

## RMS (Reimagining Middle Schools) Committee

### Steering Meeting Minutes

October 20<sup>th</sup>

- **Inclusive welcome** -Reviewed objectives, community agreements, roles for today's meeting and feedback received.
  - Looking for Opportunities
  - Continue to develop/build trusting relationships between committee members
  - Listening to feedback – changed the seating to mixed groupings
  - Changed the parking lot – individual parking lots on the tables (more easily accessible)
- **Opening:** Members worked in groups to discuss: "What do we have in common?"
  - Triad activity – Find 5 things we all have in common
- **Book Study** - Discussed section 4 of The Successful Middle School Book: Young Adolescent Development and Implications for Educators (page. 55-67). Members engaged in a micro-lab protocol. People were grouped by triads. 30 seconds of processing prompt ("What stood out to you in the reading?"). 1 min for person #1 to share (other two are silent). 30 seconds of silent time. 1 min for person #2. 30 seconds of silence. person #3 talks for 1 minute. 20 seconds of silence. 2-3 minutes of overflow convo. The purpose of the Microlab protocol was to address a specific sequence of questions in a structured format with small groups, using active listening skills. The Microlab is useful for team-building and democratizing participation because it asks that participants equalize communication and withhold judgment. It affirms people's ideas and build community while addressing specific content.
- **Define the Opportunities** - We reviewed the opportunities identified by members in a previous meeting. We explained why we were changing the word "problem" to "opportunities".
- **Identifying Themes Activity** – Members were working on mixed groups. They read the "opportunities" statements. They sorted into similar categories. They placed the cut outs into cups. They had to name the cup.
  - Members identified one major theme "**Developmentally Responsive Student-Centered Education**" Bend or break the systems & structures of MS (integration). Under the major theme, there we some subcategories who are part of the holistic student approach:

Social interactions; social emotional needs; academic interactions; learning environments; instructions rooted in relationships; meet students where they are at- socially & academically; smooth transitions (bridges from elementary and to HS).

- *Note: these are all part of one system (one cup); decisions made will have consequences that impact stakeholders.* What is unique about this RMS work? We are trying to reimagine but still using the same tools (industrial production line). Operate within constraints (RCWs, etc.) but don't let them be the drivers. Going to a new place...how do we get there?
- **Coming to Consensus** – It was reviewed that consensus is a shared decision-making process focused on finding agreements process focused inf finding agreement in the group. Member used thump up, thumb down or thumb sideways to vote for the themes identified. The majority of members had thumb up to the identified themes.
- **Nuts and Bolts** - We reviewed next steps which included:
  - Next Meeting- 11/2 Odle
  - November 17- 8:00-4:00 PM
  - Opportunities for out state travel (December- January)
  - Website: [Frequent Asked Questions](#)
  - What is coming up: WE DEFINE
  - New Email: RMS@bsd405.org
- **Optimistic Closing** - Rose, Thorn, Bud
  - Rose = A connection highlighting a success, small win, or something positive
  - Thorn = A challenge you experienced or something you need more time to think about
  - Bud = A new idea that has blossomed OR a possible way your thorn could support learning and growing
  - Stem = What's holding you up? Keeping you grounded?