

TMS Inclusion Advisory Team Meeting Minutes 1/11/23 9:30-11:30AM

In Attendance: Tyler Anderson (8th grade), Rory Bennett (6th grade), Liam DelCarmen (7th grade), William Enciso-Navarro (6th grade), Axel Ennaró (7th grade), Maia Guzman-Yepes (8th grade), Joel Halifax (7th grade), Ella Henry (8th grade), Lauren Holmes (teacher and parent), Maryam Ibrahim (6th grade), 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), Ema Opara (8th grade), Maribel Paniagua (family engagement specialist), Camila Pena Preciado (7th grade), Isah Poerschke (7th grade), Jordan Pullman (6th grade), Salwa Raphael (parent), Paloma Sayyah (8th grade), Jordan Shafer (6th grade), Kyle Watson (6th grade), Clint Weckerly (PSED Director, Equity in Educational Services)

Agenda:

1. Reintroducing ourselves
2. Revisiting our community agreements
3. Preparing to address priority concerns
4. Discussion how to stay in touch

Meeting Minutes:

- Ms. Karkainen welcomed everyone and introduced Clint Weckerly, our facilitator for the day.
- Clint opened up with a welcome in both English and Spanish
- Meeting participants went around and introduced themselves, including talking about something that's at the top of their mind.
- 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.
- Team members reviewed the posters with the information from the last meeting in October.
- Team members reviewed the student data from the November 16, 2022 inclusion and belonging lesson with the 4 questions students were asked: What would make students enjoy coming to school? What would make students feel more safe at school? What can we do to help all students learn in a way that works best for them? What could teachers do to help you plan for your future?
- Whole group discussion of the groups and the trends from the 4 questions and the student survey.
- The top 2-4 trends from each of the 4 questions were shared and written down.
- Students shared comments about some of the items as they were listed on the board, which included the following trends shared by table groups:
 - Access to phones (safety + joy + family communication + equity/access?)
 - Choice within assignments/for learning
 - More social time with friends
 - Safer bathrooms (single-occupancy)
 - Safer hallways
 - Including/engaging students (between teachers and students)
 - Increased awareness of safety protocols (students and teachers)
 - Shorter classes, longer breaks (mental wellness)
 - Grade-specific lunches
 - Free period/study hall/office hours (not “HW Club” - during the school day for equity and access)

- More electives that are hands-on
- More advanced classes
- More student-centered, engaging classes
- Acknowledge mistakes
- Snack time
- Safer bus environments
 - loudness
 - anxiety-producing behaviors
 - Some buses seem calmer than others
- More student-friendly bus schedules (later pick-ups)
- Safer breezeways
 - Yelling
 - Pushing and shoving
 - Bullying
 - Unsafe access
- Inconsistent enforcement of rules
- More clubs/extracurriculars and on more days of the week
- Choices for seating
- Food in lunchroom
- Comfortable temperatur
- More FUN (game-ification)

-Next steps:

- Continue to work on possible action steps asynchronously to determine a smaller number of priority concerns to address
- Student survey data and trends identified by the TMS Inclusion Advisory Team will be shared with TMS staff on Friday, January 13.
- Optional TMS Inclusion Advisory Meeting during lunches before our next TMS Inclusion Advisory Meeting on March 8.