

**River’s Edge School Community Council**

**3/13/23 @ 3:15 p.m.**

*Meeting held in person in Media Center*

**In attendance:** Amy (parent- chair), Eve Garcia (parent- vice chair), Barb Stanger (parent), Charlene Kelleher (parent), Jaime Charkosky (parent- via phone), Veronica (teacher), Katie (Assistant principal), Melanie (principal), Antonio Garcia (community member- phone).

Absent: Melissa DeNovellis

1. Welcome started 3:20 pm ended 4:10 pm.
2. Reminder of Rules of Order:
	1. Meetings will start and end on time
	2. Members will communicate clearly and positively.
	3. Members will provide input and respect opinions shared by others.
3. Review School Motto & Mission Statement
	1. Motto: Every day is a new day
	2. Mission Statement:

At *River’s Edge School*, our mission is to provide a safe and positive learning environment that supports students’ success in the least restrictive setting possible.

We will accomplish this mission by:

* + 1. Delivering data-driven behavior programs with consistency to facilitate positive behavioral skills across settings,
		2. Engaging students in high-quality individualized academic instruction that promotes measurable growth,
		3. Collaborating with school, home, and community resources to foster self-advocacy and social/emotional wellbeing.
1. Update on School Land Trust Funds
	1. Report for 2021-2022 – Total Funds: $3,701.96. This is determined by the students enrolled on October 1st.
		1. Plan: We used $2,260.44 from the School LAND Trust Program to allow all River’s Edge instructional assistants to increase their time on Fridays to participate in professional learning communities where staff members collaborated about student needs based on data, and planned instruction in the areas of reading, math, and behavior.

Additionally, we used $1,142.00 of the funds to purchase an online Social-Emotional Learning program called *Move This World.* Our goal was to increase our students’ emotional regulation skills and therefore increase the time they would spend in class. Additionally, we hoped these skills would help them reach higher levels on the River’s Edge level system and allow them to be eligible for mainstream opportunities where they could interact with typical peers at another school.

* + 1. Results:
			1. Reading: Our goal was to maintain half or more of our students making typical or above typical progress on the Reading Inventory scores (RI).
* 50% of students made typical or above typical progress on Reading Inventory scores. This percentage is based on 14 students with score comparisons from September 2021 to May 2022.
	+ - 1. Math: Our goal was to maintain or exceed a moderate effect size in improvement of Math RISE scores.
				* Our data consultant recommended we not use effect size, and instead focus on the proficiency rating on the standardized assessment. In math, we saw a small improvement in the 7 students who had RISE math scores for both Spring 2021 and Spring 2022. All students earned below proficient in Spring 2021, and 14% increased to a rating of approaching proficient in Spring 2022.
			2. Behavior: Our goal was to decrease the amount of time students spent out of class from the beginning of the year to the end of the year by at least 10%, and also increase the number of students eligible for mainstream from the beginning of the year to the end of the year.
* Time spent out of class: During the first semester of the 2021-2022 school year, students spent a conglomerate average of 59 minutes per day out of class in ISS. By the second semester, this average decreased to 49 minutes per day. This represents a 17% decrease in time spent out of class from the beginning of the year to the end of the year, exceeding our goal of at least a 10% decrease from the beginning of the year to the end of the year.
* Mainstream: At the beginning of the year, 35% of students were eligible to attend at least 1 hour of mainstream classes. By the end of the school year, 55% of River’s Edge students were eligible to attend at least 1 hour of mainstream classes.
* There is currently a program in place that allows the teachers to chart each student’s daily data. These data are available to share with parents.
	1. Current progress on 2022-2023 plan – Total Funds: $3,191
		1. Ongoing plan:
			1. Increase the time ESPs spend in Professional Learning Community (PLC) meetings to collaborate, analyze student data, and plan instruction in the areas of reading, math, and behavior.
			2. We purchased Move This World, a social-emotional learning program. Teachers use it during teacher advisory each morning.
		2. Data will be reported next year
			1. Reading: Growth Measure Lexile scores
			2. Math: RISE scores
			3. Behavior:
				+ Out of class time: Decrease time out of class (comparison of required ISS time from beginning of year to end of year)
				+ Mainstream: Increase % of students who are eligible to mainstream.
1. Plan for School Land Trust Funds for 2023-2024
	1. Amount: $3,337.32
	2. Proposed Plan:
		1. Goal 1: Academic Achievement ($2,072.32)
			1. Increase time ESPs are able to collaborate with licensed staff in academic and behavioral planning.
				* Data: Reading- Growth Measure scores
		2. Goal 2: Emotional Regulation ($1,265.00)
			1. Renew our yearly subscription to *Move This World*.
				* Increase self-regulation through using voluntaries (advocating for breaks instead of taking required ISS)
				* Number of students eligible to participate in mainstream
	3. Plan discussion and approval Every person in attendance voted yes for this proposed plan for next school year.
2. FYI: TSSA Overview
	1. Three areas: Coaching, Professional development, School-based initiatives The Land Trust funds and TSSA both help schools fund initiatives to meet school goals. Administration gave an overview of the plan for next year’s TSSA spending. One item funded from TSSA is the digital database discussed earlier.
3. Teacher Appreciation Week (May 8-12, 2023) This year’s theme: “This place would be a Circus without you.”