

OGMS Site Council Meeting Minutes 3/21/18

Goal 1: Increase caregiver engagement

Goal 2: Support instruction

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

Attendance

- Rashae Burns
- Kate Mann
- Emily Wever
- Rebecca Moore
- Juli Maus
- Lori Lachman
- Zarahi Soto
- Rebecca Halbig
- Jane Harold
- Paula McCullough
- Kelly Bawden
- Jeff Johnson

*=add to google group

Agenda

Announcements *20 minutes*

- Principal search update

Review last month's action items *20 minutes*

- Distribution of newsletter
 - Weekly eNewsletter to feeder schools, neighborhood associations
 - Teachers
- Do we have dedicated communication person at PPS per Mr. Logan's promise?
- Survey report action items
 - Distribution
 - Implementation - sign-up for sub-committees
 - *Guiding Statement 1 Proposed Recommendations* - 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
 - *Guiding Statement 2 Proposed Recommendations* -
 - Put practices into place to ensure that students are receiving direct communication about OGMS events, activities, and news.

- 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, and differentiating instruction for middle school (see references for example of easily-shareable information)
- *Guiding Statement 3 Proposed Recommendations -*
 - Pursue staff PD and other means of disseminating information about culturally responsive teaching practices and support programs. Could include staff book club and/or PLC using book by Hammond & Jackson (2015), use of “4 R Classroom Walk-Through Tool,” Diversity Calendar, and others.
 - Develop means for collecting student voice regarding ways that OGMS can better value and respect all student cultures.
- *Guiding Statement 4 Proposed Recommendations -* 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. PBIS awards selected using student voice.
- *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.
- *Guiding Statement 7 Proposed Recommendations -* 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 and Teacher/Classified involvement (Emily) *10 minutes*

Staffing Allocation and CAP *40 minutes*

- Review staffing worksheet and cuts already made
- Review changes in allocation model
- Staff retention
- Discuss Site Council role in decision making
- Discuss Site Council role in CAP development

Set agenda and meeting date for next meeting

Notes

Announcements *20 minutes*

- Principal search update
 - per Antonio Lopez last night, we're "close"
 - Best guess is that we'll get the announcement the week after spring break
- No cell phones policy going into effect after Spring Break
 - Students will check them in 1st period, go into lock box; get back at the end of the day
 - Parents may have admin cell number if they are concerned
 - Communication blast across all channels will go out before implementation, will come from 1st period teachers
 - Have started some voluntary turn-in experiments in some 6th grade classes
 - Will have layers of positive/negative structure for turning in/having one
 - Current situation is due to inconsistency in past
 - Accommodations for IEPs and 504s will be reviewed
 - Students will be notified on Friday
- Paula did presentation to board last night
 - Lori will clip, send to Rebecca for inclusion in newsletter

Review last month's action items *20 minutes*

- Distribution of newsletter
 - Weekly eNewsletter to feeder schools, neighborhood associations
 - Feeder schools done
 - Need associations
 - Add New Seasons
 - Teachers - yes
- Site Council notes
 - Send to staff via all-staff email list
- Do we have dedicated communication person at PPS per Mr. Logan's promise? - Not yet, Paula will follow up
- Survey report action items
 - Distribution
 - Went out in newsletter, on fb
 - Needs to go on the website
 - Needs to be sent to staff
 - Implementation - sign-up for sub-committees
 - Re-survey in May, talk about schedule next month
 - Look at draft survey in April, Kelly and Paula will draft
 - *Guiding Statement 1 Proposed Recommendations* - 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 -

- Jeff, Rebecca Halbig, Kate, Zarahi, Ms. L, Jillian will take on all that are relevant to student voice
- *Guiding Statement 2 Proposed Recommendations -*
 - Put practices into place to ensure that students are receiving direct communication about OGMS events, activities, and news.
 - 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, and differentiating instruction for middle school (see references for example of easily-shareable information)
 - See team for #1 above
- *Guiding Statement 3 Proposed Recommendations -*
 - Pursue staff PD and other means of disseminating information about culturally responsive teaching practices and support programs. Could include staff book club and/or PLC using book by Hammond & Jackson (2015), use of “4 R Classroom Walk-Through Tool,” Diversity Calendar, and others.
 - Develop means for collecting student voice regarding ways that OGMS can better value and respect all student cultures.
 - Kelly, Paula, Jane to take on PD
 - See team for #1 above for student voice piece
- *Guiding Statement 4 Proposed Recommendations -* 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. PBIS awards selected using student voice.
 - See team for #1 above for student voice piece
- *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.
 - Rebecca and Juli
 - Weave PTA into this one
 - Look into different ways of sharing information

- Engage the kids, make a combo of community building and information sharing
- Bringing in feeder school traditions and make our own traditions
- *Guiding Statement 7 Proposed Recommendations* - 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 . . .")
 - Include in august PD days

Site Council Elections and Teacher/Classified involvement (Emily) *10 minutes*

- How do other schools do it?
- Do we want to have volunteers or have nominating process?
- Have to be mindful of teacher/parent balance
- Staff nominations will happen at the staff meeting
- Timeline - Emily will have names at next meeting

Staffing Allocation and CAP *40 minutes*

- Staffing round 1 starts on 3/23
- Tentative assignments will go out tonight, staff were asked for their preferences
- 6 academic periods, 1 lunch
 - 4 core and 2 electives every day
 - 50-60 minutes/period
- Teachers need to be at 150 caseload
- Electives
 - Want to maximize talents of staff
 - Semester-long
 - Band - beginning, advanced
 - Choir
 - Intro to music
 - Journalism
 - Nutrition/cooking
 - Each student required to do 1 quarter of PE and 1 quarter of Health per year
 - AVID
 - Art
 - Dance
 - Mock Trial
 - Leadership
 - STEAM
 - World Language Spanish
- Review staffing worksheet and cuts already made
 - Terri Sing leaving

- Keeping 2 Secretaries
- Climate Specialist - Tracey Briggs 1.0
- Counseling - Jillian 1.0, Ryan .5
- .5 media specialist allotted, added .25 from “extra”
- Sped staffing down .5 Megan Vance, hope is that will be able to add some FTE back here
- Gail Brown retired
- Shelly Tate scheduled to come back from leave
- Review changes in allocation model
 - Now assigned by sections (rather than # of students)
- Staff retention
 - Last year was 50% turnover
 - How do we get ahead of this?
 - PAT survey has lots of people in the middle, unsure if they’ll stay or go
 - Kate will share results of survey with us re: what would help staff stay
 - Kids are so unsure, and so traumatized by staff turnover
 - Climate handbook is not very strong, no consistent tiers of consequences; allows for disruptive students (not “high-flyers”) to have control of the classrooms
 - RJ is good, effective system but time- and staff-intensive and not impacting behavior of the day-to-day low-level disruptive students
 - Re-set and re-boot PBIS after break

Set agenda and meeting date for next meeting

- Jane will invite climate team

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