

# OGMS Site Council Meeting Minutes 4/18/18

*Goal 1: Increase caregiver engagement*

*Goal 2: Support instruction*

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

## Attendance

- Juli Maus
- Rebecca Moore
- Demetria Booth
- Temmecha Turner
- Richard Greensted
- Paula McCullugh
- Jeff Johnson
- Beth Kapsch
- Lori Eberly
- Rose Murdoch
- \*
- Lisa Belt
- Emily Wever
- Kate Mann
- Gabrielle Mercedes Bolivar

\*=add to google group

## Agenda

### Announcements *20 minutes*

- Meeting with Superintendent Guerrero
- Principal search update
- 18-19 staffing updates
- Restorative justice for community - survey

### Review last month's action items *15 minutes*

- Jane - Distribution of newsletter to feeder schools, neighborhood associations, New Seasons
- Jane - Distribution of Site Council Minutes to all staff email list
- Paula - dedicated communication person at PPS per Mr. Logan's promise?
- Kate - Distribution of survey report to staff

### Survey report action items and next steps *30 minutes*

- Kelly and Paula - survey draft, discuss re-surveying schedule
- Jeff, Rebecca H, Kate, Zarahi - 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 - 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*
- *Rebecca, Juli - 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) *10 minutes*

End-of-Year Event (Temmecha) *20 minutes*

Set agenda and meeting date for next meeting

## Notes

Announcements *20 minutes*

- Why aren't classified staff attending Site Council - distances to drive and all available hours being used for student services. Add financial compensation for next year.
- Meeting with Superintendent Guerrero
  - Purpose: figure out what was going on here. Met with staff, students, and parents in small focus groups. Staff and parent meetings were 4/9, students was 4/12

- Caregivers and community members in attendance were Jeff, Temmecha, Demetria, Rose, Lori Lachman, Gabrielle, and Kelly
- Felt productive, growth mindset, focused on information gathering to develop framework for moving forward
- Frank, honest, emotional conversation, parents and staff shared many examples of being “shut down” by the district when asks have been made for our community (i.e. facilities)
- He asked many questions related to past, present, and future at OG
- Why did it take him so long to come? Has been assessing strengths and needs district-wide, now beginning to “clean house.”
- Did we talk about teachers and issues with turnover? Yes, in both the staff meeting and the parent meeting
- Principal search update
  - Superintendent shared in Monday meetings that he had been presented with finalist candidates several weeks ago and he rejected them because he felt that they did not have the skill set OG needs
  - Superintendent gathered info from 3 focus groups on characteristics desired in a principal
  - Superintendent interviewed candidates for several principal openings, including OG, on 4/10
  - Email was sent to Gabrielle, Kelly, Brenna Sheridan, and Karl Logan by Superintendent Guerrero the afternoon of 4/11 asking for 3 caregiver representatives, 3 staff representatives, and 3 student representatives to participate in a community interview of the finalist on Saturday 4/14 at 11:30 am at BESC
  - 3 staff (Jillian Stone, Brenna Sheridan, Elise Bradley), 4 parents (Rashae, Gabrielle, Kelly, Lori Lachman), and 4 students were in attendance, along with Superintendent G, Karl Logan, and Loretta from HR
  - Each person was given the opportunity to ask 1 question + follow up questions
  - Debrief following the interview, unanimous approval of the candidate
  - The process is in the hands of HR now.
  - Plan is to have the new person here this spring for planning to whatever extent possible
- 18-19 staffing updates
  - Allocation changing on a daily basis based on changes at BESC and updated data
  - Several OGMS staff are applying elsewhere
- Restorative justice for community - survey
  - Will be sent out via email

Review last month's action items *15 minutes*

- Jane - Distribution of newsletter to feeder schools, neighborhood associations, New Seasons

- All feeder schools, neighborhood associations, and New Seasons all receiving it
- Jane - Distribution of Site Council Minutes to all staff email list
  - Done
  - Put bylaws on website and who we are - Jane
- Paula - dedicated communication person at PPS per Mr. Logan's promise?
  - Lindsay Trapp is our new dedicated person, working on narrative for website. For as long as we need her
- Kate - Distribution of survey report to staff
  - What's the purpose of sending it?

#### Survey report action items and next steps *30 minutes*

- Kelly and Paula - survey draft, discuss re-surveying schedule
  - From principal POV, would be good to have fresh information to work on over the summer/spring
  - Culturally Responsive
  - TelOregon results? Paula will follow up
- Jeff, Rebecca H, Kate, Zarahi - 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.*
  - Jeff has been talking with Ms. L
  - Ms. Soto gave survey to own class for "Tell me when you feel \_\_\_\_\_ at school," open-ended questions as a sample
  - Importance of building systems, not people-dependent processes
  - Can we revisit homeroom as Tier 1 level support?
  - Using different systems for different purposes
  - What are we doing now? Jeff has not gotten a response back from emails he has sent to staff
  - Kate says that there is not a consistent system for announcements
  - Video announcements as long term plan
  - Voice announcements starting Monday
  - 1st period isn't the best for announcements because of late arrivals
  - PE doesn't hear the VOIP, need to play with various ways of delivering
  - Use newsletter as outline, very basic "Today is an A day," "here is what is for lunch," etc
  - Jeff, Temmecha, Paula, Jane will work on getting announcements launched, reach out to Ms Briggs as well.

- Kelly, Paula, Jane - *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*
  - Master Notebook with everything will be reviewed this summer during 3 days before the calendar starts, dates TBD
  - With new contract, PD will look different. 30 staff meeting vs 38 this year, no more late start.
- Rebecca, Juli - *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.*
  - See below for recommendation
  - Are there district expectations to bring families into the building? Back to school night, 5th grade night, rest is up to the building
  - How do we move from ideas to action?
  - Start the year with the calendar set
  - Need dedicated staff to “own” it
  - Who did the Roosevelt community night? Juli to find out
  - Regular (quarterly) events tied to core content areas
  - Juli, Rebecca, Paula, and staff member (?) to create outline of a calendar (add career night)
  - Community room? Used to have one, can we have again?
- \*\* - *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) 10 minutes

- Logistics put together by the end of this month
- Engage 6th grade parents during Outdoor School drop-off
- Nominations via survey monkey, paper forms, newsletter - translation is a must
  - Gabrielle can get it translated by IRCO, Jane will give to her
  - Emily will get blurb to Rebecca for newsletter
- Challenge is that elections are this spring but staff assignment won't be made until Fall, so can't determine number of parents until number of staff is known.

- Multi-year terms with overlap so there's an election every year
- Committee structure needs to be looked at by admin

#### End-of-Year Event (Temmecha) *20 minutes*

- Dragon Night
- Music and talent in the auditorium (band, dance)
- Curriculum night in the gym - showcasing standards, projects
- RJ and art in the library - wall of hope, wall of challenges
- Food and art in the cafeteria
- Greg Huntington organized the talent show last year
- At Peninsula, 30 minute rotations through "stations"
- May 31 is already the spring concert, can we piggyback on that? Concerns about giving staff enough notice, getting approval
- Temmecha will follow-up via email with SC

#### Set agenda and meeting date for next meeting

- May 16, 6 pm

### 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.