

Devinny Elementary Student Accountability Committee (SAC)

Meeting Minutes

November 14, 2019

Next meeting: January 9, 2020, 5:45 – 6:30, Devinny Library

1. Opening Remarks

Cathleen welcomed attendees and provided general overview of meeting agenda.

2. Michael Kurtz, School Psychologist/Social Emotional Learning Specialist

Cathleen shared how Mr. Kurtz's role has changed in the past year, previously he was Devinny's half time psychologist and worked with those students with identified challenges/special needs. Today Mr. Kurtz continues to work with and support students with identified challenges/special needs and is working with the entire student body to learn skills and tools to build a strong social/emotional foundation.

Mr. Kurtz reviewed information regarding how the programs and tools Devinny employs help to support the students. Lori Perea, the Gifted and Talented (GT) Counselor, partner to support students in all classes.

Devinny's culture is defined by:

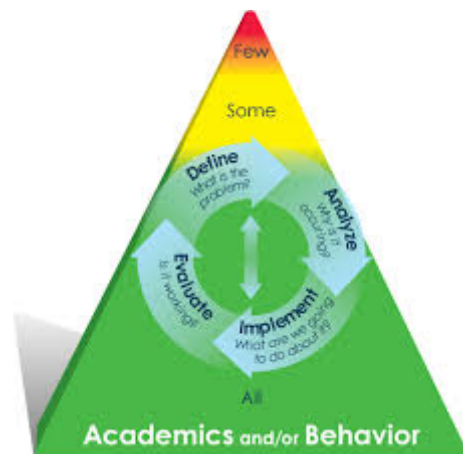
- Positive Behavior Instruction and Support (PBIS)- School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. (Pillars: Respect, Responsibility, Learning, and Kindness)

How students are identified and the level of support provided:

- Multi-Tiered System of Support (MTSS)-

MTSS is a way to tie Academics and behavior together, one student can be represented in more than one group dependent on academic and behavior levels.

- 2-5%- Intensive (comprehensive evaluation) / Comprehensive evaluation, IEP
- 10-20% Targeted (check in / check out) / Adjusted instruction
- 75-80% Universal support (2nd steps, PBIS, Noble Knights) / Highly effective instruction



What is Social Emotional Learning (SEL) in Schools?:

- The process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- SEL has become embedded in our school systems as a framework for how educators, families, and communities partner to promote students' social, emotional, and academic learning.
- Drives schoolwide practices and policies

Historically, SEL programs were only provided in middle schools, fortunately at Devinny students experience this type of intervention in elementary school. It provides an opportunity for consistency in language and learning for students. SEL position is an ongoing position for elementary school and is not going away.

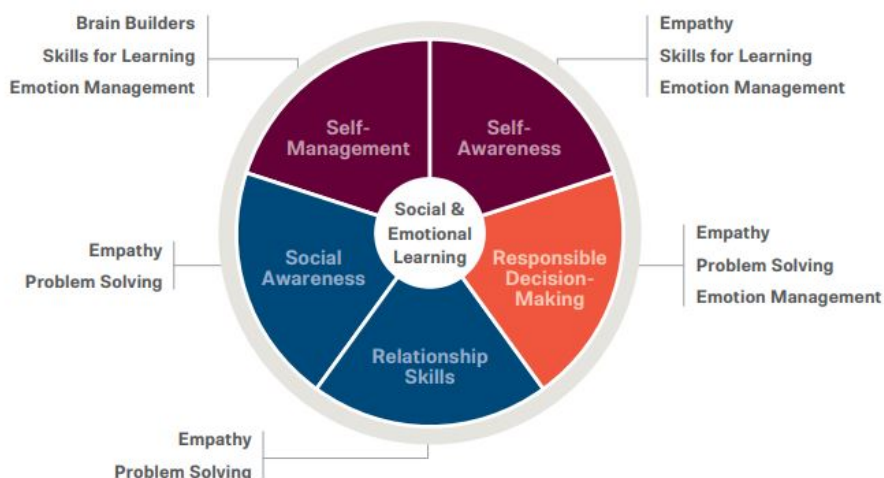
Tools, Data/Research, Skills utilized to support students:

- ✓ Collaborative for Academic and Social and Emotional Learning (CASEL)
 - Use evidence-based SEL as an integral part of education from preschool through high school
 - Research
 - Practice
 - Policy
 - Safe Supportive Learning Environment
 - 5 Core Competencies
 - Self-awareness
 - Self-management
 - Responsible decision making
 - Relationship skills
 - Social awareness

Goal is to teach students how to interact and work together.

- ✓ Second Step
 - Holistic approach rooted in empathy
 - Uses games, activities, and media to enhance emotional management, situational awareness, and academic achievement
 - Pre-K through 8th grade
 - Research-based
 - Used in 70 countries, 26,000 schools, and reaches 14 million students annually
 - Endorsed by CASEL and the Department of Education

At Devinny, Second step concentration is in KG through 2nd grade and is more broadly supported school wide. Second Step is used in Green Mountain articulation area (all elementary schools). Focus this year is on Empathy, how to read signs (body language, tone, etc.)



✓ Restorative Practice (RPs)

Restorative Practice is a theory of justice that emphasizes repairing the harm caused by conflicts between students in schools. It is best accomplished through cooperative processes that allow all stakeholders to meet. This can lead to transformation of people, relationships and communities.

“RPs” at Devinny consist of a brief solution focused process that involves “pre-conferencing” with students in conflict and then conducting the RJ itself facilitated by trained staff. The RJ process is centered on only 4 questions.

- What is the problem?
- How is the problem affecting you?
- What can you take responsibility for?
- What are some solutions to this problem?

Question (Dee Dee Craig)- How are these situations identified?

Teacher identified, students can request, parent can request based on student feedback at home and in RP the student only speaks to Mr. Kurtz, not to one another. In rare situations, an RP is not appropriate (i.e.; students in 2-5% of pyramid, one student fears the other, etc.)

3. Holiday Giving Opportunities

GMHS- Giving Tree: area wide holiday giving tree to support families in GM area and will support all seven schools in articulation area. After the students return from Thanksgiving break, you will be able to pick up “anonymous tag” in office and support that family (on tag).

Student Council- Art Supply Drive: Mrs. Elliott traditionally hosts an art show at Belmar Library, however due to renovations the art show will not take place at the library. Mrs. Elliott and Devinny were asked to host an Art Show at Children’s Hospital this year. Devinny is one of the first schools to participate and we are excited to have this opportunity. The art show will run from January 11th through March 1st 2020 and there may be an open house (still TBD). This year Student Council will collect art supplies for the kids at Children’s Hospital.

Student Council will:

- Provide list of supplies needed
- Will collect the supplies
- Take all items collected to Children’s Hospital. If possible, Student Council will be delivery supplies personally (logistics pending)!

4. Holiday Party (Move to morning?)

Interest has been expressed in moving Halloween parties and Holiday parties to morning versus the afternoon. Decision to move the parties (Halloween/Winter) to the morning was presented to meeting attendees for feedback and final decision to be made November 15th and shared with community.

If recommendation to move the parties to the morning is approved, this year's Winter party will be held from 9:00 am to 9:40 am.

General feedback from meeting attendees was to support the decision of teachers and staff. Per Cathleen, about 70% of teachers are interested in having the parties in the morning.

5. Budget Priorities Feedback

Choice Enrollment shifted this year to happen between 12/10/2019 and 1/15/2020. Parents will receive an email with instructions to complete Choice Enrollment information and will be asked to answer a few questions.

During the same timeframe, Devinny will receive budget information for next school year on 12/20/19.

Cathleen shared budget priority considerations received from District and asked meeting attendees to review and make recommendations on where the community wants to see money spent.

Small groups met to discuss priorities on list and below is feedback on budget priorities:

- More foreign language curriculum (elective programs)
- Support for teachers/staff (professional development)
- Support Devinny however school needs to be supported (additional office staff)
- Mental Health Support
- Resources to support school climate
- Think Fees are ok / no changes
- Electives may not be necessary
- PARA support / intervention support
- More teachers for smaller classrooms in higher grades
 - Question asked- What would we give up to get smaller class size? Group agreed needed to see more details on how money is allocated to determine what could be cut and/or shifted from budget.
 - The Administration learned last year that when student-based budgeting came out and Devinny had some savings that was used to fund additional teachers that that model was no sustainable. Once the savings ran out, Administration had to realign

to new bottom line. The school maintains small cushion to account for students not returning or similar scenarios.

- Only school in articulation area (and maybe in district) to have school this size and not have an assistant principal
- Adding more STEM/STEAM programs
- Teachers have strong professional learning to support learning