

October 2016 SIT Agenda/Minutes/Tasks

<p>Date: Oct. 26, 2016 Location: Media Center Chair: Jesse Pitt Notetaker: Noe McHone & Melissa Hedt Timekeeper: Betsy Ray</p>	<p>Members Present: Amanda Swartzlander; Amy Sheeler; April Dockery; Betsy Ray; Geoffrey Roberts; Joanne Robert; Noe McHone; Shari Smith; Tara Lawther; Karen Ostergaard; Jesse Pitt; Kim Robinson; Nicole Salevitz; Melissa Hedt; Jessica Merchant</p>	<p>Not Represented:</p>
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Topics to be discussed	Owner	Time (mins)	Discussion Notes/Minutes	ACTIONS
Teen Court	KR	10	<p>Previously a program at Enka Middle; an opportunity for offenders to go before a jury of peers. Jury members apply and are selected, primarily 8th graders. Student and parent has to agree that there will be a consequence to student, an alternative to OSS. "Trials" tend to last about 30 minutes. JP and KR recommend AMS customizes to fit AMS needs. Consequences have to be developed; utilizes concept of restorative justice. There would be a faculty advisor for the jury.</p> <p>Timeline- Should we start in January or next school year? A lot of new initiatives and ironing out that need to happen.</p>	<p>JP and KR will pursue the partnership with Buncombe Alternatives with the support of SIT but table teen court implementation.</p>

<p>Late Bus Student Dismissal</p>	<p>JP</p>	<p>5</p>	<p>Concern expressed around teachers supervising students in classrooms beyond 4:00. Recommendation that students be released to Cougar Den or another common area at 3:50. Dockery- it is a misunderstanding that teacher work hours end at 4:00; "duties as assigned" but best practice is to relieve teachers of duty at 4:00. Some teachers are expressing concern, others are working with teammates and pleased.</p>	<p>Differentiate solution for after school supervision.</p> <p>Provide information to staff about how to access contracts and policy on teacher duties.</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>Differentiated PD</p>	<p>JP</p>	<p>5</p>	<p>Certain staff members are being req to attend PD that does not apply for their area. Most recent PD on iReady was an admin decision to include other staff due to being able to access data and because of the company licensing iReady to us. A.S. - Also important for elective teachers and support staff to know how to access data both to support teachers and their CT students.</p> <p>J.R. - allow teachers opportunity to develop their own PD.</p>	<p>More information about PD purpose communicated on the front-end of future PD sessions.</p>
<p>Ed. Handbook Alerts</p>	<p>NM</p>	<p>5</p>	<p>Seems that information that teachers are inputting is getting lost, especially minor incidents. No one in EH has a pre-generated rostered. Anyone a teacher has generated a referral on, they can later access; teachers do not have access to all of the student on their team. Teachers can create rosters of students to have access to all the time.</p>	<p>Always hit "Save" when entering anything.</p> <p>Need additional, differentiated training on Educator's Handbook.</p>

				In the meantime, teachers can ask an admin for any info they can't access.
Teacher Working Conditions Survey	AD	15	<p>Currently, school is doing a lot of work on school culture, respect, and pride. 91% of teachers reported working in a safe school environment in 2014 compared to 61% in 2016. All questions in the category of Managing Student Conduct have significantly lower responses in 2016 as compared to 2014. Discussion around inconsistencies with expectations.</p> <p>TL - All the pieces are very interconnected. Things are different this year, but still fighting same battles.</p> <p>JP- Students on top of their game stressed over students who are not</p> <p>JR - Questions over how the homogenous classrooms are working</p> <p>GR - Students questioning inconsistency over a staff member not intervening in issues. Students don't feel safe, that the same things are happening.</p> <p>JR - Reported student who has stated they had to change who they are to keep from being hassled in the hall. Students want to see the problem fixed immediately - remove a student who is causing problems</p> <p>BR - There are different perceptions amongst students about what is happening.</p> <p>MH - School culture and climate takes time. These numbers took time to get to where they are. Foundations are being laid for expectations and climate but there are still residual communication and other issues that are being addressed. Lack of responsiveness is a culture and it is going to take time to train staff to get past that. Sooner we can clarify and get on same page as adults the better.</p> <p>BR- Physical space creates new challenges in terms of physical supervision.</p> <p>TL - We are still learning. Change how we position ourselves physically to be better able to monitor and supervise</p>	Need to work together on best practices with expectations and then clearly communicate to students.

<p>Revise 2 Pager</p>	<p>JR</p>	<p>15</p>	<p>JR - We don't define what core instruction is ; we should be more specific in what we are doing; ESL should be changed to "emergent bilingual" as the accepted terminology;</p> <p>AD - Avid site team met and we have not been able to move forward on some things</p> <p>TL - Turnover in 6th grade has hampered our ability to keep up the pace of Avidizing the school.</p> <p>JR - One to one technology bullet point no longer relevant; nine points are too many; prioritize using 3-5 only.</p> <p>TL - When written these steps were already being taken;</p> <p>*Clarification over math placement and the surrounding issues</p> <p>BR - Start the academic achievement section with something positive</p> <p>Roundtable -</p> <ul style="list-style-type: none"> ● Strike the goal setting; ● Strike the Love and Logic points ● Say "Implement AVID strategies in all classrooms" instead of "AVIDize" ● Increased emphasis on content instruction- Science and SS; ● Importance of electives and the role they serve for middle school students. 	
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