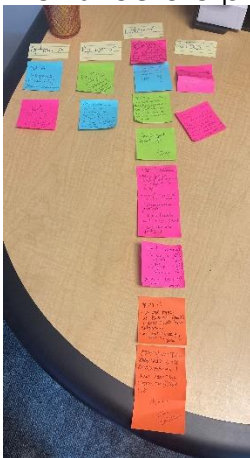


RMS (Reimagining Middle Schools) Committee Steering Meeting Summary

August 17th

- Introductions- Members were able to get to know each other by participating in an activity where they shared the following:
 - I am ___, My pronouns are ___, I grew up ___, I enjoy spending time ___, I am currently ___, In this Steering committee, I bring perspective of _____.
- The why of the project was reviewed. The why included:
 - Covid-19- The Covid-19 pandemic has challenged every aspect of how we think about education and pushed us to think about how we can better serve our students, particularly those who have been traditionally marginalized.
 - Global Issues: The challenges our world is currently facing have never been greater and the opportunities these challenges bring are astronomical. Our students are the ones who will bring solutions to environmental concerns, global warming, conservation of natural resources, racial and gender inequalities, role of technology and development of alternative energy sources, etc.
 - Child Development: Early adolescence is defined as ages 11 to 15 and grades six to nine. These students experience significant biological, cognitive, and social-emotional changes during this period of their lives.
 - Identity and Social: During the middle school years, our students will be navigating these challenges of adolescence while also continuing to grow into their identities. It is important that we support all our students in feeling empowered in their identities, through experiencing a sense of belonging in their school communities.
- Participants learned the project goal:
 - “To collaboratively craft recommendations to be shared with our Superintendent and Executive Team about middle school structures and practices that better serve the developmental, social-emotional, and academic needs of our middle school students. These recommendations will be based on authentic and extensive input and feedback from our students, families, and staff, evidence-based best practices, and will include global competency principles and equitable grading practices. “
- Connections- “We Connect Cards” activity that helped us create meaningful conversations

- Book study- Participants randomly selected quotes about chapter 1 of the book “The Successful Middle School” and spent a few minutes reflecting upon their quote’s meaning for them and their work. Participants mingled and shared quotes in pairs.
- Norms- Participants participated in a sticky note activity. They were able to write 5 behaviors that they would like to see in future meetings. Participants engaged in a whole-group discussion to create one overall list of group norms:
 - Contribute to a safe space
 - Focus on student-centered goals
 - Be curious, non-judgmental, seek to understand
 - Hold others & ourselves accountable to norms
 - Commit to equitable collaboration & capitalize on strengths
 - Embrace innovation & creativity
 - ❖ Reflect on norms
- Role- Reviewed and added a role for future meetings. The roles included: Notetaker, Timekeeper and Process Monitor
- Decision Making- We will utilize diverse ways to make decisions such as thumb up, thumb down and thumb ..., post it note, surveys, etc.
- Data Exploration- We reviewed student sense of belonging, student attendance, student social, emotional, and behavioral function (*BIMAS-2 screener*) and student mental health, grades, and grading data. We reflected about what data was missing.
- Nuts and Bolts- We reviewed structure options for future meetings and what is coming up for the next meeting. Members were invited to identify their structure preference on a post-it.



- Optimistic Closing-Participants were able to verbally share one word that captured their feelings/thoughts as they leave and embark on this work.

***During the meeting, the committee was unable to cover the activity planned on slide 24.