



NORFOLK PUBLIC SCHOOLS

Ghent School

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-07

Dr. Stephen Jones, Superintendent of Schools
Christina Boone, Principal

October 30, 2006

Dear Ghent School Family Members:

I would like to inform you that our school will be engaging in an ambitious school improvement planning process during this year which will focus on the School Board goal:

“Improving the Quality of Teaching and Learning For ALL ... ALL Meaning ALL.”

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan which is supported by research-based strategies, will focus on ***the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.*** Because your input and support are needed, I invite you to join us as we work to make Ghent School better.

Sincerely,

Christina Boone

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Judith Dudujigan	A
Jane Leonard	R
Sandy Rodriguiz	T
Theresa Giusto	T
Rebecca Walter	R
Sharon Cruthers	R
George "Billy" Cook	C/P
Rochelle McMorris	R
Christina Boone	A
Cheryl Levinson	T
Kari DeCandido	T
Cathy Wright	T
Beverly Cumbo	T
Tomika Hofler-Bynum	T
Sharon Cook	P
Beth Griner	P

Position codes are noted as follows: **A** = building administration; **B** = business partner; **C** = community member; **O** = other; **P** = parent; **PT** = parent of identified Title I service; **R** = related services and/or support staff; **S** = student; **T** = teacher.

Committee Meetings

Date	Time	Location
9-20-06	8:20	Conference Room
9-27-06	8:20	Conference Room
10-3-06	8:20	Conference Room
10-11-06	8:20	Conference Room
11-14-06	8:20	Conference Room
1-9-07	8:20	Conference Room
2-6-07	8:20	Conference Room
4-9-07	8:20	Conference Room
5-6-07	8:20	Conference Room
5-13-07	8:20	Conference Room
6-12-07	8:20	Conference Room
Other TBA as needed		

Please note: This table includes initial dates for the full School Accountability Team. These meetings will be used to develop, refine, and monitor progress toward meeting the target indicators and implementation of instructional strategies outlined in the accountability plan. Sub-committee meetings and other occasions when the School Accountability Plan may be discussed are not included.

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)

<u>Continuous Growth of Student Academic Achievement</u>	<input type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input checked="" type="checkbox"/> Standards of Learning Test Results	<input type="checkbox"/>	PSAT Participation		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/> SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> ACT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers	<input type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement		Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>		Training Workshops Provided for Parents/Community
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	District Stakeholder	<input type="checkbox"/>	Other Volunteer Log
<input type="checkbox"/> Governor's School Results and Enrollment	<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline		Adequate Yearly Progress (AYP)
<input type="checkbox"/> STAR Test Results		Incidents of Physical Violence	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input type="checkbox"/>	Completing Algebra I by the End of 8 th Grade
<input checked="" type="checkbox"/> PALS Test Results	<input checked="" type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School		Other (please specify): -Special Education Programming -Survey Data (pre/post) -Number of School Partners -Stakeholder Survey -Starbase Discipline Data -Customer Service Audit -# of School Partners
<input type="checkbox"/> Narrowing of the Achievement Gap		Students Without Incidents of Physical Violence in School	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Attendance Data for Students and Staff	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School		
<input type="checkbox"/> Dropout Statistics				
<input type="checkbox"/> Graduation Rates				
<input type="checkbox"/> Reading on Grade Level				
<input checked="" type="checkbox"/> Foreign Language				
<input type="checkbox"/> Scholarships Earned				

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

Objective # 1: Continuous Growth of Student Academic Achievement for ALL

<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
<p>A. SOL Pass Rate English: RLR: Gr 3 88.5% Gr 4 96.9% Gr 5 86.4%</p> <p>370 to 451 score band performance for SOL English: RLR: Gr 3 33% Gr 4 18% Gr 5 25%</p> <p>Performance gap between regular and special education students: Gr 3 38.5% Gr 4 96.9%</p> <p>Percentage of students reading at or above reading level on Gates MacGinitie assessment: Gr 6 62.5% Gr 7 87% Gr 8 82.6%</p>	<p>Increase the percentage of students with disabilities scoring proficient on quarterly and monthly reading assessments.</p> <p>Increase the percentage of students scoring proficient on monthly cross-curricular writing prompts.</p> <p>Increase the percentage of students scoring proficient on monthly performance assessments.</p> <p>Increase performance of students meeting DRA benchmarks and monthly CARS assessments.</p>	<p>*Implementation of a school-wide writing across the curriculum initiative beginning in October will include a monthly writing prompt given in each grade. (PL, G, S)</p> <p>*Implementation of the Four Square process consistently across the school from K-8th grade. (PL, G, S)</p> <p>*Implementation of school-wide collaborative scoring of writing using teacher-created rubrics for content and NPS Composition Evaluation. (PL, G, S)</p> <p>*Implementation of revised co-skill lesson plan for grades K-5 to include vocabulary (as needed based on data). (PL, G, S)</p> <p>*Implementation of weekly tracking of SWD progress in co-skills. (PL, G, S)</p> <p>*Provision of data to teachers to include individual and group data so that they can compare their progress. (PL, G, S)</p>	<p>*Writing Across the Curriculum Inservice conducted preservice week, early release days, and professional development days.</p> <p>*School-wide conversations/training on the collaborative grading of student writing to be conducted at faculty meetings and grade level meetings.</p> <p>*School-wide survey regarding implementation of special education program and program needs followed up with a plan for improvement.</p> <p>*Professional development on vocabulary development for K-8 students.</p> <p>*Walkthroughs</p>	<p>*An increase in time teachers spend collaboratively scoring and discussing student work as evidenced by attendance logs and agendas from faculty meetings.</p> <p>*Monitor K-5 lesson plans and use formal/informal observations to ensure implementation of Four Square /writing across the curriculum/direct vocabulary instruction.</p> <p>*An increase in performance of SWD on summative and formative assessments as indicated on individual tracking sheets.</p> <p>*Monitoring to ensure instruction matches data needs</p>	<p>The percentage of students scoring above 451 on the SOL English: RLR test per grade level will be: Gr 3 33% Gr 4 18% Gr 5 25%</p> <p>The achievement gap between regular and SWD will decrease on the SOL English: RLR to no more than: Gr 3 15% Gr 4 50%</p> <p>Graphed percentage SWD scoring proficient or better on monthly common assessments and writing prompts will improve</p>

<p>B.</p>	<p>Achievement gap between disabled students and regular students on the SOL Tests:</p> <p><u>Grade 3</u> Reading 38.5% Science 35.9% Math 0% History 18.6%</p> <p><u>Grade 4</u> Reading 0% Math 19.2%</p> <p><u>Grade 5</u> Reading 20% Science 86.4% Math 0% History 89.3%</p> <p><u>Grade 6</u> Reading 0% Math 37%</p> <p><u>Grade 7</u> Reading 0% Math 55%</p> <p>46% of regular teachers responded favorably on survey regarding SE support</p>	<p>Increase the percentage of students with disabilities scoring proficient on quarterly and monthly reading and math assessments.</p> <p>Increase the percentage of students with disabilities scoring proficient on monthly cross-curricular writing prompts using the Four-Square model.</p> <p>Increase the percentage of students scoring proficient on monthly performance assessments.</p> <p>Increase the percentage of favorable responses on school-based survey from teachers regarding implementation of inclusion /collaborative model of instruction</p>	<p>*Implementation of a school-wide writing across the curriculum initiative beginning in October will include a monthly writing prompt given in each grade. (PL, G, S)</p> <p>*Implementation of the Four Square process consistently across the school from K-8th grade. (PL, G, S)</p> <p>*Implementation of school-wide monthly cross-curricular performance assessments graded with teacher-created rubrics. (PL, G, S, O)</p> <p>*Tracking of data for non-disabled and disabled students. (G, S)</p> <p>*Small group instruction occurring daily across all disciplines to include SWD. (G, S, O)</p> <p>*Additional planning time built into day so that regular and special educator can communicate. (G, S)</p> <p>*Addition of resource bell to middle school schedule to offer small group support to middle school students</p>	<p>*Writing Across the Curriculum Inservice conducted preservice week, early release days, and professional development days.</p> <p>*School-wide conversations/ training on the collaborative grading of student writing to be conducted at faculty meetings and grade level meetings to include special needs teachers and students.</p> <p>*School-wide survey regarding implementation of special education program and program needs followed up with a plan for improvement.</p> <p>*Internal and external walkthroughs of programs getting results with special needs children</p> <p>*Quarterly training for paraprofessionals to improve instructional effectiveness</p>	<p>*An increase in time teachers spend collaboratively scoring and discussing student work as evidenced by attendance logs and agendas from faculty meetings to include regular and special needs teachers.</p> <p>*Weekly documentation by special educators of student progress.</p> <p>*Documentation of small group instruction on lesson plans.</p> <p>*Documentation of planning meetings between regular and special educators.</p> <p>*Survey responses</p>	<p>Achievement gaps will be reduced by 50% to:</p> <p><u>Reading</u> Gr 3 19% Gr5 10%</p> <p><u>Science</u> Gr 3 18% Gr 5 43%</p> <p><u>Math</u> Gr 4 10% Gr 6 19% Gr 7 19%</p> <p><u>History</u> Gr 3 9% Gr 5 44.5%</p>
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C.	<p>SOL Pass Rate Mathematics: <u>Gr 6 78%</u></p> <p>37.5% of 6th graders scored below 450</p> <p>40.6% of students scored below proficient in patterns, functions, and algebra</p> <p>10.8% of 5th graders scored below proficient in patterns, functions, and algebra</p> <p><u>Gr 7 83%</u></p> <p>59% of 7th graders scored below 450</p> <p>41.7% of students scored below proficient in computation and estimation</p> <p>40.6% of 6th graders scored below proficient in patterns, functions, and algebra</p>	<p>Increase the percentage of 6th and 7th grade students scoring proficient on quarterly and monthly math assessments.</p> <p>Increase the percentage of students scoring proficient on daily math review quizzes given on every other Fridays.</p> <p>Increase the percentage of students scoring proficient on monthly math performance assessments.</p> <p>Increase the percentage of students scoring proficient on monthly writing assessments with a focus on patterns, functions, and algebra.</p>	<p>*Implementation of a school-wide writing across the curriculum initiative beginning in October will include a monthly writing prompt given in each grade focusing on patterns, functions, and algebra. (PL, G, S)</p> <p>* Implementation of school-wide monthly math performance assessments graded with teacher-created rubrics. (PL, G, S, O)</p> <p>*Tracking and posting of data for all assessments. (G, S)</p> <p>*Student tracking/posting of data for daily review quizzes. (G, S)</p> <p>*Use of non-linguistic representations for justification of problems and vocabulary. (PL, G, S)</p> <p>*Use of interactive notebooks and journaling in math. (PL, G, S)</p> <p>*Revise master schedule to include time for remediation and pre-algebra instruction for all 7th graders. (G, S)</p>	<p>*Writing Across the Curriculum Inservice conducted preservice week, early release days, and professional development days.</p> <p>*Internal and external walkthroughs</p> <p>*Power Planning Sessions</p> <p>*Planning sessions with Meadowbrook teachers</p> <p>*Pairing experienced teacher with new teacher for assistance and model lessons.</p>	<p>*Monitoring of daily lesson plans</p> <p>*Monitoring of student performance on quarterly monthly /assessments.</p> <p>*Monitoring of daily math review implementation.</p> <p>*Formal/ informal observations</p> <p>*Posting of student work and student data</p> <p>*Middle school master schedule</p>	<p>83% of 6th graders will pass the SOL Math test.</p> <p>87% of 7th graders will pass the 7th grade math test.</p>
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II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies

Objective # 2: Safe, Secure, and Disciplined Learning Environment

<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
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<p>A. 43 infractions involving harassment interfered with the overall disciplined learning environment</p> <p>27% of all discipline incidents were due to harassment</p> <p>18 incidents of Harassment-Hitting Another Student</p> <p>15 incidents of Harassment-Other</p> <p>Majority of incidents of harassment occurred in instructional area, bus, and cafeteria</p>	<p>Monthly tracking of discipline data will indicate a decrease in the number of incidents related to harassment.</p> <p>Monthly tracking of individual teacher data will indicate a decrease in the number of incidents related to harassment.</p> <p>Monthly tracking of <i>Caught Being Good Program</i> will indicate an increase in the number of students caught using appropriate behavior.</p> <p>Monthly tracking of TAT data will indicate a decrease in student referrals for harassment.</p>	<p>Implement Drops <i>in the Bucket</i> bulletin board recognizing students who have positive behaviors on the bus. (G, O)</p> <p>Implement cafeteria behavior program to recognize classes with appropriate behavior and monitor students who demonstrate inappropriate behavior. (G, O)</p> <p>Continued use of Conflict Mediation. (G, O)</p> <p>The school will continue to target positive monthly character traits and students who possess those traits will be recognized through <i>Caught Being Good Program</i>. (G, O)</p> <p>Implement Bullying Program with 2 school rallies. (G, O)</p> <p>Consistent inputting and monitoring of discipline data to identify patterns and identify clearly "harassment-other". (G)</p> <p>Consistent implementation of TAT. (G, O)</p> <p>Modify middle school schedule to lower class size in PE. (G)</p>	<p>Project RIDE Training to be provided to new teachers.</p> <p>The guidance counselor will provide training on PATHS to teachers so that they can make appropriate referrals.</p> <p>Professional development will be provided by the Department of Pupil Personnel in the area of cultural awareness and discipline.</p>	<p>TAT referrals and discipline team agendas will be monitored for harassment issues</p> <p>Monitoring of the number of "drops" issued to students for positive bus behavior.</p> <p>Monitoring of classes receiving recognition for appropriate cafeteria behavior.</p> <p>Monthly monitoring of discipline data</p>	<p>There will be a decrease in the percentage of discipline referrals for harassment by 35%.</p>
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B.	<p>African American students are more likely to be referred than their white peers:</p> <p>-African American males are twice as likely to be referred than white males.</p> <p>B/M 36 W/M 18</p> <p>-African American females are five times as likely to be referred than white females.</p> <p>B/F 16 W/F 3</p>	<p>Monthly tracking of discipline data will indicate a decrease in the number of referrals for African American students.</p> <p>Monthly tracking of individual teacher data will indicate a decrease in the number of referrals for African American students.</p> <p>Monthly tracking of <i>Caught Being Good Program</i> will indicate an increase in the number of students caught using appropriate behavior.</p> <p>End of quarter surveys will indicate positive responses from students involved in targeted intervention groups.</p>	<p>Identify those students who are frequently referred. (G)</p> <p>A Gentleman's Club will be formed which will meet twice a month to promote positive behaviors and mentoring to students. (G,O)</p> <p>A middle school Lady's Club will be formed and will meet once a week to promote positive behaviors and mentoring to students. (G, O)</p> <p>An upper elementary Lady's Club will be formed and meet weekly to promote positive behaviors and mentoring to students. (G, O)</p>	<p>The Department of Pupil Personnel will provide inservice training to teachers to add to cultural awareness and effective interventions.</p> <p>The discipline team will implement staff development as needed to raise faculty awareness of available resources to address incident referral gap due to ethnicity through individual coaching with teachers and mailbox inservices providing research-based articles on meeting the needs of minority students.</p> <p>Provide teachers with their own individual referral data each month.</p>	<p>Monthly monitoring of discipline data with regard to referral numbers</p> <p>Individual monitoring of students involved in clubs and mentoring</p> <p>Monitoring of individual teacher referral data to determine staff development needs or the need for individual coaching with regard to culturally responsive discipline</p>	<p>The referral gap between African American males and white males will decrease to 0%.</p> <p>(No more than a 1:1 ratio)</p> <p>The referral gap between African American females and white females will decrease by 400%.</p> <p>(No more than a 2:1 ratio)</p>
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II. Objectives Linked to Needs and Tier 2 Indicators

For each this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

Objective # 3: Active Engagement of Parents, Business, and Community in the Educational Process

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	<p>Mean favorable response scores on the NPS District Stakeholder Parent Survey were below the elementary mean scores in the following areas:</p> <ul style="list-style-type: none"> <u>Teachers share my child's test information with me.</u> Elementary 4.1 Ghent 3.8 <u>I can reach my child's teachers(s) easily and they are helpful.</u> Elementary 4.2 Ghent 3.9 <p>Results of Quality Customer Service Audit indicate areas of need include unwelcoming office (6/10) and little information provided to visitors (6/10).</p>	<p>Increase the number of opportunities for teachers and parents to have face-to-face conferences regarding student performance monthly.</p> <p>Increase the percentage of positive comments regarding office customer service as indicated on school-created anonymous feedback cards with a from a baseline established first-quarter through the school year.</p>	<p>Implement monthly common conference time each Thursday afternoon from 3:40 to 4:10.</p> <p>Implement a "How are We Doing?" program by asking for anonymous feedback on school created cards with a focus on customers being greeted upon entering office, prompt, courteous service, and consistency of information from frontline personnel regarding the school.</p> <p>Implement a common 4 part greeting for personnel answering the phone.</p> <p>Assign various volunteers/flexible classified staff to assist in the office during high need times (morning, assist with tardies, dismissal).</p> <p>Create a brochure outline Ghent's enrollment procedure to be explained by office personnel at the time of enrollment and orientation.</p> <p>Utilization of Urban Advantage for prospective parents.</p>	<p>Regular monthly meetings for office staff and administration.</p> <p>Book Talk, <u>Flipping the Switch</u> with classified personnel and administration.</p> <p>Individual on-going coaching on an as needed basis on personal relation skills for professional and classified staff.</p>	<p>Maintain a monthly count of conferences held on Thursday afternoons.</p> <p>Maintain data from anonymous feedback cards.</p>	<p>The mean favorable response scores on Ghent Stakeholder Parent Survey will be the same as or better than the district mean scores in the following areas:</p> <p>Teachers share my child's test information with me.</p> <p>I can reach my child's teachers(s) easily and they are helpful.</p> <p>Quality Customer Service indicators will meet or exceed 70%.</p>

III. Plan Development and Dissemination Process

We used a multistage process in developing our accountability plan and involved many individuals in order to ensure that it addressed the needs of all our students. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders. Information included in both of these areas will be useful when writing the school's Tier 3 Narrative which helps paint a picture of our school's progress and tells the "story behind the numbers".

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan

Individuals serving on a variety of committees at Ghent were involved in the development of this plan. Members of the Program Improvement Committee were instrumental in determining areas of need and related Tier 2 indicators and strategies. The Discipline Team met and worked together to determine discipline needs based on data and related strategies to meet those needs. Finally, a newly formed committee that looks at engagement of parents and community met to develop the Tier 2 indicators as well as strategies to include more parents and community members at Ghent. This committee includes teachers, staff, parents, and community members as well.

Methods Used to Communicate Our Plan

The Ghent School Accountability Plan will be made available to all staff members and will be reviewed at a faculty meeting. Formal copies of the plan will be available in the media center as well as the office. In addition, the plan will be posted on the school website.

IV. Needs Assessment: School-wide Staff Development Focus

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative and school-generated Tier 1 data concerning staff development opportunities and involvement.

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Powerful Learning Reading Across the Curriculum Math the Write Way Creating Rubrics	Preservice Week	All Staff	Agendas, handouts, attendance logs
Creating Performance Assessments	Ongoing beginning in September	All Teaching Staff	Agendas, handouts, attendance logs
Writing Across the Curriculum with the 4-Square	Introduced on September 20, 2006; ongoing throughout the year	All Teaching Staff	Agendas, handouts, attendance logs
Word Study	Ongoing beginning in September	All Teaching Staff	Agendas, handouts, attendance logs
Middle School Special Education Collaborative Model	Ongoing beginning in October with walkthroughs and building staff development	Middle School Staff	Agendas, handouts, attendance logs
Collaborative Grading of Content Writing	Ongoing beginning in October	All Teaching Staff	Agendas, handouts, attendance logs
Planning to maximize SWD and low performing student performance in the inclusion setting	Ongoing beginning in October with walkthroughs and building staff development	All Elementary Staff	Agendas, handouts, attendance logs
Cultural Awareness and Discipline	Ongoing as needed	All Staff followed by those identified in need through data	Agendas, handouts, attendance logs, records of conferences