

# OGMS Site Council Meeting Minutes 5/16/18

*Goal 1: Increase caregiver engagement*

*Goal 2: Support instruction*

*Goal 3: Adoption of OGMS Site Council bylaws, with elections Spring 2018*

## Attendance

- Lori Lachman
- Karl Logan
- Juli Maus
- Janette Clay
- Paula McCullough
- Jeff Johnson
- Jane Harold
- \*\*
- Lisa Belt
- Emily Wever
- David Jamieson
- Kelly Bawden
- Gabrielle Mercedes Bolivar
- Zhari Soto
- Rashae Burns

\*=add to google group

## Agenda

### Announcements *30 minutes*

- Principal search update by Sr. Director Logan
  - Site Council requested the following:
    - current status of search, including number of active candidates and interview dates
    - deadline for hiring, beyond which an interim will be chosen
    - continuity plan for handover of critical information
    - support plan for June-October to ensure a smooth transition
    -
- 18-19 staffing updates
- Restorative justice for community update?
- **Lisa Belt** OGMS Schoolyard Project

### Review last month's action items and next steps *30 minutes*

- **Jane** - site update with Bylaws and Who We Are
- **Kelly and Paula** - TelOregon survey results; survey draft; discuss re-surveying schedule

- **Jeff, Temmecha, Paula, Jane** - morning/afternoon announcements and student voice
  - *Implement school-wide system for students to share feedback re: teaching and learning, including a closed feedback loop between teachers and students that directly links feedback to action and results reporting*
  - *Put practices into place to ensure that students are receiving direct communication about OGMS events, activities, and news.*
  - *Develop means for collecting student voice regarding ways that OGMS can better value and respect all student cultures.*
  - *PBIS awards selected using student voice.*
- **Kelly, Paula, Jane** - PD calendar
  - *Pursue staff PD and other means of disseminating MS best practices in the areas of effective parent involvement, classroom management in middle school, trauma informed care, youth mental health, culturally responsive teaching, and differentiating instruction for middle school*
- **Juli** - event calendar
  - *Define successful caregiver engagement in MS and OGMS engagement norms. Develop systems/programs to disseminate best practices to staff and caregivers. Implement Parent Information Nights. Hold regular parent information nights.*
- **\*\*** -
  - *Clear, concise, frequent school-to-student and school-to-home communication about school-wide expectations and tiered consequence system. Communication should come from admin as well as individual teachers and should clearly define, "if this, then that" Consistency in practice with tiered system from the admin and teachers in order to implement a bias free PBIS. Instructional time devoted each quarter to explicitly teaching PBIS structure and supporting social-emotional skills throughout the school day.*
- **\*\*** -
  - *Implement school-wide policy and practices regarding the use of syllabi/quarterly and progress reporting. May include the development of a template that staff can use for each course to complete progress reporting. Create High School Preparation Plan for each grade (i.e. "in 6th grade, students will . . . In 7th grade, students will . . .")*

Site Council Elections (**Emily**) 20 minutes

End-of-Year Event (**Temmecha**) ? minutes

Back To School Night (**Kelly**) 10 minutes

Set agenda and meeting date for next meeting

## Notes

### Announcements *30 minutes*

- Principal search update by Sr. Director Logan
  - Site Council requested the following:
    - current status of search, including number of active candidates and interview dates
    - deadline for hiring, beyond which an interim will be chosen
    - continuity plan for handover of critical information
    - support plan for June-October to ensure a smooth transition
  - Support and Continuity Plan attached
  - Candidates and Search
    - June 1st interview for 1 candidate, maybe more
    - Could give a letter of intent that day if they are the right fit
    - 3 candidates currently, from Georgia, Washington, Germany
    - These are “fresh” candidates, not left over from previous round with candidate who opted to stay in his district
    - Will not likely visit the school during interview day, but TBD
    - Have had over 10 candidates who have been rejected for various reasons
    - Community involvement will not be the same this time due to time constraints, priority will be to have them meet deputy superintendent and superintendent
    - Why can't we go there to interview? Karl is asking this question tomorrow, issue is that won't be able to replicate the interview process. This is a question for HR, as process won't be the same for this person as it was for others.
    - This is the final round. If one of these does not accept, we will go to an interim. Search would continue. If hire is made mid-year, interim will stay on and partner with new principal for transition period.
  - Staff will be here 2 extra days at beginning of next year, 2 days at the end of the year, if hired new principal will be here for June days
  - Jane and David will be here all summer doing prep work for next year
  - What is the level of commitment, given that the other schools are getting principals and we haven't had one for 15 months? Commitment is to finding the right fit for OG, GG has not visited or met with community at other schools. Have rejected many based on the “might” factor, if they did not feel that they were a 100% good fit.
  - New process is that candidates pass Sr. Directors and then must pass Dr. Curtis and GG to be hired. Several candidates across the district have been rejected by Dr. Curtis and GG
  - Top qualities: understanding of change and bringing communities together; understanding of young adolescent social-emotional development and academic

rigor for MS; understanding of dynamics of gentrification and racial make-up of OG; does *not* have a savior complex, looking for someone who can come alongside us and partner with us

- Importance of communication
  - Karl will communicate with staff tomorrow about new interviews
  - Reiteration that level of communication and transparency is not sufficient about anything. Negative effect on community and students. First part of student engagement is school engagement with the community.
- 18-19 staffing updates
  - Challenges around finding staff that are MS competent are district-wide
  - Some new teachers are coming to us from k8s that are converting to k5s
  - Going to ask for additional FTE in instruction, restorative justice, and counseling supports
  - GG said he would support a floating sub Paula and Jane will ask
  - Math
    - Compacted Math questionnaire has not gone out to students in Tinkham's class, Paula, Jane, David will follow-up
    - 2 staff giving up planning time to support Math acceleration for last several weeks of school; have reached out to Concordia and UP to ask for students to come in and tutor
    - Possibility of summer program here to support transitioning 9th math
    - Leap into 9th Grade is in the works in Jefferson, Evening Scholars available at Benson, Virtual Scholars is also available
  - Scheduling
    - Health and PE state requirement, there is chatter among parents that people can opt out. Word from district office is that ODE says students may not opt out. Minimum is 1 quarter of each.
    - 6 period was initially required but DLI, ELD, and AVID students wouldn't have equitable access to electives
    - All MS admins are exploring pros/cons of 6 vs 7 period, Mr. Jamieson is in charge of this
    - Forecasting will be happening in the next 2 weeks, communication will come out this week re: options
    - Issues with 0 period with teacher contract, busses, and equity of access
    - Still deciding on quarter or semester
    - Zhari's old school Site Council came up with a homework protocol, this is something that our SC would like to do.
- Lisa Belt OGMS Schoolyard Project
  - Website under development
  - First grant already awarded from McDonalds
  - Approaching many different orgs to get funding
  - Pictures going up in the hallway

- Leadership team starting Mission, Vision, and Values work, Jane will f/u with SC about this work and collecting voices.

#### Site Council Elections (Emily) 20 minutes

- Happening right now
- 3 nominees, Kelly (2 year), Rashae (1 year), Janette (1 year)
- Ballot is in for translation, should be done by Friday
- Staff will pick committee in the Fall
- In Fall re-open parent elections for 6th grade parents
- Continuing to promote via facebook, parent newsletter, SUN event and concert, text blast
- Translate ballot into Spanish - Emily
- Need an outside person to facilitate

Address outstanding to-dos via email

### Parking Lot

- Growing Gardens - Rashae is contact for this
- 6th grade bonding event
- Girl-on-girl bullying
- Parent coffee: different themes to cover, instructional, climate, etc.. different times of the day to accommodate more parents
- Laughing Planet owner has reached out to be involved
- Culinary Arts program - Kate
- Social worker in the building - Temmecha

*Guiding Statement 5 Proposed Recommendations* - Define successful caregiver engagement in MS and OGMS engagement norms. Develop systems/programs to disseminate best practices to staff and caregivers. (Bergman & Chan, 2017; Hill & Tyson, 2009; Brannon, 2007). Implement Parent Information Nights (see raw survey data for caregiver and staff interests). Hold regular parent information nights.

### **Recommendations for Caregiver Engagement at Ockley Green**

Researchers and educators generally agree that kids do better in school when their caregivers are involved in their education. Around middle school, students can become less focused on school and run the risk of disengaging. Developmentally, adolescents are becoming more independent, seeking autonomy, and are also at a wide range of maturity levels in 6th -8th grade. So while middle schools still need to involve caregivers to keep students engaged, they need different strategies than elementary schools. Ockley Green

staff and teachers put a lot of effort into this kind of engagement, but here are some recommendations for continuing to develop in this area.

**Provide regular opportunities for caregivers to engage with Ockley Green staff and teachers in meetings, events, participation in Site Council and the PTA, volunteering, and communication with teachers and other staff.**

- Dedicate one or more staff members to making connections and building strong relationships with caregivers. Part of this person's responsibility would be to minimize barriers to caregiver engagement by:
  - Ensuring all communications are made available in appropriate languages, including translators at meetings
  - Identifying the most marginalized groups in the OG community and learning how to best engage with them (e.g., non-English speaking, homeless, migrant) - this could include finding offsite locations (churches, someone's house) to make it easier to meet with some groups
  - Making childcare available during events
  - Leading a team of volunteer parent/caregiver leads who can take an active role in caregiver engagement activities
- Develop and maintain the OG website (and possibly a PTA website) as central hubs of information, in addition to the newsletter and social media. Have a dedicated staff member to coordinate school communications, including the website, social media, email/text, and the newsletter. Enlist a volunteer to maintain event and volunteer opportunity information on a separate website that can be easily updated.
- Early in the year, set up a calendar of events from Back to School Night to an end of the year event with fundraising and family events in between. Communicate about the schedule early and often, and solicit volunteers for each event. PTA may be involved in some of these.
  - Just before school starts (Ice Cream Social?) - event staffed by administrators, volunteers, and students before school starts - where caregivers can stop by stations to sign up for ParentVue, learn about the website resources, and get a calendar and ask questions, list ways to be involved, get an OG t-shirt. Have caregivers fill out a quick survey to find out the best way to communicate with them and if they have any concerns. Also provide the information on the website and send it out in an email in multiple languages in a Welcome Packet so that it gets to people who don't attend.
  - Early in the year - Back to School Night (may include a community meal and meet the teachers), recommend all teachers be prepared with a syllabus and field questions and not use the time to council individual needs.
  - Spring showcase (this could be dance and music performances along with displays of work around the school)
  - Establish an annual event - multicultural night, or a play performance, or a fall carnival. Make it consistent every year so it's "what the school does".
  - Do at least one of the above in Fall and one of the above in Spring - maybe more smaller events as well - STEAM night or Science Fair.

- Have regular communications with 8th grade families about High School transition activities
- Make it easy for caregivers to volunteer by keeping volunteer opportunities in one place that's easy to find and sign up for events (Hosford [example](#)) - maybe the PTA manages this website.

**At home, caregivers can support school success by consistently communicating with their kids about school, helping with homework, visiting places that promote academic success (e.g., museums), and making home a learning environment by providing access to books or newspapers.**

**Ockley Green teachers and staff can support this by:**

- Making classwork accessible at home via class websites with syllabus information and resources (such as [Mx. Drew Robinson](#) and [Mr. Littleddyke](#))
- Giving homework assignments
- Providing resources on the website - for example, [this counselor page](#) has resources for transitioning to middle school, preparing for High School, college career readiness, spring break and summer opportunities, etc.
- Partnering with local institutions such as Portland Art Museum and OMSI for family days or special discounts
- Seeking out newspaper or magazine discounts for students to receive at home
- Continuing to make recommendations and ideas for things to do on the weekends, library events, camps, sports, and other activities - in the newsletter, social media, and in a space on the website (Amanda Graham does a great job of this (the Kwame Alexander event)).

### **Recommendations for Spring 2018**

- Hold and promote Spring events
  - Spring concert
  - Multicultural nights
- Start planning next year's caregiver engagement at OG. This could be an area of focus this spring - building a strong PTA for next year to work with staff on these efforts. Here's an example of a [middle school PTSA website](#) - they coordinate volunteers, events, and communications.
  - Reach out to the feeder school PTA's to invite incoming parents to get involved in the Ockley Green PTA.
  - Reach out to other PTA's for suggestions about how to increase parent involvement and other resources.
  - Start planning next year's PTA activities this spring/summer.