

TMS Inclusionary Advisory Team Meeting Minutes 10/12/22 9:30-11:30AM

In Attendance: Tyler Anderson (8th grade), Liam DelCarmen (7th grade), William Enciso-Navarro (6th grade), Axel Ennaro (7th grade), Joel Halifax (7th grade), Ella Henry (8th grade), Nyree Hernandez (parent), Lauren Holmes (teacher and parent), Amie Karkainen (principal), Mark Klune (professional learning leader), Missy Krufka (teacher), Julie Lagace (teacher), Mehak Lalwani (6th grade), Clara Larson (7th grade), Stephanie Lundeen (parent), Melissa Lutzenhiser (teacher), Karen Maguigad (assistant principal), Milo Niezgocki (7th grade), Maribel Paniagua (family engagement specialist), Isah Poerschke (7th grade), Jordan Pullman (6th grade), Salwa Raphael (parent), Paloma Sayyah (8th grade), Kathryn Thompson (parent), Eileen Yoshina (PSED Director, Equity in Educational Services).

Agenda:

1. Re-establish the “why” (Purpose) of the committee (reconnect to last year’s work)
2. Start the conversation of the “how” (community agreements & reconnecting to centering race as we address equity issues)
3. Honor who is present and identify who needs to be involved moving forward.

Meeting Minutes:

- Ms. Karkainen welcomed everyone and introduced Eileen Yoshina, our team’s facilitator.
- Meeting participants went around and introduced themselves, including their favorite candy and/or snack.
- We will continue to talk about race as a center of our conversations.
- Land Acknowledgement – Snoqualmie Tribe and the Lushootseed language is their language. Each group looked at the Snoqualmie Tribe Ancestral Lands Movement website and talked about what we learned in looking at the website and about how the Snoqualmie Tribe shares what we can do with the land we are on. We recognize that we don’t have a member of Snoqualmie Tribe here (or anyone who is Native American).
- Meeting agreements were established – we commit to staying engaged, speaking our truths, accepting non-closure, expecting discomfort, being accountable for impact, and acknowledging intent. We discussed and shared what each of these phrases mean.
- Groups shared additional meeting agreements and practices to be added.
- The minutes from the meetings last year were shared.
- Where are we going next? Remember, these issues don’t have quick fixes.
- This group will decide if our students will take another survey like the one our students took in February 2022, which we discussed the results of as a team last spring.
- We took the student feedback from last year’s team meetings: two examples were editing the dress code and the beginning of the year video to address expectations about making Tolt a HIB-free school. As well, from the survey, we learned our GSA was important to our students. Even though last year’s GSA advisors are no longer at Tolt, our GSA club is continuing this year with new advisors.
- We talked about bringing back the WEB program this year.
- An advisory program will be put in place for next school year.
- Ms. Karkainen said that if students from this team would like to meet with school administrators more throughout the year to share their ideas and suggestions, we are open to that.

-Groups worked on identifying the knowledge and skills the adults at TMS need to uphold the values our students and the team identified as important:

- teaching empathy
- coaching how to handle injustice (discrimination)
- competence with neurodivergent learners
- it's okay to make mistakes and learn from them
- model how to teach repair, restoration, and accountability
- model and teach comfort with discomfort
- model lifelong learning

Here are what the groups expressed on their posters (summary version):

-Teaching empathy:

- consider students' perspectives
- acknowledging what we don't know
- listening strategies
- realizing what others are going through
- care and kindness
- age-appropriate SEL

-Coaching how to handle injustice and discrimination:

- create consistency
- will make students feel safer
- sounds respectful and kind
- ask pronouns instead of assuming
- use the formula from Dr. Beverly Tatum: "I used to think...but then I learned..."
- teachers need time for this kind of coaching

-Competence with neurodivergent learners:

- Being patient
- Students may need directions repeated or offered in different ways
- Understanding noise or feeling unsafe can make learning more difficult
- Model and explain how to do "soft skills"
- Students may need more time to finish work

It's okay to make mistakes:

- Everyone has growth mindset
- Listening to student voice and opinions
- Being open to being corrected
- Mistakes are a sign of learning
- Zero grades shouldn't be permanent
- Late work policies

Model how to teach repair, restoration, and accountability:

- People know how to recognize their mistakes and how to apologize
- Learn how to acknowledge an apology
- How to feel accepted after restoration
- Reflecting on your mistake

- Conversation about your actions – value the relationship enough to have a conversation
- Consider choices for future actions

Model lifelong learning and comfort with discomfort:

- teachers being aware of their impact on students
- teachers being aware of students' well-being
- use of check-ins
- recognize when students improve and acknowledge that with the student
- teachers being aware when students are uncomfortable

The meeting ended with students sharing how they would like more communication from staff level to students, specifically referencing an incident at lunch when students were kept inside due to a medical emergency in the breezeway. They said that while they respect wanting to maintain the privacy of the individual involved in the medical emergency, that more communication would have helped them to not make up their own stories as to what happened. Ms. Karkainen and Mrs. Maguigad thanked the students for sharing and will keep their feedback in mind in future situations.

Next meeting is scheduled for Jan. 11, 2023.