

LMCMS Site Council Meeting Minutes 11/04/19 Meeting

Attendees: Beth Whittaker, Carol Allen, Emily Mulligan, Erica Seagraves, Erik Peltzman, Jackie Stafford, Jenny Skillman, Josh Spradlin, Kevin Green, Kristi Kamm, Orion Hamlin, Rick Henry, Sabrina Tillman Winfrey, Sarah Peltzman, Zac Hamlin

I. BLT Report/CiT3

- A. **Fun Run/Successful Social** - Fun Run fundraising report will be finished soon. Run was a success complete with two dinosaurs. Will see if challenge of raising \$15,000 will result in Dr. Winfrey and Mr. Leffert sleeping on the school roof. The December Site Council meeting will include an agenda item to discuss the final funds, priorities for spending, and answers to site council questions about bookkeeping and . Social afterwards had low attendance with only 75 students. May be due to high school football games on the same night.
- B. **Stompede** - spent \$200 on the Stompede and included activities like baking cookies, painting nails, watching movies, or quiet time in the library.
- C. **Parent Conferences** - 60% of LMCMS parents attended.

II. Updates 5 min.

- A. **Clocks** - arrived the day after the last Site Council meeting and have been installed in all but two classrooms.

III. November Goal Focus 10 min.

- A. **#3. By the end of the 2019-2020 school year, 100% of the teachers will have demonstrated the use of WICOR/executive functioning strategies in their classrooms.**
- B. **Mrs. Stafford: Quick overview** - shared handout on AVID binders. Goal is to utilize some of the organization methods of AVID school-wide instead of just in AVID classrooms. One great tool is the binder which helps students maintain notes and school work in one place. Students are expected to have the following in their binders: agenda, pencil bag with pencils, class dividers with labels in correct order of their classes, and notebook paper. Donated binders were given to any student that needed one. 85% of students using them. There was a little push back about bulkiness, but students are okay with it now. Students want to be graded on them so the teachers are discussing how to rotate content areas so grades can be assigned to the binders.

IV. Restorative Practice: The Why?

- A. **Guest Speaker Claudine Boldridge/Questions 45 min.** - shared professional background of 23 years as a school psychologist also taught at middle school level. Full circle now with being back at LMCMS after researching and looking for alternatives to traditional practices dealing with punishment for inappropriate behaviors. Now focusing on positive restorative practices instead of punitive.

Restorative practices involves circles which can be community building or restorative if something harmful has happened. Could be with a large class or a small group of students. All have a circle keeper with prompts and ensurance of safe space. Every circle has review of guidelines:

1. Respect talking piece
2. Speak from the heart (our truths)
3. Listen from the heart (let go of judgement, be open)
4. Trust you'll know what to say (don't rehearse)

5. Say just enough (don't feel rushed, but be concise)

All agree that what is said in the circle, stays in the circle and will not be used against each other later.

Site Council attendees participated in a community building circle. Each person stated their name, their connection to the school, and a value they hope is nurtured and reinforced at school. Values included:

Conflict is natural and we need to teach the kids how to get through it

Be yourself

Be honest

Integrity

Be open and listen if you have a disagreement

Kindness

Learning the value of making school fun, which makes it more enjoyable and easy

Kindness is always in fashion

Inquisitiveness and life-long passion for learning

Remembering everyone is going through something and have empathy for them and give them the benefit of the doubt

Compassion

Support each other

Humor

Acceptance of everyone

Strong work ethic

Claudine shared a 15 minute video that explained Restorative Practices in further detail. It was from the San Francisco Unified School District. Link to video and handout will be shared on the LMCMS website to help parents have a better understanding of what LMCMS hopes to accomplish with this new practice.

Input that this needs to be universal in order for it to work meaning that parents, students, staff, substitutes, and everyone needs to have the appropriate language and understanding of the practice in order for it to really work.

All LMCMS teachers were trained before the beginning of the school year on one day of professional development. One other middle school was approved as a pilot school to use the practice as well. Unfortunately due to budget constraints, the entire district is not able to be trained in the practice at this time.

Question about what happens if a student harms another student and the one who was harmed does not want to participate in the circle. Dr. Winfrey said that the student who caused the harm will still be suspended and a worksheet with restorative practice questions is sent home. The student must complete the worksheet, have a guardian sign it, and then go over it with administration before returning to school.

Some concern about whether it is optional if a student does not wish to participate or isn't comfortable talking. Answer was that students can tell the counselor if they do not wish to participate.

With restorative practices and circles you teach:

1. A way of thinking
2. A way of acting.

You are giving the student language to use and modeling affective statements like "When you do ____, I feel ____." or how to use your voice to say how it made you feel and how you were impacted. The goal is to share with the person doing the harm how they impacted or affected the person they harmed.

Make statements to correct behavior by saying "I would prefer you not ____." or "I'm asking you to ____ instead."

Does require trust in the system.

It might not work for 100% of students because it is hard to face someone you hurt, but it will work for 98%.