

Site council notes-

10/4/17

Jen Buss, Heather Walker, Van Donaldson, Caleb Saindon, VaNita, Kim Hotchkiss, Craig, Carolyn Fitzpatrick, Heidi Dalhen, Kelly Jackson, Carey Percy, Kathy, MC Halasz, Alan Husby, Jen Kane, Karen Sternick, Katherine, Cindy Ghoerig, Sonny Shaw

Field- Hale partnership – Jen explains the Hal and Field partnership event – how can we use this at the site council level to get more parents of color to come to PTA events, site council events, history day. This could be used at both schools. November 9<sup>th</sup> 6:00-8:00.

VaNita sent google docs about event to Hale so that they knew about it. She connected Principal Fitzgerald with Heidi Eddleman who presented to our staff

Heather shares what it will be like 6:00-8:00 current school community here and people who were here during the time. Student will be doing boards to explain what happened during that time.

- Tilson built homes
- Racial covenants
- Why we needed the pairing
- Lee family/Lee house
- First black female lawyer
- First black millionaire
- Some students are staging wealth accumulation, housing now, redlining
- Jazz band performing with former students
- Formal program piece to honor elders – pictures at end- photographers during it
- Choir is performing
- Sabathani
- Hale choir
- Panel discussion
- Students are invited

How do we get the rest of the kids involved?

Mrs. Wucher read it to her current events class – they are making posters

8<sup>th</sup> grade did the article in advisory

How can we make this a Schoolwide event/learning – lets take this and make it local

This story is an essential part of the history of the neighborhood and the community who lives here, how do we keep this story alive?

Modeling input into the district behavior policy

Baseline information – documents

Show a video that students see

MC is going to do a Socratic seminar to show us how we teach students to dig in

What is AVID- strong study skills, collaboration, organization, WICOR – how to access information

Are there separate classes? Yes some are separate.

Heather – study what works, put it together instead of creating something new – Schoolwide. Support class everyday for some students.

How do kids get in

There is some criteria to get in, everyone has a binder – some things are Schoolwide, binders, note taking etc. Application process.

It's a college preparatory program for underrepresented students whose parents may not have attended college, need an extra boost etc- FRPL, underserved, not organized, struggling with some pieces.

MC sets the stage for the Socratic Seminar- ss get questions before so that they can be thinking about while we watch the video that kids saw.

See video

Parents and teachers move to sit in the Socratic seminar- the teacher does not have all of the knowledge

What are your first or gut reactions to things that were presented

VaNita will tally to see how many people have commented and tally – get every voice in it

- All I know about discipline is the yellow and red tickets – what I hear is that students think they are not helpful – you get a bunch of tickets and then you see the principal
- What is used – what is the purpose of the yellow and red tickets- students may not take them seriously. Red you go to the Principal.
- VaNita explains the process of the green, red and yellow tickets – how each color works – restorative practices. Red – level 3 behaviors – different consequences.
- Sometimes I think that level yellow tickets are given out for something minor
- The yellow ticket is not represented of the level one or two – a phone call home – trying to restoratively provide a response
- Is there consistency or is it open to interpretation?
- Each teacher has a different “last nerve”
- Red is always a call home
- Yellow may be a call home depending on what it is
- For some students admitting that they made a mistake is huge
- Case by case
- Clarification about the MPS policy versus the school policy
- Teachers presented expectations, admin presented expectations
- There is not a lot of interpretation
- Many students don't understand sexual assault – how are you defining it or explaining it

- Examples of terms from video
- Cyber bullying- are we clear with the cellular – private versus public time with phones – even if you did it at home and we find out that is still cyber bullying – digital life as private business.
- Sometimes giving examples sometimes gives kids ideas about behaviors that they have not actually thought of doing –gray area – fine line between giving examples
- Craig – I opened it up for discussion – I will tell you what you need to know- when does picking on someone become bullying – sexual assault – what you are not seeing from the video is the discussion that you are not having with kids – very different at different grade levels.

VaNita- I haven't heard from Kelly or Kim

- It is nice to have things laid out – we don't use fair in our house – I like how it is laid out it says right here on this paper what will happen – sometimes it is arbitrary based on the teacher – that is always their deal at home
- The potential for unconscious bias can come in too as long as we are aware of these kinds of things
- We work with the office of black male achievement and to continue to uncover our bias
- Sometimes because I am a guy I can have different relationships with students
- More emphasis on positive in the video – focus on what to do versus what not to do
- What is skill based support versus staff action
- We will teach the skills versus consequence
- Pull in students who witness or participate – please let me know when you are pulling students in – would student be called a witness or a snitch
- We want to teach kids not to be by standers – get to what really happened
- Why is he always around?

What did you like about the policy and what would you like to see changed?

- One thing I like is how it is pretty specific on levels, 3, 4 and 5 – I think about that for special ed students who are more likely to be suspended
- My observation is that the family group conference doesn't happen until level 4 – I want to know before it gets to this point
- What I would like to see is from a district level – more support in terms of personnel and addressing the restorative piece of this – this is what happened- this is what you did – we talked about it how are you going to make it right – that is where we are not seeing district level support- this takes a lot of time – out of class. I would like to see the policy instead of what you did was wrong – here is the consequence – if we are serious we need to put our money where our mouth is.
- I think the most important thing is that they highlighted in the beginning that the main goal is to keep the kids in the classroom and in the building this is not the case everywhere – it is not automatically a suspension – I like that we are going in that direction.
- The other thing that I like is the interventions instead of the yellow ticket you can pull the kids and ask them to talk about it – they can figure it out.

- My favorite thing about the policy is that I was raised in a very punitive system there are things there that we give multiple redirections for that you would have gone to the principal for – having clearly defined behaviors – going home having conversation with parents. In my day if you were well behaved you did not get put on the radar. I like that even if things may seem more chaotic and rigid we are all making a lot more progress.
- A lot of the struggling kids are trying to avoid work – sending them out more are teaches them they can avoid it- we are not giving you the option to opt out again.
- Person giving the re-direction is not having any self reflection – tone, look, how you come across
- If you give out too many yellow tickets they do not mean anything anymore

VaNita wraps it up by re-iterating Socratic seminar and the WICOR strategies

Equity information investigation

Jen Kane – spoke with the Hale equity welcoming committee

They have a lot set up, they were very supportive of potential speakers

Meeting with a lot of different people, collecting information to determine next steps- former white supremacist – how that happens etc. – 3 potential speakers- range of people, range of topics – what kind of event can we create that parents would want to come to

Next time:

Traci in office is very frustrated with phone calls at the end of the day to deliver messages to students at the end of the day

Reminder to parents - School is over at 2:35

Lunchroom parents –lunchroom visitors