**SIT**

 **Meeting**

**1/23/18 3:15**

**Administrative Conference Room**

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| **Members Present:**  |  |  |
| FOCUS: | WHO(facilitator) | TIME(minutes) |
| **Start-ups*** Agenda: review additions, corrections
* Assign roles:
	+ Notes: Shannon Fields
	+ Facilitator: Libby Kyles
	+ Time Keeper: Brenda Moreau
	+ Chairperson: Steven Davis
	+ **Ground Rules/Norms**
* Keep a balance between respectful speaking and listening
* Listen to know, suspend judgement
* Seek to honor diversity and how it can enrich the group
* Be respectful of everyone’s time
* No sidebars
* Come informed and ready
 |  | 10 |
| **Team notes:**   |  |  |
| **Topic 1: Review SIP: Continue working on goal 3**--Fields will bring together some resources from his friend’s school in Kansas City regarding mindfulness/resiliency/trauma-informed ed--Leslie will bring research-A mindfulness/resiliency room only happens once there is complete staff buy-in and students that go to that room are going with a lot of strategies because they are also practicing in their classrooms (with Teachers who are practicing first and foremost). We’re not there yet. The most important thing is that kids have regulated adults surrounding them. This should be our focus. -There is not necessarily a laid out plan on how to implement this in a school. With input from stakeholders we could create our own plan. Mindful Schools is currently the best resource. It’s important not to do what seems trendy right now, but to integrate and implement with integrity and inclusion. Mindfulness and Social Emotional Learning are not the same, though they go hand-in-hand. Need to consider Mindfulness and SEL *and* PBIS. What do we value as a school? What does serving the Whole Child mean to us?-<https://www.mindfulschools.org/about-mindfulness/research/> -<https://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together> -<https://greatergood.berkeley.edu/article/item/how_to_change_story_of_students_of_color> Shannon’s friend’s school:-3 people on the team: Social worker, Resiliency coordinator and Success coach-Constructivist model: learn by doing- Also have a resiliency room-Calming corner in every class-Quiet correction -Observation Deck: place to observe appropriate behaviors, -calming corner: Have a guide in the corner with leading questions.-resiliency room referral- three tiers-Tiers for behavioral system of support-Power plans for each child in the school | Next Steps:Get a group together to vision/plan a possible structure around setting this up (Admin, Leslie, ?):Cost?Timeline?Work hours?Google survey to elicit feedback. |  |
| **Topic 2: MTSS Update**MTSS, multi-tiered system of support. a state mandate. connected to SST and RTI. How we as a school problem-solve around kids who need extra support, academically and behaviorally. The school team does a lot of work looking at school-wide data, how our school systems work. MTSS might benefit from a stronger connection to SIT. using some of the academic data and the data we have about what kind of support teachers need, we can use that to help plan for budget and personnel. It would be great to plan next year (schedule, budget, assistants) in accordance with our data. Also, we haven’t had an academic coach for three years. PBIS is working more on a tier I/schoolwide level. We have chosen to put our money into support for interventions, but at some point we need to shore up our core instruction. Why have we historically had a hard time integrating coaches? Ultimately there is a lot of interest from teachers in getting help with core curriculum. Question: what flexibility does our budget allow us? There will not be funding from Title 1 for the literacy coach or title 1 interventionist or tutors. | Laura Lane | 15 |
| **Topic 3: Experience Dickson Night Date Change? 5th grade another night? split k/2 ⅗ on Exp night?**Notes: We’ll keep Experience Dickson Night the same, but 5th has their own night.  | Brad | 5 |
| **Topic 4: BUDGET UPDATE** |  |  |
| **Topic 5:**  |  |  |
| **Topic 6:**  |  |  |
| **Stakeholder Concerns** |  |  |
| **Parents*** While I think this template we use for every meeting is a good human resources template I have not found it beneficial for addressing the bigger mission of SIT. Could we change it or continue using it to take stakeholder concerns for Ruafika and Brad but use something different for our SIT meetings to propel us forward.
* NC star will help us get on track with being more focused around our specific school improvement goals.
* Idea of a Culture Committee to hear teachers concerns and bring them to Ms. Cobb and Brad.
 | Nick |  |
| **Instructional Assistants:** * No concerns
 | Brenda | 0 |
| **Pre-K-1** | Leslie |  |
| **2-3:*** New way of SITing?
 | Davis |  |
| **4-5*** Heads up for fire drills-is that possible (anxiety around shooting) Conversation about the gate near 4th/5th grade playground. Communication around school- all staff should have walkie talkies.
* We need bulletproof whiteboards
* Assistants need to have keys for safety reasons There should be keys that just stay in the room at all times.
* Code word for emergency or the emergency button on the inter come.
* Too many assessments
* PBIS communicate with other schools around CRM and celebrations
* There needs to be a person designated for assisting with children who have extreme needs so that EC Specialists are
 | Libby |  |
| **Specialists*** culture club committee
 | Shannon |  |
| **Administrative:*** August 24th 9-11 Meet the Teacher, District determined
* Title I and 25% reduction in state, local, fed $

idea: instructional supply money reduced to $375 | Ruafika/Brad |  |
| **Total Time** |  |  |
| **Next Meeting:**  | Reg: 2-27-18 | Budget:  |