentation over five years ago but recently the special education staff have reviewed the Review360 strategies and have confirmed that the strategies are research-based and are the same advice most special education staff would provide.
 - Counselors continue helping students having discipline challenges and meet with campus staff to create intervention (RtI) plans, if needed.
 - Dr. Zendejas is dedicated 24/7 to make sure all safety precautions are in place and everyone is safe at work and at school.
- Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.
 - Funding for program staff is done, most program requirements have been met and the program activities will accomplished or completed by the end of the year.
- Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post-secondary education.
 - Ms. Peña told members to see the formative reviews in the handout for this program.



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- Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.
 - Computers have been purchased to support instruction for different grades and/or populations through supplemental funds.
 - 5th grade tablets have been distributed at all campuses.
 - The Technology Share Fair will be held in May 2018.
- Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)
 - The 5-year facilities plan is being updated and campuses are reviewing campus needs.
 - Some progress has been made towards planning the performing arts center.
- Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3)
 - Past BISD budgets have been balanced and staff will ensure that this continues.
 - Ms. Peña will be following up with Human Resources about last in/first out teacher assignment challenge that causes experienced teachers to be moved around and creates retention challenges.
- Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)
 - Ms. Peña reminded members that “word-of-mouth” is still the best way to advertise the best school and the best teachers.
 - Everyone needs to help promote our schools and our district!
- Dr. Sandra Rodriguez, Administrator for Special Services, presented the Special Education program update:
 - Special Education is the only program where parents do not have to go through the district’s grievance process when they have a complaint because Special Education rules are part of the legal framework at the state and federal level.
 - Teachers need to be able to respond to questions (with documentation) including: What did you teach, what did the student get (understand), and, what do you do if they did not get it?
 - Special Education Child Find requires looking for children needing services starting with 3-year-olds and parents are able to come in all year long for screening. BISD is now putting posters up in doctors’ offices and other locations to help find students.
 - In following up on a complaint, TEA wants lots of examples and/or exhibits of student documentation to show followed the law. This includes policy and procedures, narratives from teachers, report cards and other academic documents, campus support services provided by campus to the teacher to help the child (parent liaison, counselor, tutorials,



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- nurse, etc.) and any written response from the parent to accept or deny services. Once the documentation is reviewed by TEA there may be a corrective action required of the district.
- It is very important to look at how teachers are monitoring progress and that all of the teachers at a grade level are grading on the same level—a passing grade should be the same across teachers for the same content. District available assessments including TANGO checkpoints and LION are available to help keep verify all students are on the same plane or level when monitoring student progress.
 - Discretionary disciplinary placements have to go through assistant principals designated as behavior/discipline coordinators. They are responsible for looking at student documentation and the student's situation at the time of the event and over time. Early college high schools are still sending placements through Special Education for review prior to placement at Brownsville Academic Center while middle schools are not. Special Education students are still being sent at greater rates than non-special education students.
 - Region One did an evaluation of the BISD Special Education and RtI programs and found there are some communication challenges: lack of communication between campus RtI committees and special education assessment staff; between 504/dyslexia and special education campus staff; and some assessments are not being completed. They also found that most student goals were too broad and need to be made more measurable.
 - There are already 900 special education referrals for this year and as of now only 300 completed. Special Education staff are looking at RtI documents that may be used in completing referrals.
 - It is important to remember that in the ARD documentation you have to mark possible detrimental effects and determine that the special education services and label outweigh the potential detrimental effects.
 - When you look at a bilingual student being referred who has only been in the country for one year, those making the referral need to make sure the academic lack of progress is not due to the student struggling to learn the second language and is actually a learning disability that requires special education services.
 - Julie Salinas, Administrator for Dyslexia/504 provided a copy of the RtI form 6 and RtI flow chart so members could follow as she went over the information
 - RtI is a federal, state, and local requirement.
 - RtI plans are used to ensure students receive needed assistance and support—the intent of RtI is NOT to serve as a pre-referral model for special education.
 - Teachers need to focus on providing Tier 2 and 3 interventions for students and interventions do not stop while students are being referred to special education.
 - If you suspect a student has a disability then you need to refer the student. You do not need to go through the RtI tiers first but campuses should be trying different interventions to assist the student while the process is taking place.



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- If a student is identified for 504, dyslexia, or special education, you do not go back to a RtI Committee. The ARD or 504 or Dyslexia Committee needs to make the decisions for this student even if the student is struggling in a different area than currently identified for services. For example, a Speech only student still needs to have the ARD committee making service decisions related to behavior or an academic challenge.
 - The RtI Committee needs to look at all of the student's data including years in school, assessment data, attendance, discipline, and any other available information.
 - Child Find is done for students suspected of needing 504 disability services and districts are required to look for students needing services.
 - The department staff have condensed the documentation down to six (6) forms for RtI. The RtI Committee needs to make sure it includes the actual interventions to be provided in the documentation. Campuses need to follow the RtI progress monitoring calendar—progress monitoring every 2 weeks for Tier 2 and weekly for Tier 3. Plan progress should be reviewed every six weeks by the RtI Core team and not just updated by the teacher. The committee needs to meet and review all student information and determine if the student remains on that tier or if any changes are needed.
 - When the RtI Committee creates a RtI plan for the student, the committee does the documentation including what accommodations may be provided for assessments. Teachers only have one form to complete and submit—the rest of the forms are submitted by other individuals and/or completed by the RtI Core Team during the meetings.
 - Many accommodations overlap with those provided under 504, dyslexia, or special education.
 - When someone suspects a disability, they need to make referral—see flow chart handout.
 - Parent notification is required by Senate Bill 1153. Campuses have to tell parents all of the required information about interventions being provided and the statement that the parent can request a referral for other services at any time.
- Ms. Pena reminded the members to look at the Goal subcommittee assignment list and be prepared for next meeting.

VI. Action Items--None

VII. Announcements

- Mr. Meza announced the next meeting would be March 19, 2018 (PDS# 65937) at 5:30 PM at the CAB Cafeteria. Middle schools have open house that date so we will send members the minutes from subcommittees so they can review the information—middle school parents will also be excused if not able to attend.
- The BISD/Region One BISD-Region One ESC 4th Annual Literacy Conference on March 23-24, 2018 with a Friday night reception (PDS#79178) and light breakfast on Saturday (PDS#79179) at Lopez Early College High School.



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VIII. Adjournment

Mr. Meza called for a motion to adjourn the meeting. Eliseo Garza, Representative for Palm Grove Elementary made the motion to adjourn and Mark Munoz from Perez Elementary seconded the motion. The motion to adjourn was approved unanimously.