

<b>Meeting:</b> SBMT	<b>Key Roles</b>	
Date: 12.21.21	Meeting Leader : Patel	Process Facilitator(s):
Start Time: 8:00 am	End Time: 8:50 am	Timekeeper:
Location: café/Zoom	Minute Taker: Folts	
Participants: Folts, Patel, Davis, Antonetti, Emmerson, Mroz, L. Sanders, Martello, Herrscher	Guest Participants:	
Meeting Purpose:	Preparation Required:	

Time	Topic	Purpose*	Discussion Leader	Desired Outcome
10 mins	ERD	I/F	Patel	<ul style="list-style-type: none"> <li>• 2 upcoming ERD dates: January 7 and February 10</li> <li>• Lunches to be served</li> <li>• Schedule below <ul style="list-style-type: none"> <li>○ Busses leave by 1:00</li> <li>○ All staff to receive a prep (separate schedule)</li> <li>○ Do we want staff to lunch between 1-1:30 or 3:30-4:00 consensus</li> </ul> </li> </ul>
10 mins	Student Attendance	I/F		<ul style="list-style-type: none"> <li>• Student attendance is low this year – 86.28% for the year (previous years average around 94%) <ul style="list-style-type: none"> <li>○ 34% satisfactory (absent less than 5%)</li> <li>○ 16% at risk attendance (absent 5%-10%)</li> <li>○ 27% chronic (absent 10%-20%)</li> <li>○ 23% severe (absent over 20%)</li> </ul> </li> <li>• Low attendance for students online <ul style="list-style-type: none"> <li>○ Are there connectivity issues? Parents report this from home</li> <li>○ Parent facilitator offering to support with attendance issues – make calls, etc.</li> <li>○ Email - All teachers have students check links while in building to ensure they are working 1) Go through clever for everything!!! 2) Schoology app for schoology 3) Teams app for teams</li> </ul> </li> <li>• Attendance procedures not being followed</li> </ul>
10 mins	Suspension information			<p>Suspension data:</p> <ul style="list-style-type: none"> <li>• 25 students have received either a long or short term suspension this year (5.48%) <ul style="list-style-type: none"> <li>○ Demographics: <ul style="list-style-type: none"> <li>▪ Males: 19/76%</li> </ul> </li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>▪ Females: 6/24%</li> <li>▪ Asian: 4/16%</li> <li>▪ Black: 10/40%</li> <li>▪ Hispanic: 8/32%</li> <li>▪ White: 3/12%</li> <li>▪ Special Ed: 9/36%</li> <li>○ Disproportionate when looking at gender and race</li> <li>○ Long terms have fallen under same category (threats) <ul style="list-style-type: none"> <li>▪ SAIG groups are starting</li> <li>▪ Restorative practices in place building wide</li> <li>▪ Let's re-evaluate this data in 3 months to assess progress of interventions. This is our baseline.</li> <li>▪ Follow Code of Conduct with fidelity</li> </ul> </li> </ul>
15 mins	SCEP	<b>I/F</b>		<ul style="list-style-type: none"> <li>• See below for pie chart data from survey</li> <li>• Any SCEP edits? <ul style="list-style-type: none"> <li>○ <b>TEACHER SURVEY EDITS</b> <ul style="list-style-type: none"> <li>▪ Instead of maybe say N/A</li> <li>▪ Add grade level to survey</li> <li>▪ 2<sup>nd</sup> step language</li> </ul> </li> <li>○ <b>STUDENT SURVEY EDITS</b> <ul style="list-style-type: none"> <li>▪ 2<sup>nd</sup> step language</li> </ul> </li> </ul> </li> <li>• Any survey question edits?</li> </ul>

\*P = Presentation    PS = Problem Solving    D = Decision Making    I = Information Sharing    F = Feedback

ERD Schedule:

Grade	Classes Taught	Lunch Pick up	Prep / lunch
K	ELA <u>Rt</u> 10:05 – 11:05 Math <u>Rt</u> 11:05 – 12:05 Student lunches 12:05 – 12:35 Dismissal – 12:40	K – 12:00 1 – 11:45 2 – 11:55	Prep - 9:30 – 10:00
1 / 2	ELA <u>Rt</u> 9:30 – 10:10 Math <u>Rt</u> 10:45 – 11:45 Pick up Student lunches 11:55 Lunch – 12:00 – 12:30 Dismissal – 12:40		Prep - 10:10 – 10:40
3 / 4	ELA <u>Rt</u> 9:30 – 10:40 Math <u>Rt</u> 11:10 – 12:10 Pick up Student lunches 12:10 Lunch – 12:15 – 12:30 Dismissal – 12:40	3 – 12:10 4 – 12:15 5 – 11:50 6 – 11:55	Prep - 10:45 – 11:10
5 / 6	ELA <u>Rt</u> 9:30 – 10:30 Math <u>Rt</u> 10:30 – 11:10 Pick up Student lunches 11:50 Lunch – 12:15 – 12:30 Dismissal – 12:40		Prep - 11:15 – 11:45


7/8	<p>7.1  Homeroom – Rottger - 301  10:12 – 11:00 – ELA (Simpson – 305)  11:02 – 12:00 – math (Davis – 309)</p> <p>7.2  Homeroom – Fazio - 400  10:12 – 11:00 – math  (Davis – 309)  11:02 – 12:00 – ELA  (Simpson – 305)</p> <p>7.3  10:12 – 11:00 – ELA  11:02 – 12:00 – math</p> <p>8.1  10:12 – 11:00 – ELA  (Buitrago– 301)  11:02 – 12:00 – math  (Laurie – 400)</p> <p>8.2  10:12 – 11:00 – math  (Laurie / <u>DeFranks</u> at 11:30 – 400)  11:02 – 12:00 – ELA  (Buitrago / Garvey at 11:30– 301)</p> <p>8.3  10:12 – 11:00 – ELA  11:02 – 12:00 – math  Lunches picked up in hallway by students  Eaten in 2<sup>nd</sup> homeroom between 12:10 – 12:40  Dismissal – 12:40</p>	7 – 11:55 8 – 12:05	Prep - 9:30 – 10:10 Fazio/Rottger prep – 10:12 – 10:52 Garvey / <u>DeFranks</u> prep – 11:00 – 11:30
-----	---	------------------------	--

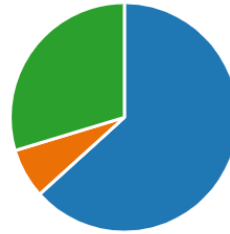
SCEP Survey Results:  
Student Survey:

1. I have learned about the world around me with greater depth and understanding.

[More Details](#)

 Insights


 Yes	190
 No	21
 Maybe	89

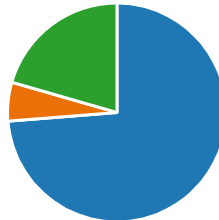


2. My teacher cares for me and has shown me that I can restore harm and manage challenging situations within the classroom.

[More Details](#)

 Insights

 Yes	219
 No	17
 Maybe	61



3. I feel like I have ownership over my goals.

[More Details](#)

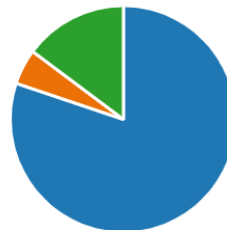
 Yes	198
 No	29
 Maybe	72



4. My teacher helps me organize my work.

[More Details](#)

 Yes	238
 No	15
 Maybe	44



Parent Survey Results (\*\* 1 Burmese response – all answers maybe):

1. My child has a greater understanding and celebration of diversity and the cultures within our school community.

[More Details](#)

 Insights

Yes	35
No	3
Maybe	14



2. My child states their classroom is a safe and welcoming environment where they are cared for and conflict is handled quickly and appropriately.

[More Details](#)

 Insights

Yes	40
No	3
Maybe	10

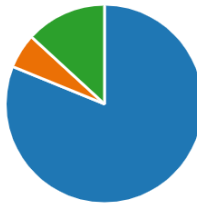


3. The staff communicates with me about my child.

[More Details](#)

 Insights

Yes	43
No	3
Maybe	7



4. My child is proud of the work they have done.

[More Details](#)

Yes	50
No	0
Maybe	3



Teacher Survey Results:

1. As a result of holding restoratives in my room, student conflict decreased, and student learning time was maximized.

[More Details](#)

Yes	19
No	1
Maybe	16



2. My classroom community has increased knowledge and involvement of the social justice issues and worldwide events that impact us today.

[More Details](#)

Yes	21
No	1
Maybe	15



3. This school makes sure that all students can experience success.

[More Details](#)

Yes	29
No	1
Maybe	9



4. This school values the work I do to support the students' needs during small group time.

[More Details](#)

Yes	28
No	1
Maybe	10

