

WJMS ACCOUNTABILITY MINUTES

October 2024

Date | 10/28/2024 | *Meeting called to order by* Christopher Bauer

In Attendance

Allison Barker	Kim Halingstad	Dominique van Noordenberg
Christopher Bauer	Myetta Hoover	Kari Vernon
Ashley Grieb	Susan Morgan	Jennifer Wilson
Melissa Gutierrez	Miranda Tucker	

Introductions and Minutes

Introductions were skipped, as all in-person attendees attended the August and September meetings.

The September 2024 minutes, a draft of which was made available the day after the meeting, were briefly reviewed for acceptance. A motion was made, seconded, and passed to accept the September 2024 minutes into record.

Old Business

Review Documents

Attendees had been asked to review the committee's [Bylaws](#), revised in 2016, and [Meeting Norms](#), revised in 2015, prior to the meeting for revision suggestions. It was asked if the phrase "read and complete assignments" in item 2 of the Meeting Norms was needed; the consensus response was to leave it for now. It was agreed that a review and vote should constitute a revision.

Marshdale Elementary recently reviewed their committee's bylaws, which were significantly based on ours, and adjusted some language in response to specific suggestions made by a member that is an attorney. Miranda Tucker offered to share the suggested edits with our committee to review and discuss at the November meeting.

Principal's Report

Kim Halingstad gave the principal's report.

Student Leadership Advisory Committee

The Student Leadership Advisory Committee has met three times now, most recently last week. Students shared concerns and items they wanted to work on and change. A recurring theme is that students are all wrestling with lack of respect in different types of relationships (peer-to-peer, adult-to-student, etc.). Counselors Dan Keane and Liz Wehr will be working with the students at their next meeting. One goal is to strengthen our existing Positive Behavior Intervention System, which models and rewards prosocial behaviors.

It was asked if the committee is equally distributed among grade levels. More sixth grade students initially expressed interest, but the group has become more balanced between grades as meetings started.

It was asked about the role of discipline in the issues identified by the student committee. Many student frustrations involve classroom management issues and staff are using the WJMS 6 Steps, which were provided in print to attendees and appended at the end of these minutes.

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What is most often going to escalate to the office for resolution is a consistent pattern of disrespectful behaviors. Administration has been working with teachers to reinforce routines, coach what independent behavior looks like, and communicate those expectations to students so they know what the teacher is looking for as they circulate while students work.

It was asked how often the reflection form described in the 6 Steps is used. It is more common for an adult to sit with the student and lead a discussion, which tends to encourage more sincere reflection by a student than by asking them to write about it.

School Resource Officer Role

It was asked at the August meeting for the sheriff's office to clarify expectations for the School Resource Officer's (SRO) role and interaction with students. Kim reported back that while security is part of the SRO's role, their role is really to be a presence in the school and build relationships with staff and students.

It was asked about the initial impressions of our new School Resource Officer, Deputy Dave Warner, who started at our school in late September. He is working to make positive connections with many of our "frequent flyers" when not working on safety and security issues. A parent observed the SRO having positive interactions with kids during the Best Day Ever activities last week. Kim added he is rarely in his office when at the school and is usually walking around the campus.

It was noted that the original question was about their search power. School Resource Officers can be present at an in-school search, but generally a search has minimal physical interaction - students are asked to show contents of pockets, etc. and usually provide items that they know they should not be carrying on campus.

Enrollment

Our October count number of 498 enrolled students matches our enrollment count as of the September meeting. This is only one student below our budgeted enrollment of 499, so the school will repay the state for that amount.

November Lockdown Drill

Our staff and students will be participating in a lockdown drill on Thursday, November 7. It was asked if the video shown to students is the same as shown in elementary school; the middle school video is a little more direct about danger. The committee was asked if there was interest in viewing the video; the file is shared within Jeffco Public Schools and was shown to the committee during the meeting. It was noted that trauma-informed practices are being incorporated into training and this is a statewide step.

New Business

Unified Improvement Plan (UIP)

The Student Performance Priority Summary from the draft copy of the 2024-25 Unified Improvement Plan was shared at the September meeting. Kim Halingstad noted that three action steps were added to the plan – data walk-throughs under the Math and English/Language Arts goals using observed data and common writing assessments, and student interviews under the culture goal – as well as the suggestion to do our own school-level survey following the September meeting. A motion was made, seconded, and passed to approve of the 2024-25 Unified Improvement Plan with the added action steps described above.

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It was asked how often the common writing assessments are done. It varies by subject; science usually does two per year; social studies, three per year; math is based on unit; and English/Language Arts are more frequent.

It was asked if the UIP has a social-emotional goal. We have a culture/belonging goal. It was asked if we will be surveying more frequently than the district. Yes, with a four-question pulse survey focused on belonging; an email was sent to families on October 10 and mentioned in the October 16 newsletter with links to [a letter](#) for families and [the survey questions](#).

It was asked how the pulse survey is related to the SSIS™ Social-Emotional Learning Edition (SSIS SEL) screening communicated to families earlier in the school year. There is no relation. The SSIS SEL is a screening tool that has been completed by teachers in the past and is now a self-assessment students complete at the middle school level. It was asked if the committee can view or review the pulsing survey results at the November meeting? Kim will look into it; she thinks it is likely that we can if the results are available prior to the meeting.

Budget Preview

Per an agenda item to discuss any priorities that the committee needs to be aware of when advising about the upcoming budget cycle, it was asked if we know of any priorities at this time. Kim replied that the concern is usually with projected enrollment and whether that would affect the number of staff in the budget. She just received enrollment projections this week. It was agreed to table the discussion to November.

It was asked if IXL access ends this year unless it is purchased at the school level. Yes. It has been useful when it can be embedded as part of a class, tailoring lessons to individual needs, and good for skill practice. It has also been important for progress monitoring, and we may go to [MAP Accelerator](#) for that.

Teacher asking to be referred to by a pseudonym

An email concern was brought to the committee about a substitute teacher that seems to not provide their name to students and asked to be referred to as " professor". The committee chair asked to timebox the discussion to three minutes since the meeting had already passed an hour in duration.

Kim Halingstad stated that a guest teacher (substitute) that has been at our school this school year uses they/he/him pronouns. The guest teacher is a member of our mountain community and holds a valid substitute teaching license. In response to students that intentionally used incorrect pronouns and asked potentially disruptive questions about the teacher, students were given the option to refer to the guest teacher as "professor".

A parent attending the meeting stated the concern may be a larger social/cultural issue than can be solved in the meeting. They stated that they have concerns with the possible influence on children from the district allowing adults in positions of authority to state their pronouns, which may conflict with families' values.

The following topics were tabled to the November meeting for discussion:

- Student/family handbook revisions
- Meeting norms and bylaws

The meeting adjourned at 5:27 pm.

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Next Meeting

Date: 11/8/2024

Time: 4:15 pm

Location: WJMS / Google Meet

Appendix: WJMS 6 Steps and Definitions of Minor Problematic Behaviors

The entire Creating Thriving Classrooms section of the faculty handbook was made available at the meeting. For purposes of relevance to the meeting, only the WJMS 6 Steps and Definitions of Minor Problematic Behaviors are reproduced in these minutes.

WJMS 6 Steps: What Does It Look/Sound Like?

- After each step, wait 2-3 minutes prior to moving to the next step.
- You may repeat any step multiple times prior to moving to the next step.
- After step three, or after repeated events, it should be documented in IC Classroom Behavior
- Attempt to avoid going up the ladder. Coaching and support for student behavior is available. Asking for help from appropriate supporters (i.e., admin, case managers, etc.) is encouraged.
- Engage in interactions with students from a place of trying to preserve and maintain a strong relationship with them.
- If there is a major safety concern, please call the office immediately.

Step 1: Remind

Narrate Expectations to the Whole Class

- Express what behavior you would expect to see utilizing clear language and reflect on how you have taught this expectation
- Explain the “why”
- Positively frame your words - make corrections in a positive way, do not harp on what students can no longer fix, assume the best, avoid power struggles
 - Positive narration is powerful for norming behaviors you want repeated
- Be mindful of your tone of voice
- Be clear and concise

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Ex: *“Responsible learners recognize when it is time to listen and track the speaker silently. I really like how Student A, B, and C are doing that! I see great eye contact as well! Nice job!”*

Step 2: Redirect

- Refer back to established class norms using positive framing
- Have a private conversation within the classroom with the student breaking the norm
- Remain calm and non-emotional
- Consider moving the student or allowing them to take a short break

Ex: *“[Name], While I am delivering instruction, I need you to listen. You can talk to . during our break in 10 minutes. Please wait until our next break to have conversations with your friends.”*

Step 3: Refocus

- The student takes a break and has an option (grade-level/classroom level choice) to complete a reflection form
 - Takes place in the same classroom (If a teacher is using a buddy classroom, students may complete the reflection form there)
- Document refocus events in IC in the Classroom Behavior tab (see below for criteria)
- Consider contacting home or having the student call home to talk in collaboration with parents (Example student script)
 - Must call home by teacher after *repeatedly* reaching this step with a student- use script if needed
- The goal is for the student to reflect and self-correct behavior so that they can re-engage in the class

If the student does not engage in this step, move to step 4

Step 4: Restorative Conversation

Private Restorative Conversation (Teacher:Student)

Informal restorative conversations encourage relationship and shift behavior. They help both parties share perspectives and identify clear next steps.

Ask yourself, am I regulated enough to have this conversation? Is the student regulated enough to have this conversation?

- The teacher and student have a conversation privately following the restorative conversation format.
- This conversation is at the teacher’s convenience in a developmentally appropriate amount of time for the student.

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- Restorative Conversations will include a clear next step with the student, determining a practice or task for repair. Optional Menu of Repair Actions.
- Document conversation in IC Classroom Behavior Tab
- Teacher calls home after reaching this step - script

If the conversation does not correct the behavior, go to Step 5

Step 5: Request for Student Intervention Additional Adult Support

List of minor/major behavior definitions below

- Request additional adult support (via Admin, IC, MHT)
 - Support will be offered in such a way as to maintain the authority of the teacher and protect the relationship between the student and teacher
- Call home - use script
- Document conversation in IC Classroom Behavior Tab

This step can be either the next step to document after the behavior OR the next step if the behavior is continuing.

Step 6: Restoration/Reflection Optional Formal Restorative Conference

- If repeated conflict occurs, a formal restorative conference with a mediator is recommended.
- Document conversation in IC Classroom Behavior Tab

Definitions of Minor Problematic Behaviors

These are behaviors that can be managed by a teacher at the classroom level. Use the 6 steps above to address them.

- **Attendance Violation:** Late arrival to the class without valid reason.
- **Defiance/ Non-Compliance:** Refusal to follow directions, talking back, and/or socially rude interactions
- **Disrespect:** Socially rude or dismissive verbal messages, non-verbal messages, or actions directed to adults or students in a non-harmful manner.
- **Disruption:** Behavior causing an interruption in a class or activity in which the student has not responded to teacher-managed redirection and lower-level interventions. Ex. loud talking/commentary, noise with materials; minor horseplay or roughhousing; and/or out-of-seat behavior.
- **Harmful/Inappropriate Language:** Verbal message or gesture that includes swearing, taunting/teasing or use of words in an inappropriate or emotionally harmful manner.

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- **Physical Contact/ Physical Aggression:** Lower intensity or playful behavior directed toward an adult or student involving physical contact where injury is not likely to occur (e.g., playful or low intensity hitting, pushing, shoving, tripping, wrestling, hitting with an object, etc.).
- **Property Misuse:** Misuse of property that does not result in the destruction or disfigurement of the property (drawing on desk, breaking classroom supplies, ripping books, etc.)
- **Technology Violation:** Misuse of personal or classroom technology including cell phones, cameras, computers, etc.
- **Uncooperative with Guest Teacher:** Disruptive, defiant, or disrespectful behavior or interactions or harm to the learning environment while under the care of a guest teacher.
- **Other:** Any other minor problem behaviors that do not fall within the above categories (dress code violation, dishonesty, abuse of pass privileges).