

Gibbs School
Mme Pierre-Maxwell, Principal
Ms. Salvatore, Assistant Principal

December 10th, 2020

Gibbs School 2021-2022 Budget Memo

Dear School Committee Members,

Thank you for inviting me this evening to present a brief summary of how we are doing at Gibbs and what the Gibbs Team and I think we may need next academic school year to move forward in supporting teaching and learning at Gibbs.

At the beginning of the school's second year (2019 - 2020), our former Principal, Mrs. DeFrancisco shared that we were well on our way of implementing a Responsive Classroom (RC) approach to learning. RC is a researched-based social emotional curriculum that has been fully implemented by the Gibbs School staff to create and maintain a safe and inclusive environment for all of our students.

I find that Responsive Classroom (RC) is well implemented in both the Hybrid and Remote Learning Environments and has been instrumental in assisting us with welcoming our students back and beginning to address some of the effects COVID-19 has had on many of our students. Additionally, with support from a grant secured for us by our Director of Counseling and SEL, Sara Burd, over 95 percent of our students took a UCLA Brief COVID-19 Screener which helped us identify students in need of Tier 2 & Tier 3 SEL services. Part of the grant ensures a partnership with AYCC or INTERFACE to assist with the type of support or small groups our identified Tier 3 students would receive. Any additional service not provided directly by Gibbs School SEL staff requires parents/guardians approval, our parents have been part of the process.

We just ended term 1 and are in the process of reviewing our students' academic performance. We will be reflecting on what went well. We are reflecting on what needs improvement and what quick wins can be implemented when we return from the winter break.

Before I speak to what I think we may need next school year, I would like to acknowledge the many unknowns that cause most plans to be at best incomplete. We are mindful that the 6th grade class of 2021-2022 would have had a year and a half of learning under COVID-19 conditions. We anticipate that many of them may need more social emotional and academic support than was required in previous years.

It is with these thoughts in mind that I present what we may need next year to sustain our work:

Our requests related directly to staffing are as follow:

- ❖ .3 in world language to mitigate an overwhelming number of students preference for Spanish

“Success is not final; failure is not fatal: it is the courage to continue that counts.”

Winston Churchill

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- ❖ 1.0 in Math Coach Interventionist; this is a direct equity support response as we anticipate students in the Hybrid and Remote Programs will require more support to address the deficit they suffered from last March 2020 to the present.
- ❖ 1.0 Office Assistance. Gibbs School has close to 500 students in addition to 77 plus staff members. We currently are functioning with 1 office assistant whereas Ottoson has 2.6; our needs at Gibbs school are similar to that at OMS. There are needs for regular day to day teachers requests/communications; parents communication; door monitoring; phone answering; attendance monitoring; guidance meetings and other services; in addition to needs/support for the principal's office which currently are not being supported. COVID-19 daily housekeeping and safety precautions have also added other operational tasks to the principal and assistant principal's desk that could be well supported by the addition.
- ❖ 3.0 Building Substitute - Pre-COVID-19, there was already a need to have a few more building substitutes to assist during the day to respond to staff absences; lunch coverages, and effective supervision during recess. The assistant principal spends a precious amount of time supervising the lunch rooms where she could be working on more academically essential tasks.
- ❖ 1.0 School Social Worker - Both Mr. Meringer and I have discussed the suspected increase we will have among what typically would have been labeled Tier I students; at first we were considering to share an extra person between the two building; but, understanding that Gibbs is not equipped with any special programs to support students with high social emotional needs, possibly categorizing them as high needs students, it make sense to be proactive in requesting a full-time additional staff to the SEL department at Gibbs to support post-COVID-19 issues.

Our non-Staffing priorities remains the same:

- ❖ Funding to support MTSS/UDL training for all staff
- ❖ Funding to train new members in responsive classroom
- ❖ Funding to sustain responsive classroom for all staff
- ❖ Funding to support training effort RE: Project Based Learning; Advisory; and Co-teaching
- ❖ Funding to train staff on Equity, inclusion, and Anti-racist changes

Thank you for the opportunity to present and your continuing support with the work we are doing at Gibbs School.

Mme Pierre-Maxwell

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