

MIDDLE SCHOOL TRANSITION TEAM

**May 1, 2007
Meeting Minutes**

Members Present: Linda Williams, Lisa Cornelson, Jen Jacobson, Kat Dadd, Tami Schmitt, Michelle Devlin, Geri Goebel, Chuck Lisk, Jerry Wagner, Mike Knowles, Brian O'Donnel , Brooke Hendry, Donette Kessinger, Mimi Tiderman, Brenda Madsen, Paul Reed, Michelle Reid

Welcome/Check In

Team members checked in and reacquainted themselves with one another.

Review of Minutes

The team reviewed and discussed the minutes from the last meeting. Norms were deemed as being maintained.

Review of Evaluation from Previous Meeting

The MSTT reviewed the evaluation results from the previous meeting. The team is committed to reviewing and working within the norms established. High performing teams review not only the content of the work they do, but also the way in which they do their work.

Review of the Communication Expectations:

Review and reminder that communication is critical in this transition work. Staff, parent and student communications continue to be a priority in this process. The communication must be transparent and honest. Michelle Reid will work with district staff to craft succinct messages for both the website and press releases.

Room Assignment Review:

Reviewed and accepted

Athletic Proposal Presentation (cont'd):

1. Dr. Cohn and Michelle are meeting before the board meeting and may have some modifications to the proposal.
2. The committee would like to know amounts from the OCC fundraiser, which may support the \$6000 proposal for funding two additional coaches.

Review of Planned Board Report #8:

Review of the board report was discussed.

Special Education Work Group Presentation (cont'd):

1. Discussion took place on putting all special education students on one team and 504 students on the other.
2. How do we account for a special education student that wants an elective that isn't offered in the team they are in?
3. Teams will make creative decisions about how to get students desired electives.
4. Students can switch to another team on an individualized basis.
5. Scheduling and the level of services will determine class placement.
6. This same decision process is for a highly capable student who wants specific electives.
7. 70 special education students would be more manageable within only one team. (The committee agreed.)
8. IEP meeting requirements would be within the team (not everyone needs to attend).
9. There is no physical room to service a pull-out option.
10. Special education teacher membership is vital and helps with quick response questions/answers.
11. Training for the 504 team and highly capable teams need to be delivered.
12. We will place one special education team for 8th grade and one for 7th grade. For 504/Chapter/Title there will be two at grade 8 and two at grade 7. If an elective is desired by a student on one team, then the student's schedule will be determined on an individual basis.

Training:

1. 8-One and 7-One general and specialists.
2. Chuck requests for training at the beginning of June.
3. Adaptations are essential for strategies and implementation for instructional differentiation.
4. Initial training can be done within the district at the beginning with Kathy Bartless on "Connecting Systems."
5. Online free training on differentiating instruction was discussed.

Core Content Delivery: (i.e., science vs. social studies)

Social Studies - Science

8th grade:

ORIGINAL

Science	Science	Science
Soc St	WA State History	WA State History

NOW

Science	Science	Science
Soc St	threading of WA State History	threading WA State History

EQUALS: 3 science and 1 social studies

The A schedule has 90 minutes science classes

The B schedule has 45 minutes periods of science and 45 minutes of social studies.

CONCERNS:

- Half-time social studies and science teachers will have a total of 320 students.
- How consistent will it be in WA State history?
- Some teachers will not be attached to a team because they will be serving both 8th grade teams. They will need to trade off at team meetings.
- Teaming will take place during 9 weeks (4 ½ units) with a rotation flip of science and Washington State history. This was created due to a concern for the number of students in social studies during WASL time.
- Need was expressed for a NCLB “highly qualified” teacher for science (science was felt to be more specialized).
- The “catastrophe” FOSS kit was considered easy to integrate into social studies.
- Can the high school take on Washington State history?
- Students are struggling to understand the world, so we shouldn’t look for ways to cut Washington State history.
- Units run on a 9-week rotation (approximately).
- Will there be retention of knowledge by rotating every 4 ½ weeks?
- Determination was expressed regarding key components for continuation to high school within content areas.
- All science teachers will do intensive teaching with science before the WASL, followed by social studies after the WASL.
- Lessons in Washington State history will be the same as in the science kits.
- There is ample science curriculum for 1 ½ years.
- Staff position concerns were expressed since Washington State history will be taught by one teacher.

Thanks and Gratitude

Thanks and gratitude for the continued generous contribution of time was again acknowledged.

Evaluation

MSTT members completed the meeting evaluations that assessed our commitment to keeping the norms while we deliberate.

NEXT MEETING

Tuesday, May 8