

SMASH Site Council Agenda
 Wednesday, September 18, 2017 3:15 PM in Anne's Room

In attendance: Jessica Rishe, Christian Carter, Sarah Daunis, Michon Paris, Kirsten Sheridan, Maya Gillerman, Tali Chase, Jayme Wold Florian, Molly Domingue, Rio Wagabaza, Malaika Boyer

Absent: Anne Serapiglia

Motioned by Tali. Seconded by Sarah. Adopted Agenda.

Motioned by Michon. Seconded by Rio. Approved minutes of last meeting.

Community participation: Matt Chapman, Mira Wagabaza, Arati Desai

Reports and Announcements (regular agenda items)

Principal's Report: Previewed 10/19 10:19am Great Shakeout full scale earthquake drill. New long term disaster supplies will be delivered from Risk Manager's office later this year so we have inventoried and are using the old ones for this drill. Selected students will be pretending to have injuries so Search and Rescue teams can practice finding and evacuating students and the medical team can practice triaging and communicating care to command center. Selected parents will be helping us rehearse signing out and releasing students from our reunion gate in case of a real emergency.

Student Reports: For Life Skills this week, Core 3 learned about how to handle writer's block. In writing, they are finishing up their historical event. In Core 4, they had an algebra test and Core 7 is preparing for an assessment as well. In Science they are doing plant experiments. Students are practicing asking They are reading "A Little Piece of Ground."

New Business: Overview of K-8 PE Curriculum called SPARK and student self-assessments from first PE units of this year

| Grades K-2 | | | |
|-------------------|--|----------------------|--------------------|
| MONTH | INSTRUCTIONAL UNIT | STANDARD | ASSESSMENT |
| AUGUST | RULES OF THE PLAY STRUCTURE/RECESS ACTIVITIES | 1, 3, 5 | |
| SEPTEMBER | BUILDING A FOUNDATION | 1, 2, 3, 4, 5 | |
| OCTOBER | GAMES | 3,4, 5 | GAMES I |
| NOVEMBER | KICK AND TRAPPING | 1, 5 | KICKING AND |

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|-----------------|--|-------------------|-----------------------------------|
| DECEMBER | MANIPULATIVES | 1, 2, 4, 5 | MANIPULATIVE RUBRIC |
| JANUARY | PARACHUTE | 3, 4, 5 | |
| FEBRUARY | DRIBBLING/VOLLEYING/ STRIKING | 1, 4 | DRIBBLING/ PERFORMANCE |
| MARCH | DANCE | 1, 2, 5 | DANCE PERFORMANCE |
| APRIL | JUMPING | 1, 4 | JUMPING PERFORMANCE |
| MAY | CATCHING/THROWING | 1, 4, 5 | CATCHING/ PERFORMANCE |
| JUNE | BALANCE/STUNTS/ TUMBLING | 1, 2, 4, 5 | BALANCE/ PERFORMANCE |

GRADES 3-4

| MONTH | COACH |
|-----------|---|
| AUGUST | THE FIRST THREE LESSONS/RECESS ACTIVITIES |
| SEPTEMBER | COOPERATIVES AND GROUP FITNESS |
| OCTOBER | FOOTBALL AND CHASING AND FLEEING |
| NOVEMBER | SOCCER AND FITNESS CHALLENGES |
| DECEMBER | HOCKEY AND MOVEMENT BANDS |
| JANUARY | FLYING DISC AND WALK/JOG/RUN |
| FEBRUARY | BASKETBALL AND FITNESS CIRCUITS |
| MARCH | DANCE AND MAP CHALLENGES |
| APRIL | VOLLEYBALL AND JUMP ROPE |
| MAY | SOFTBALL AND AEROBIC GAMES |
| JUNE | STUNTS AND TUMBLING AND SPEED STACKING |

*Oct-Dec, Jan-March, April-June order of 3 units might change but these are the units that will be taught over those three month spans

Grades 5-8

| MONTH | INSTRUCTIONAL UNIT | STANDARD | |
|-----------|------------------------|------------|-----------------|
| AUGUST | ASAP/HANDBALL | | HAND |
| SEPTEMBER | COOPERATIVES/FITNESSES | 2, 3, 4, 5 | COOPER RUBRI |
| OCTOBER | FOOTBALL | 1, 2 | FOOT RUBRI |
| NOVEMBER | SOCCER/GOLF | 1, 2 | SOCCER RUBRI |
| DECEMBER | HOCKEY | 1, 2 | HOCKEY PE CHECK |

| | | | |
|-----------------|---|----------------|---------------------------|
| JANUARY | RACQUETS AND PADDLES/TRACK AND FIELD | 1, 2, 4 | RACQ PERFO CHECI |
| FEBRUARY | BASKETBALL/FITGRAM | 1, 2 | BASKE RUBRI |
| MARCH | FLYING DISC/WORLD GAMES/CUP STACKING | 1, 2 | FLYING PERFORMA PE |
| APRIL | VOLLEYBALL/JUMP ROPE | 1, 2, 4 | VOLLE RUBRI |
| MAY | SOFTBALL/STUNTS AND TUMBLING | 1, 2 | SOFTI RUBRI |

Christian shared how he is using his National Board hours to work with Jessica and will work with our new PE coach on the physical education skills acquisition as well as the social emotional focus of each SPARK unit. Christian will have monthly planning time as well as weekly PE observation time with the new coach. In addition to foundational physical skills, there is plenty in SPARK that matches our SMASH belief systems around how we address sportsmanship, language you use in competition, self-talk/how to handle loss, how to handle winning, how to work with a team, how to understand your place in the shared space on the field, how do you manage your stress when you feel heightened anxiety.

Student self-assessment is another component of the SPARK program. At the beginning of each unit, students should be told what the focus of the unit will be so they know in what ways they might grow or benefit from the lessons. This is something we can make more explicit to students over time. Students have given themselves ratings and cross checked with peers at the end of each of the two units so far. The idea is that they will notice and mark their own fitness and personal development over time.

How do we address the families who want kids to learn formal sports rules and have competitive scrimmages as part of PE? It is true that SPARK does not include formal scrimmages but does teach foundational skills of the sports listed on the pacing guide. Each lesson includes a specified amount of cardio time as well.

Group discussed the intersection of being a fair competitor and how these tendencies play out during lunch and recess time as well. We think about student interactions holistically in all settings of our community. PE is a place to expose students to a variety of new skills and experiences and then students will continue to explore outside of school the sports they want to perfect.

PE Coach interviews will take place 10/23. Rio, Michon, Malaika, Christian, and Jessica are on the panel. There are 4 candidates to interview. After the interviews, there will be

reference checks by Jessica and then HR will make an offer. Once the person is processed through HR, we should have a coach in place by beginning of November.

Peer Mediation Grant possibilities:

How are the middle schoolers able to mediate? Those who volunteer get at least 15 hours of training during after school hours. Site Council discussed the mutual benefits to younger students and older of processing conflicts and disagreement together. Older ones internalize process and younger ones get support. The cost ranges from \$3,500 to \$15,000. This is a nice way to address the amount of student distracted feelings leaving the yard and coming back into the classrooms. It's a great way to give our older students leadership roles and take advantage of our multiage setting. They can be helpful and it serves a powerful need in our school. It does need to be open to every upper schooler who wishes to participate and we would just rotate who receives the training and serves to accommodate the numbers who wish to do this.

Site Council members voted to move the review of the Olweus anti-bullying survey results over time to the November meeting.

Community participation (if applicable): Public comment regarding how the peer mediator roles should be open to all upper schoolers interested and we can be thoughtful about how to make sure people use the role and responsibility productively.

Public comment around setting the new pe coach up for success by making sure any questions or concerns from parents or students about the pe curriculum and instruction is respectfully voiced to the new coach.

Motioned by Malaika Seconded by Rio Meeting Adjourned at 4:20pm

Next meeting dates for 2017-18: 11/15/17, 12/20/17, 1/24/18, 3/14/18, 5/9/18