

SITE COUNCIL – March 10, 2008

Members attending: Adriana Barbosa, Edie Chong, Melissa Anderson, Kirsten Moss, Carol Mullin, Barbara Lindsay, Ann Kwolek O'Neill, Carol Piraino, Gina Maya, Lisen Strombeg, Diana Baker, Lucretia Lee. Lauren Janov, Lauren Segal

Guests attending: Heidi Kescher, Jessica Tolerba, Gale Heringer Brock, Ann Kitajima

February minutes – clarification by Carol M. – last year 2 major donors gave \$400,000 combined to PiE. This year the amount was only \$130,000 combined because more funds are given the first year to “start-ups” .

Lisen moved to approve the February minutes. Diana seconded; approved. The minutes were unanimously approved.

CELEBRATIONS

Carol M. reported that Walter Hays had the highest PiE participation (by one person to second place El Carmelo); 2nd grade participation was 90%. There was high participation in lower grades; teacher in-put about the importance of PiE to their programs was a key “selling” point.

Gina – son coming home every week excited about something in school.

Edie – most teachers finished with progress reports and conferences, getting ready for Ocean's Week.

Carol P. – comprehensive School Safety Plan Process & Templates – procedures in place; fulfilling state requirements – mandate.

Part of it district-wide template; WH has some specifics ; need to show data to show baseline ; Carol P. using survey for data.

Annual Safety Goals – WH will maintain a safe environment at all times – custodian keep campus clean, students informed of discipline plan, yard duty in communication; emergency phone tree.

Physical safety, supplies, student engagement –perceptions of safety.; overall safety.

Access to campus; hazards on campus; social-emotional; parking lot safety.

Update is annual; Lauren J. asked if mini survey for safety issue should be implemented;

Minor updates usually made annually.

Personal crimes; child abuse; suspensions.

Health – allergies.

Site specific – keep to minimum – parking lot; access to campus should be discussed; staff training; emotional-social concerns.

We do have a comprehensive disaster drill in April; code red drill- elementary school will probably need to do.

More concerns about allergy reactions – Epi pen training, accessibility of Epi pen.

Emergency backpacks – update; done through district.

Supplies in bin out on field.

Safety need - lock rooms from inside; gate locks – at stand still about recommendation.

Carol P. will bring specific goals to next SC meeting to consider.

Site Council – 3 parents still on Carol M., Lauren S., and Melissa

PTA reps get automatically replaced

All teachers - need to know how many people want to continue – let Diana know.

Co-chair position open for teacher.

DIFFERENTIATION

Goal for today – more fully define what we're talking about before bringing it back to the teachers – easier for staff to evaluate; need to discuss related cost.

Committee has met twice; math main area to consider; usually bring ideas back to staff first; however, are bringing it to SC first

Lisen has been asked about increased class size for 4-5; superintendent intends to raise 4-5 to 24; cut one teacher at each grade level from K-12 district-wide; not a done deal, but is on the table; can be done without laying off teachers, through attrition; need to go down to 12-14 students before there are significant differences in the quality of instruction; would probably happen next year – alternative – making program cuts elsewhere (music, Spectra Art, Jr. museum)

Mixed grades a possibility.

Not clear that the state will maintain funds for class-size reduction.

PiE – planning on doing targeted fundraising

Board meeting tomorrow - Item 10 on agenda - 2nd interim financial report on 2.7 mil. deficit; expenditure reductions savings through K-5 staffing efficiencies; K-5 ; 6-8 based on 24; projected enrollment; are some kinder classes at 14-15 kids in district (not here) – could close gap;

Small groups – some teachers & parents to discuss:

Math pull-out- Gina, Edie, Barbara, Lisen

Advanced students tested; self selecting; pulled out of classroom; curriculum developed by Holly 4-5th; struggling students – 5x week 4-5th – more fluid group; not funded for this position, not sustainable model; currently instructional aide has “extra” time; some of resource time has been used to help target students.

Who should benefit from math pull-out – currently 4-5 level; appropriate for all levels which don't get support; more parental involvement in lower grades; might try keeping math lab in 4-5th.

Cost – 25% from parcel tax fund; part of Ann's writing specialist time; Holly 2 ½ hrs.week; unknowns – don't know if parcel tax funds will be there for next year; 8 hr. of an instructional assistant.

Pros – kids at both ends having their needs met; high ends kids very excited, feel they are challenged.

Strong feeling from primary that they need support.

Cons - Could resources be used to benefit everybody; kids missing other activities, missing core curriculum in home classroom.

Hard to make a recommendation in the abstract

What is the big picture; what are the resources available?

Cost – about \$25,000 if you hit all the grades at the high end; just at 4-5 = 8 hours; a lot if expanded to all grades.

Remedial funding – some comes from State – resource help; case load increases, numbers included decreases.

Flexible grouping- Diana, Lauren J., Heidi, Lauren S.

Had to be truly flexible – no fixed groups; how to move kids and standardize how their taught; consistent vocabulary – uniform and flexible - across a grade or within a classroom; logistics an issue.

Primary – within a class; 3-5th across the grade; did not discuss crossing grades

Cluster grouping – in class

Based on ability – testing; teachers would also rotate if doing it across grades.

Pros – cost impact neutral

Teacher's perspective – only need to plan for one level

Students – lower end students less intimidated about asking questions; higher end – can stay engaged, more challenging questions

District policy – students should be pre-assessed not repeat material

Math lab – less requests for parent volunteers in 4th and 5th grade; Lisen asked why; some classes do have math lab in upper grades

Primary grades – do flexible groups in small groups with aide, parent volunteers

Key is flexibility – need a team to share content, schedule, know how “own” student is doing; rotate teachers after each unit.

Testing out of units and providing independent study option

Unit by unit do pretest; based on score – kids could challenge out; can identify low end kids; stays within a class; sometimes kids stay 10-15 min. with teacher, then do independent work; not done with every unit or concept; Turk – higher level of thinking skills; game may be extendable.

Current practices with greater parent education

Cost – time to align curriculum for teachers; always looking for resources; time to analyze how to; sharing; online resources; online assessments?

Pros – kids work at own pace; kids feel teacher is listening ; can have different groups;

Cons – not as much teacher interaction for challenged out kids; need enough alternative materials; need to make sure teacher can meet needs; good if it could be communicated more with parents (if children are challenged out) – invisible for kids but good to have more communication about it – not just at back to school night.

Concerns were expressed about accommodating “outliers” .

Gale commented that she has child who is a gifted athlete and artist but does not expect public schools to hire a coach or artist in residence to teach her child.

Staff meeting on April 15 – need to change SC meeting to discussion differentiation until after staff meets to discuss.

April 14 – Social-Emotional

May 12 – Differentiation

June 2 – add

Meeting adjourned 5:42 p.m.

Respectfully submitted,

Lucretia Lee