

Green Street School Leadership Council Meeting Minutes
Monday, November 20, 2023

The Green Street School Leadership Council met on Monday, November 20th at 6pm online using Google Meet. The meeting was called to order by Chairperson Christina H. at 6:03pm. Members in attendance included Lauren H., Erin W., Kate M., and school board representative Matt Schibley.

Following brief introductions and a welcome message, Principal Margaitis updated the LC on some action items derived from the goals established in the beginning of the school year. The district goal is to increase literacy and math proficiencies by 10% of students on benchmark testing, Green Street set an ambitious goal of 15% because when students can read with fluency, all other learning is easier. A new educational program by the University of Florida Institute (UFLI) will be added to the school's kindergarten through third grade curriculum. UFLI provides evidence based tools for learning. Green Street School educators have been working with a literacy coach for staff training. Twice a month students will be monitored on progress, students falling below grade level and students at or above grade level will receive targeted time to work on developing new skills or challenging their skills. UFLI will be integrated into the school day as a block of learning beginning in January. The school day will be restructured to incorporate this blocked learning and longer periods of specials on fewer days. Rotation time is traditionally used for sciences and social studies, and hands-on engagement like gardening and technology. In order to prioritize literacy within the school day, some rotation time will change.

In budget planning for next year the academic data from UFLI and student benchmark scores will assist in apportioning funding where it is needed most. The Family Engagement budget is providing families with literacy tools and activities like decodable readers to encourage reading at home. It was suggested that sending out information to families regarding EST, 504, and IEP plans will help encourage families to ask for help if their student needs it.

Behavior support update: Structured recess feels successful at its start. When a student is referred for structured recess time by a staff member they will spend a minimum of three days working with staff on behavior goals. Small groups of referred students work on self-discipline, goal-setting with executive functioning practice, team-building social skills, and good sportspersonship. Losing gracefully, encouraging others, and setting boundaries. When the students finish structured recess, they rejoin their peers at recess.

In a discussion of district goals, the current high school graduation rate was estimated at 77%. The school board seeks to bring that rate up by 10%. Over the course of time, as elementary school students grow into high school students, increasing literacy rates may help raise graduation rates.

As for stakeholder concerns, there was a conversation around income and poverty levels across the district, and how those rates can impact scores inside school (Building Futures, p. 36-7). Some differences between the district's elementary schools were highlighted as it relates to sharing resources and what limits there are. A sense of equality among schools in the district

was not expressed by the present stakeholders. There are schools that stand out as “good” and schools that stand out as “not good”. The perception is largely due to outdoor space, quality of outdoor experiences, the square footage of a school and how many classrooms it can hold, and how many resource staff it can hold. Other valued qualities of a good school are based around community, a sense of security, and interactions between families and staff. What can be done to increase equality may have more to do with building community and making the differences between schools a net positive rather than sharing scaled resources like staff and school grounds.

Policy E.11 regarding snacks was clarified. The intention of E.11 is to encourage healthy eating rather than to discourage families from bringing food or donating to bake sales and fundraisers. Green Street School does not intend to enforce E.11 as a policy for celebrations, fundraising events, or community events outside of school hours and scheduled school food service (Wellness Policy).

Action items for next agenda:

High school dropout rate/data

Qualifying income data for school/district

Background check policy - annual timeline for volunteers

Behavior support goals

Field trips as relates to enrichment resources and budget equity

Green Street School LC Meeting Calendar:

December	Monday, 18th
January	Monday, 15th (MLK Jr. Day, no school)
February	Monday 19th (President’s Day, no school)
March	Monday, 18th
April	Monday, 15th
May	Monday, 20th
June	TBD

Sources:

Building Bright Futures. (2023). *The State of Vermont's Children 2022 Year in Review*. <https://buildingbrightfutures.org/wp-content/uploads/State-of-Vermonts-Children-2022.pdf>

Federal Child Nutrition Act Wellness Policy, Code: E.11. Aug. 7 2019. <https://drive.google.com/file/d/1NfMuw2fja4nmHXFslhHgtgMzljV8slqR/view?pli=1>