

**Sequoia Elementary School
School Site Committee Establishment Meeting
January 9, 2018
5-6**

Community Norms:

- Start and End on Time
- Keep students at the center of the discussion
- Assume positive intent
- Be mindful of air time
- Tell the truth (without blame or judgment)
- Work toward solutions within our possibilities

Time Keeper:

Notes:

Process Checker:

Overall Goals and Objectives:

1. Title I Focus for 2018-2019

Topic	Outcome	Time	Facilitator
Agenda Overview, Roles, and Community Agreements	Review agenda, goals, and norms	5:00 5 min	Donald Bertolo
Approve minutes	November Minutes	5:05-5:10 5 min	Amanda Bloch
SRSS Data	Title I Priorities	5:10-5:30 20 min	Donald Bertolo
Budget Update/Moving Forward	What it Means for SPSA	5:30-5:40	Donald Bertolo
Reflections Closing	Appreciations	5:40-5:45 5 min	Amanda Bloch

•Next SSC meeting: February 13th, 2018, 5:00

Sequoia School Site Council Meeting Jan. 9, 2018

In attendance: Donald Bertolo, Karen Loeser, Hilary Bunlert, Lina Andersen, Joe Hayes, Amanda Bloch, Kristin Nelson, Tracey Kelp, Reka Lal, Tontra Love

1. Agenda Overview, Roles, Community Agreements
2. Approve minutes
3. SRSS Data
4. Budget update/moving forward
5. Reflections/closing

1. Focusing our Title I priorities is the main responsibility here.

2. Amanda Bloch: any thoughts/objections/amendments regarding the November 2017 minutes?

Hilary Bunlert: move to approve Nov. minutes

Karen Loeser: seconded

November minutes **approved** unanimously

3. Donald Bertolo: SPSA, which is our site plan for school improvement, has not been released for our approval yet. Usually, we as a body look over our 4 “big rocks” – those goals have not changed since last time we discussed; we’re going to take what we haven’t done yet and adopt those as our goals for the coming period. We didn’t have the funds to complete the whole list, so the remainder will constitute our set of objectives.

One of the things we focused on was social/emotional learning. As a staff, we decided to purchase our staff psychologist for an additional day: run social/emotional groups, address kids’ problems right away, w/o having to sort out the MediCal details first. We had two interns from the District, at \$18,000/yr., and it didn’t really make an impact. They could only take 6 kids each, to start with. So we took \$24k and hired Nina for an additional day: she uses a research-based curriculum, has a group of girls she’s working with, she’s addressing issues of friendship. It’s been very valuable.

<See handout>

At beginning of year, we do a quick assessment called the SRSS, that looks at externalizing and internalizing social and adaptive behaviors (see handout for examples).

We ask the teachers to rank the kids 1-3 on risk of exhibiting these behaviors. These results are from fall of this year. There’s a lot of yellow – moderate risk.

Externalizing behaviors: Coordination of Service Team (COST): For every kid who exhibits yellow or red, we meet with the teacher to determine whether an SST is in order.

Internalizing behaviors: we only assessed grades 1-5 here. (TK & K may exhibit these behaviors just b/c of their youth.)

So Nina is pulling groups together to address kids exhibiting moderate to high risk.

We removed kids who are flagged for some kind of risk (99), but are not receiving any kind of services (42). So: 6-week check-in/check-out cycle. A staff member will check in and out with the kid, trying to reduce the number of yellow-risk kids by establishing a relationship with a teacher or staff member. Can some of these behaviors be reduced? At the end of this 6 weeks, we’ll reassess.

Amanda Bloch: Is this just certificated and classified staff?

Donald Bertolo: Yes.

AB: Will this be made transparent to the kid?

DB: No. There doesn’t have to have any parental permission – it’s essentially just a staff member building a relationship with students, which is what we’re all supposed to be doing anyway.

Hilary Bunlert: How long have you been doing this?

DB: Only last 2 years, unfortunately.

HB: Just wondering how much of these results are cohort-based, as opposed to grade-based...?

DB: Well, next year we'll have enough data to start answering that. We're trying to get teachers' inputs before holding an SST meeting or referring the student to a COST team – are these problems behavioral-based, academic-based, ...?

Donald Bertolo: Nina's able to go in and do more observations addressing Tier-2 and Tier-3 supports. So, beyond that population of kids we're considering for special ed.

Tontra Love: We've seen this streamlined approach working well. Some really impressive results.

Donald Bertolo: Next time we meet, we'll be voting on what action to take here, plus we'll have more SRSS data to consider. I'm really excited about these 6-week check-in/check-outs. "2x10": build a relationship with a kid for 2min./day, for 10 straight school days. It has a huge impact on behavior, even for the kids who appear resistant to the interaction. We're not just looking at behavior; rather, looking at the whole child, and at what those behaviors might be indicative of. Nina is really good at this, and the staff have been really supportive.

Amanda Bloch: Let's say we decide to spend Title I money this way. Do we know it's going to be Nina?

DB: Yes. Why?

AB: Well, life happens, the district may have other priorities for her...

DB: No. She wants to be here; she has some say in the matter as well.

Kristin Nelson: This is an incredible number of students to have seen in such a short time. And the coordination effort around it is also impressive.

Donald Bertolo: I agree. These 42 kids, currently getting nothing, will have an adult checking in with them every day.

Amanda Bloch: The staff doing the check-in/out: do they just know the child, or just the concerns around the child's behavior?

Donald Bertolo: We took names, grades, teacher. Each staff member met with the teacher to discuss and choose a child to work with. The interaction could just be setting a goal for the day, and checking in with the child at the end of the day to discuss whether the goal was met.

AB: Assessment?

DB: Yes, after the 6-week program, we'll review with the staff and evaluate the process.

Lina Andersen: It makes the kid feel very special to have another staff member check in with them.

Reka Lal: You mentioned moving last year's goals to this year. Will we have the money this year to reach our goals?

Donald Bertolo: We don't know yet. We've arranged our budget priorities in that direction.

RL: But is there a Plan B?

DB: Well, the supports need to be there, and the supports cost money. IF there's no money to achieve the goals...

Donald Bertolo: So what does this mean for the SPSA? IT means we have less work for the SSC. We worked together to develop our parent engagement component, affinity groups, etc. That money went away, and we weren't prepared to lose it. In the Instructional Leadership Team (ILT), we'll look at changes we want to make to the SPSA, and we'll bring those changes to you for considerations.

Tracey Kelp: But with those cuts and the possibility that there'll be less money for next year, is it time to discuss reprioritizing things like enrichment programs, PTO, PD, etc.? I mean, I hate to bring this up.

Donald Bertolo: Well, we had to cut PD. But teachers still have a block of time to collaborate with one another, and we need to protect that block. In order to protect that block, we still need music, PE, art. Do we still need things like garden, tech,...? I'm not sure we can maintain these in the way we've been doing it, i.e., through the substitute budget. Motor skills we support through our stip sub. That is guaranteed for next year. We need to make sure we've got the money to keep the enrichments that we have. Some other schools buy "academic mentors," i.e., college students, to come in and run these programs. They may or may not be qualified, stick around, come back next year, etc. We're not going to do it that way; we're going to provide these enrichments with our staff *while* providing a block of time for teachers to collaborate.

Hilary Bunlert: How can we as the SSC communicate, coordinate with the PTO to set priorities, organize around fundraising, etc.?

Donald Bertolo: Yes, worth considering.

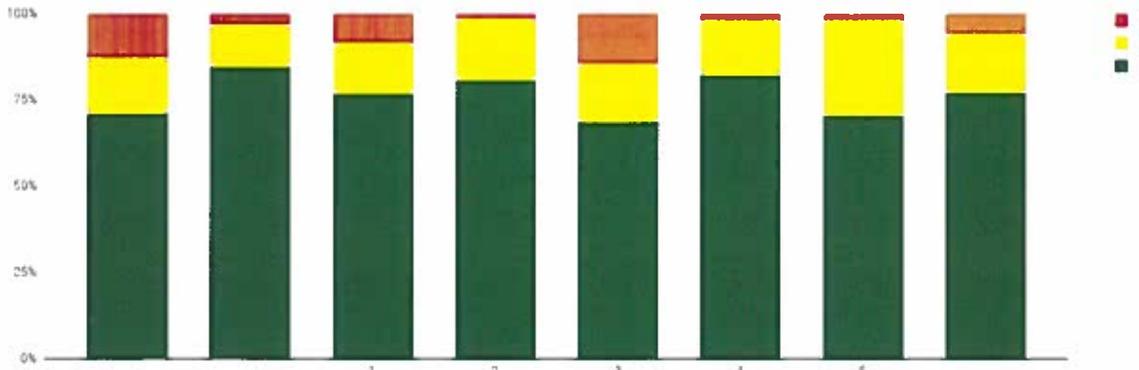
Amanda Bloch: Appreciate Karen Loeser's quick eye and action on the leak. [Ms. Loeser had espied a leak coming through the ceiling and an ad-hoc task force sprang into action to contain it with a wastebasket and thereby protect the contents of a filing cabinet.]

Kristin Nelson: Appreciate the data provided and hearing about the services and coordination efforts.

Hilary Bunlert: Appreciate how deep a dive you're doing, learning about each student and what's going on with them.

Close: adjourned at 5:52pm.

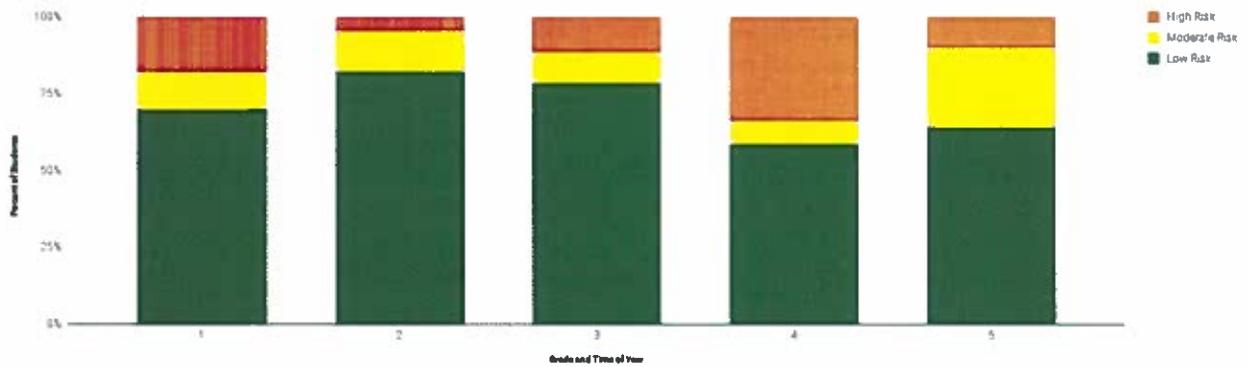
Low Risk, Moderate Risk and High Risk



Externalizing Behaviors

Stealing	Lie, Cheat, Sneak	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior
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SRSS-15 Results by Grade and Time of Year



Internalizing

Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely
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Children Not Receiving Any Services (SpED, SB Counseling, SEL Groups, Outside Therapy Services)

Grade	Internalizing	Externalizing	Total
TK	5	1	6
K	9	0	9
1 st	9	4	13
2 nd	2	0	2
3 rd	2	2	4
4 th	2	0	2
5 th	5	1	6
Grand Total	34	8	42