

Kennedy-Longfellow School Council
Minutes: November 20th 4:00pm to 5:30

Present: Doug Tuttle (Co-Chair), Bunmi Martens (Parent), Chris Gerber (Principal), Sue Cusak (Lesley Partner), Rosalie Rippey (Parent)

Review of Meeting Minutes

- School Council reviewed the minutes from the previous meeting and adopted a policy of including summaries of discussion content and decisions without extensive detail, in keeping with open meeting law.
- RR moved that we revise the minutes to make them more concise. CG seconded. Motion carried.

Open Comment

- SC announced that Lesley University is sponsoring 9 girls to attend the “Girls Make Games” conference for girls ages 9-15, at MIT.
- Maker’s Space Mash-Up lesson plans that were in the family newsletter was presented to the Agenda for Children -- which is a city-wide coalition of out-of-school-time partners including FMA Community Schools, Cambridge Community Center. “Other people are being infected by the K-Lo Way”
- The City Council, through its STEAM effort, is working on how after school time can be used to augment the learning of the school day. The emphasis is that we need to rally all resources to jump into this effort around STEAM education.

Nomination Form and Bylaws

Draft bylaws Election guidelines were distributed and reviewed. Revisions clarified the “Other Members” category. The nomination form was simplified and will be translated into our top languages. The School Council bylaws and nomination form were approved as amended.

Rosalie Rippey (Other Member) was elected Recording Secretary.

Procedural decision: a snack sign-up will be distributed over email. Snacks at the next meeting will be provided by Sue Cusack.

School Improvement Plan

Chris introduced an overview of the School Improvement Plan, and emphasized the relationship between the plan and the budget process, which is beginning.

Chris reviewed the strategic objectives and initiatives within the school improvement plan. (See Vision/Theory of Action/Strategic Objectives/Strategic Initiatives document). The same framework is used at all schools to develop the school improvement process.

Chris explained the concept of “Tiered Intervention” -- Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS). Education is offered in a “tiered” approach--there are levels of support offered to students based on their skills and needs.

- Tier 1: Core curriculum

- Tier 2: Small group work, extra work with students on a certain skill.
- Tier 3: Intensive support targeting the needs of the child.

The challenge for teachers is finding time to do all of the tiers with students. Now, there is an interventionist who administers dosages of extra intervention to the kids who need it--there are charts that teachers use to schedule and coordinate the right interventions happening with the right students. Literacy interventionists and interns are part of these tiers; and coaches are still providing coaching to teachers. Special education students who receive specialized instruction would receive the Tier 1 curriculum plus special education services.

Strengthening tier one: Symphony math has been a Tier 1 intervention, but that's being evaluated. All K-1 teachers are implementing phonemic awareness to strengthen ELA learning, but there are different specific resources they are drawing on to inform their teaching.

The Second Step curriculum is our social-emotional curriculum -- this is a Tier 1 social-emotional curriculum, taught collaboratively by two co-facilitators. Everyone is collaborating and kids are seeing that all adults who work with them are on the same page.

What's the role of families in school improvement? Chris explained that family engagement is embedded in the school improvement plan.

Next step is to choose 3 priority areas, and develop a detailed action plan, which would include many things, including family engagement. Kennedy-Longfellow has selected:

- Growth Mindset
- PBIS
- Professional Learning Communities

A lengthy discussion took place of tiered intervention in the area of behavior. Since the implementation of PBIS, the school has seen many positive improvements in student behavior. However, the school is still building its tiers, and it's particularly challenging to meet the needs of students with more significant needs due to issues such as trauma. This work is ongoing, and the Office of Student Services has put in place some dedicated supports to help meet these students' needs.

An agenda item for next meeting was proposed: develop a media release that allows for photos "for educational use only" and ask that it be approved by CPS legal department.

The meeting adjourned at 6 p.m.