

MAEMSP NE Meeting 9/25/19 Notes
Sherman Inn Wolf Point, MT

- People in attendance
 - Mark Goyette- Glendive
 - Caroline Coovert - Glendive
 - Roxie Quick - Glendive
 - Cadance Wipplinger- Malta
 - Angie Nelson- Savage
 - Mark Thompson- Fairview
 - Georgie Gourneau- Wolf Point
 - Rachel Erickson- Glasgow
 - Megan Murrell- Circle

- 1 positive / proud thing so far this school year
 - Mark- started with MBI/MTSS this year
 - Caroline- building relationships with staff especially the last few weeks
 - Roxie- MBI successes and kids responding appropriately
 - Cadance- Gold medal this year with implementation of Tier 2 interventions, got a new math curriculum and it's going really well
 - Angie- filled all of the teaching positions and they are all great fits
 - Mark T- have a new mission statement
 - Georgie- Packs Good Behavior Gains, made posters and hung throughout the school
 - Rachel- fully staffed, started new data system MAPS, trainings scheduled for MEA days to teach social emotional education
 - Megan- heard communication was an issue, bi-weekly newsletter sent out (Smore and Adobe Spark), updated website, gotten great feedback

- Topics up for Discussions:
 - Supporting new teachers
 - Do a meeting with new staff- what's working and what's not working, pick a topic to go over ie homecoming week, parent teacher conferences, SpEd meetings and what information they will be presenting- keeping them in the loop and cut down on assuming people know things
 - Give veteran teachers time to meet every week with new teachers to support in curriculum because of a lack of funding after multiple trainings
 - Mentor teachers assigned to new teachers
 - Evening after school with new teachers to support, new teachers knew enough to fill in holes and help each other
 - Did an overhaul of mentoring program and trained them before school started, also set up a training for new teachers before school started, has mentor and mentee meeting with mentors on a monthly basis

- OPI has a mentoring program and it is really good, instead of telling a mentee how you do it, it teaches how to support them in a better way
 - Stipend to mentors, came up with a handbook, got a sub to let mentors observe
 - Students who repeatedly break the rules, how do we handle these students?
 - Stacy York- a lot of those kids come from trauma, helping teachers have grace for kids
 - You don't punish kids the same because they don't need the same
 - Education is important for us but may not be for the family, so changing that mindshift is hard in our schools
 - Punishment vs. Change in Behavior
 - What do we do for our kids who don't come to school?
 - Truancy court, home school coordinator,
 - Build relationships and figure out how to get the kid excited to be at school
 - How do we support our staff and kids in the shift from punishment to changing behavior with our Tier 3 kids?
 - Check-in/Check-out program- staff volunteer (all different kinds of staff), morning and afternoon check in with staff members, make goals, have conversations, staff are on committees for 2 years and move to another
 - Making a plan for these kids and sometimes they don't have academic goals
 - Knowing triggers is important
 - Give choices and make sure to follow it up with a preferred activity
 - Oximeters with CICO to see elevated heart rates to see upset and catch them before they have a tough day
 - Girls tend to not show upset outwardly, so using an oximeter was super helpful to catch dysregulation
 - Providing opportunities for movement with yoga balls, etc
 - Sensory rooms
 - Pairing up older and younger to help mentor others
 - Conscious discipline - giving kids jobs
 - We need to educate some of our more veteran staff on how to approach from a trauma informed practice
 - Culture
 - How do we change school culture without getting new teachers?
 - Harry Wong
 - Sometimes mixing up grading levels / new positions can change or help culture
 - Changing rooms of staff members (grouping of grade levels)
 - Lots of admin turnover has been difficult in Circle on teachers
 - Teachers have had to be cohesive because of admin turnover

- Trying to do fun activities (spent day at Ft Peck)
 - Build relationships and support
 - Sometimes it is fun to hang out outside of school
 - Be intentional about trying to set up opportunities to build a “family”
 - Get togethers , BONKO in the garage, hanging out at the “community gathering hole” after events, painting party, beginning of the year picnic
 - Be a family and pull in people to fill others up, teaching how to take care of each other
 - Every level feels more isolated, but you have to be approachable and be human
 - Staff member of the month- do their job for the day
 - Gives you a whole new perspective of everyone’s job
 - “Key to Our School”- staff nominate staff members and get to decorate a portion of the key. At the end of the year, it will be hung in the teacher’s lounge
 - Selfie of the Week- teachers send a lot
 - Candy where staff want to recognize each other and share funny things that have happened
 - Lesson Plan, Jeans, and Recess Duty pass
 - Covering student
 - Any unstructured time is not with victim
 - Separate classrooms
 - Student staffed at all times
 - Behavior plan to work back into classrooms/full school day
 - No extra outside resources
 - Principal responsibilities/authority in different districts
 - Committees with grade level and specialist rep and chairman that is not the principal, union rep
 - When a committee does it, staff can see it’s not the fault of the admin
 - Collective bargaining agreement
 - Let’s think about what’s best for kids, staff worked on the schedule and came up with the idea
 - Principal has the right to shift because it comes down to admin if things aren’t happening that need to.
- Setting meeting dates
 - November 5
 - January 14
 - February 25
 - April 7
 - May will be combined with a date to come

- For the good of the order (questions, suggestions)
- Meeting adjourned 1:30 pm

For next meeting:

- MBI/RTI combination to MTSS. How is this transition going in your district?
- Incentives for kids or staff members
- Curriculum review cycle and/or shifts in your district
- Community and family involvement ideas
- Attendance issues (What is your process to address?)