



# Making Waves Academy

## Fall CIRAC Meeting

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### Date and Time

Friday October 13, 2023 at 10:30 AM PDT

### Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/81026291274?pwd=ZVN1NFFya05XWDc1RC9jRzQwTngrdz09>

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If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

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*Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:*

**Edeson Beredo at [eberedo@mwacademy.org](mailto:eberedo@mwacademy.org) or 510-410-0518.**

## **Public Comment**

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment for Special Committee Meetings, members of the public may
  - The public may address the Board regarding **any item that has been described in the notice for this meeting.**
  - **Presentations are limited to two minutes each**, or a total of ten minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
  - **If you would like to send your request to speak prior to the meeting, please email your request to [eberedo@mwacademy.org](mailto:eberedo@mwacademy.org) in English or Spanish.**
  - *Your submission should:*
    - *indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
    - *include your name so that you can be called when it is your turn to speak.*
  - *During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

## **Comentarios públicos**

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
  - El público puede dirigirse a la Junta con **respecto a cualquier tema que se haya descrito en el aviso para esta reunión.**
  - **Las presentaciones están limitadas a dos minutos cada una**, o un total de diez minutos para todos los oradores, o se puede acortar el límite de dos minutos.
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva*

a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.

- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
  - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a [eberedo@mwacademy.org](mailto:eberedo@mwacademy.org) en inglés o español.**
  - **En su solicitud:**
    - **Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.**
    - **indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).**
    - **Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.**
- **En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.**

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**Please note that all agenda times are estimates.**

**Tenga en cuenta que todos los horarios de la agenda son estimaciones.**

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>10:30 AM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Alicia Klein	
<b>B.</b> Record Attendance and Guests		Alicia Klein	5 m
<b>C.</b> Public Comment			5 m

	Purpose	Presenter	Time
<b>II. Curriculum</b>			<b>10:40 AM</b>
Curriculum			
<b>A.</b> Introductions, Orientation to the Agenda, and Overview Focus for Spring Meeting	Discuss	Alton B. Nelson Jr.	5 m
<b>B.</b> Curriculum and Instruction Discussions	Discuss	Tameka Jackson, Eric Becker	60 m
Tameka and Eric share approaches to curriculum and instruction for the current year. Topics include:			
<ul style="list-style-type: none"> <li>• updates on scope and sequence plan implementation for math and English (fidelity and pacing)</li> <li>• updates on Instruction Partners work and calibrating and training on the use of a classroom observation RUBRIC tool</li> <li>• review of the Instructional Playbook and the 10 practices that are being emphasized for 2023-24</li> <li>• review of teacher and teacher leader training</li> <li>• review of the approach for informal and formal classroom observations</li> </ul>			
<b>C.</b> Break	FYI		15 m
<b>D.</b> Curriculum Adoptions Updates	Discuss	Tameka Jackson and Eric Becker	20 m
Tameka and Eric will share any updates of the new curriculum approved and adopted for the 2023-24 school year.			
<b>E.</b> Social-Emotional Learning Approach	Discuss	Alton B. Nelson Jr. & Tameka Jackson	10 m
Answer questions about SEL report sent as a pre-read.			
<b>F.</b> Day of Slides	FYI		
Slides to be presented the day of the meeting.			
<b>III. Closing Items</b>			<b>12:30 PM</b>
<b>A.</b> Confirm Action Items, Exit Ticket, & Closing Thoughts	Discuss	Alicia Klein	20 m

	Purpose	Presenter	Time
<b>B.</b> Adjourn Meeting	Discuss	Alicia Klein	

# Coversheet

## Social-Emotional Learning Approach

**Section:** II. Curriculum  
**Item:** E. Social-Emotional Learning Approach  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Update on SEL Curriculum Implementation - Fall CIRAC Mtg 2023.pdf



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## Update on SEL Curriculum Implementation

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Curriculum Instruction Review Advisory Committee  
Fall AY 2023-24 (OCT 2023)

### I. Curriculum Adoption

Last spring, I shared with the Curriculum Instruction Review Advisory Committee (CIRAC) that the curriculum we chose to support Social Emotional Learning (SEL) was an online curriculum called Nearpod (<https://nearpod.com/how-nearpod-works/>). In addition, we were informed that the middle school would also continue to use an SEL-based program called, Responsive Classroom (<https://www.responsiveclassroom.org/about/principles-practices/>).

### II. SEL Curriculum Overview

#### **Nearpod**

- Organized under the overarching theme of “21st century skills”
- Covers 3rd-12th grades, ie. all the grade levels we serve
- Online materials for teachers to use with students (e.g. lesson plans, slides, etc.)
- Lessons are organized under the following domains:
  - *Relationship skills*
  - *Responsible decision-making*
  - *Self-awareness*
  - *Self-management*
- Nearpod also provides lessons in the additional areas of:
  - *Digital citizenship*
  - *Career exploration*
  - *Financial literacy*
- Assistance and additional training resources are available

#### **Responsive Classroom**

- Is most effective with elementary and middle school-age students (our 5th-8th graders)
- Aligns well with restorative practices as activities are all grounded in “meeting circles”
- Teachers are trained on how to plan and facilitate “morning meetings” in Homeroom
- Students practice a variety of social-emotional skills during the meetings
- Activities range from basic check-in prompts, to answering questions and scripted play



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### III. Implementation

#### Successes

- Those few teachers who were trained in *Responsive Classroom* “morning meetings” are still practicing it, which could be helpful in providing a place to see the protocols modeled
- We are tracking *Nearpod* use across the school and teachers across grades are using it
  - We see a trend of increased use from August to September
    - 44 total instances of use in AUG
    - 146 total instances of use in SEP
- There are a higher number of teachers using *Nearpod* in middle school grades
  - 5th-6th grade uses - 117 instances in SEP
  - 7th-8th grade uses - 3 instances in SEP
  - 9th-12th grade uses - 26 instances in SEP
- Teachers who are using it can help inform approaches to training moving forward
- Both programs align well with and reinforce/support restorative practices through developing empathy among students and giving them tools to better communicate

#### Challenges

- Limited use of *Responsive Classroom* in the middle school as most have had no training (the result of the # of teachers who have left over the last 3 years)
- Very little training on either system in August as it was not prioritized among higher priorities of instructional focus and MTSS transition process
- Adaptive change is difficult, particularly when doing this across multiple areas
- No position fully owns this work, as of yet; the positions that could have owned it are at capacity (social workers and the former position of Director of Student Support)
- Competing priorities for evaluation and training time against prioritization of new instructional playbook core practices
- Inexperienced teaching staff; less sense of the value of student relationships
- How to support the substitute teachers, particularly in classes with vacancies

#### Next Steps

- Poll and get feedback from teachers using both systems to inform training approaches
- Create a system of support, observation, and evaluation of their use
- Identity who will lead and support these efforts
- Discuss an approach for training, observation, evaluation, and support for next year
- Initial talk with Dr. Jackson about adding a full-time or part-time coordinator/lead position
  - Coordinator (FT) - would lead these efforts across the school - evaluation, training, observation
  - Lead SEL Coordinator (PT) one in each division; would also teach half-time