

Site Council Meeting Notes - September 2, 2020

Alyssa Schmidt is President

Wendy Cox is Vice President

Michaela Morrison is Secretary

Agenda Items:

Culture and Climate team overview: PBIS group (positive behavioral interventions and supports) make students and families feel welcome at Oakmont - training for staff, supporting connecting with kids.

Go over themes: Rename PBIS to Culture and Climate team for easier understanding coming together as a staff. Seeing the culture and climate teams to recognize different groups and to make sure to celebrate the differences. Recognizing different groups and focusing on wellness; managing stress, healthy relationships, lgbtq+ awareness month, hispanic awareness month. Newsletters going out to the kids are going out to communities. Student government will be creating videos for it. Kids know that there is a lot of support on campus, and out students come from lots of different backgrounds and that it is acknowledged. School is a home away from home. They feel loved but not in a weird way - direct quote.

Comments on Culture and Climate Team: Disable the label awareness month. Student government put in there; demystify those with disabilities. Mike Kentris and the student government have headed that up. Started lunch buddies, welcome them into different areas.

How are themes determined?

- Labeled on calendars that are already there. Wellness staff took pre themed months on calendars (mental health awareness, African-American history etc.) to be able to direct themes. Looked around campus and hit every population, so that everyone is recognized.

Concerns about the Culture and Climate Themes:

- culture awareness month or theme instead of a specific one? Cultural identity instead of just being race base? So looking at Dance, food, music etc.
- Great leaders, great scientists, etc. teaching about the community
- Have to hit it hard with election coming up, last election was polarizing
- Need to make sure to represent more cultures
- Race vs. Ethnicity
- Get Mike Kentris to come to next meeting to talk about this

Check out the newsletter to get information and a snippet of what this will look like.

Attendance/Engagement:

Clarification on what it is: two pieces required by the state. 1. Attendance piece are they there? 2. Are they actively participating in what is happening in the classroom? State requires both of those. What happens when the kid is there in class, but doesn't complete each piece? Dealing with it as a staff. Staff has been told if the

student is there, entrance or exit ticket to tell that the student was there and participated. Grades as well can be counted as an engagement piece. The engagement piece daily activity is what the state is requiring. Information sent out to each of the families. School sites have spent time explaining to staff. Teachers have been explaining to students. Attendance and engagement are different than previously.

Concerns on Attendance/Engagement:

- Attendance piece, if they miss multiple days are we going to send out reports? What are we going to do for EL? How hard is it on them for being engaged in class when they are missing scaffolding.

Hasty - tie goes to the runner. If you are questioning it put it as engaged in there. Systematic process to be able to check in with students. Myles emailed a form to put in the student names. Multiple meetings with IRTs to look for students who have missed for 2 days. If the student is missing 60% of the week we need to check in. Porch visit, calls, etc. prior day 10 to seek for understanding first before truancy. Once the teachers do the first call, then put on the list if they haven't heard anything. Have been filtering through to look for students. Process starts sept. 1st. LSS or Wellness will go out to houses, then resource officer for educational way to explain penal code of being absent from school.

- Kids who are present but not engaged?

Hasty - don't know the difference unless it is identified. Clarifying why were they marked as Not engaged. Because students aren't on campus they can work on identifying those students. Lots of things happening, move quickly but step carefully. Taking a seek to understand approach - here are the supports, how can we help you how can we help students. Making sure they have wifi, food, computer, etc. Lots of support and services to support students marked as N>

- concerned with combining the two concepts. Not engaged vs. not really there is difficult to enforce. Having it be equal to absence is problematic as it can be debated.
 - they should be counted as present. If they are not engaged it is different than not being present. Sometimes students don't know what to do for the engagement.

Cox- engagement does not to have be so extensive. Does a google form check in instead. Verbally says it multiple times to have the students back and check in. Their name may have been there the whole time but you don't know what they are really doing behind a blank screen. If they did do something you can mark them engage. Getting students to keep cameras on are a battle. She hasn't had one day where every student did the daily check in, cheerleads them on. Students have logged in then go back to bed - not really engaged if they don't do the simple form. Doesn't like getting the emails. Teachers can't change it after 3 o'clock. This is just from a teachers perspective since we don't really have choice.

- Has a student who talks during in classes, but doesn't do the daily check in. He is engaged but not doing the check in - but if she doesn't mark him as engaged then there is confusion.

Hasty - auditing on this on state level. If and when we get audited the engagement piece is for the auditing process. This is really an attendance piece. The intent should be something easy. Perfect example above. If he didn't do audit piece, but was engaged he should be marked as engaged. The intent of the engagement piece is you may not know if he was there once the screen goes away. The intent of the google form is to be sensitive for students who do not want to be on the screen for righteous reasons.

- late students? If the students are late but quickly go to the form, and is marked present, what about the gray area for the students who come late. How much trouble are those students going to get in on attendance instead of seeking to understand?

Hasty - there is a lot of gray in this, that is why there is layers. Explain the attendance piece when we reach out instead of accusing. It takes parents, teachers and students to work together.

- video has to be turned off to keep zoom moving smoothly.

Hasty - teachers using professional judgement on the engagement piece. When in doubt give the kid the engagement piece. Then talk to the admin when there are multiple absences. Tracking those. There is not punishment on the school side for attendance until it becomes multiple days of patterns. If it is a couple of days or one class it is some other reason.

- there is a lot of miscommunication between students and teachers. They don't know the exit form isn't the engagement piece. Talking in class is a lot harder than previous. It is really hard to talk to the different teachers. There is no way to communicate, or feel that way.

Student Perspectives:

Alyssa - not perfect communication between teachers and students. Alyssa, teachers are being understanding. Kudos to the teachers. People may show up late, and will communicate with students.

Jessica - all the teachers are trying to communicate. Not all of the students understand the process, the teachers are trying to understand.

Kaitlyn - all the teachers will do the daily forms for the most part. Tracking engagement is not being universally done and is difficult for students.

- hit and miss and different check ins. There is a lack of consistency that makes it difficult. Tries to make it clear but it isn't the same in every class.
- agree, because students don't truly understand what engagement means. Based on BTSN it is different than what is actually being done. Parent's need clear communication to make sure their students are successfully engaging.

Hasty - message to teachers to circle back to be clear about engagement. Give some freedom but there needs to be documentation that a student was actually there. If there is nothing there there is no record. There needs to be something to be documented. Something needs to get out to families for the clarity on the engagement piece. Admin had same concerns about the lack of clarity to begin with. Engagement piece that is tied to the attendance should not be dragging the students grade down. The grade should be based on what the students are doing in class; tests, etc. not from being engaged.

- if the students were not engaged they would be marked with a lower mark for it.

Hasty - there is a little confusion. Will work on better communication to make sure it is communicated clearly. Grade piece is separate than the engagement piece for attendance. E/N is an auditing piece. Everything that happens in school is based on instructional minutes. Grade vs. Attendance

Traci - that makes sense but is muddy.

Buskirk - Problem that people want it to be a straight line. Sometimes the check in is tied to formative already so it may effect the grade but it is minute.

Hasty - Communicate clearly with parents that form is not going to be a significant impact on the grade because of an error on technology. There is not straight line on what to use. There is a ton of gray. Attendance was given to us, not something we designed.

COVID questions:

Any questions about reopening/students back on campus and what we are doing for safety.

One of the thing that is being done is that they are meeting as individual sites to talk about when we will be meeting back and ground. Directions in the hallways. Lots of social distancing, hybrid schedules. Masks required for staff and students. Prepare for being as safe as possible in a modified school look - half the students on campus. Slowly work back, we will come back slowly in phases. Is Oakmont HS open? Yes because we are working online. We have small PODS who are working on athletics, or dealing with internet access. We will slowly being phased opened. Schools have to try to open campus. The term open is very broad. States definition of open that is different than what Hasty defines it. Hand washing stations are going to open. Big issues by getting $\frac{1}{3}$ of students on campus - passing periods, staggered passing periods; lunch, huge issue because of students getting food from cafeteria (easily congested with mass), limited amount of people and direction; how to kids respond to returning campus (removing masks, and not following social distancing) wild card. For educators hearing we can come back, we laugh because students miss their friends. They want to act like they normally do. That is is the wild card in all of this. Trying to plan for it as best as we can so that we can limit exposure.

Jay - For teachers that may not be interested in returning to hybrid class, is there an option to remain online? Sierra college is going to be remaining all semester, possibly for the spring as well. If there any sort of accommodation for those teachers to remain online?

Hasty - Yes, the concern is that numbers aren't perfectly neat. There is not straight perfect number, in order to accommodate everyone's needs we need to match students desire to teachers desire. And to have teachers that match those subjects. A local district will be trying to go face to face, see what happens. Have to match teachers with what may happen. Placer Union may be coming back. They bought smart boards for all the teachers? Interested in seeing how people can do this successfully to make sure that we can reopen safely.

Bobbie - COVID when the students come back. Preventing the spread. Students don't know. Some way for students to understand what is going on so that they can actually adhere to the rules.

Jessica - talked in groups in chemistry. People didn't know how serious it was. Actually informing students would be good.

Kaitlyn - students perspective, some cheerleaders have lied on athletic form. People have lied on the form to be able to get to school. Some students are lying on the forms to be able to get on campus, which may happen when we go to hybrid.

Hasty - worried about the honesty on those self screeners. We have all seen the case in Georgia - quick spread. Which is why our district has been very strategic about going back to make reopening as safe and smart as we can.

Buskirk - Having a student who would push the boundaries it would be difficult. Virus has become political and people need clearly understanding of what is happening. Teaching EL is horrible, but understand what those families are dealing with. Mental health is a major issue, but there is a way to deal with it without putting people at risk. It is very mixed, need positive academic information behind it so that students do take it more seriously. Book day, students came together to hug.

Bobbie - totally agree, as students don't understand, nor the long term effects of it. If you put the facts out there, they can take it as they need too.

Traci - became such a political issues attached to COVID.

Hasty - difficult to deal with. We are doing everything we can to make sure we are as safe as possible. There is a lot of things we don't know about the long term effects of COVID. Even experts admit they don't know the long term effects yet. Working hard to making sure people stay safe.

Athletics:

Have returned to campus. 4-5 week time period. Baseball, cheer, dance, tennis have come back. Left to the discretion of each coach, these are just workouts not practices. Done in a socially distance way in pods so that if students do get sick they can track it. Two seasons; january - march and then march- end of school year. CIF state decided decision to do this. Only two other sections have decided not to. Back, information will go out as new pods come out. Check the newsletter. Communication is coming hard and fast and it is hard to see everything. Newsletter is to be able to see the next month.

Next Agenda meeting:

Bobbie - Clubs what is happening with them (Mike Kentris over sees clubs)
Kentris will send email to point them in the right direction

Sports Games: No games will happen until january.

Culture and Climate team - teacher, staff, and Mike works with student government Can we get a representative to support. Sondra, and Kentris will come in.

Read the newsletter and lens go over the newsletter. Do you see those things reflected in there? Help with understanding the themes are.

Wendy - themes can be dividing. School culture theme.

Kaitlyn - AP diploma program exploration, look at. Rossmiller will come to discuss