

Building Committee Agenda: Tuesday November 19, 2024

Attendees: Earl McCray, Wakili Moore, Stacey Yazo, Jacob Solt, George Ealy

Guests: Arroyo

Excused:

Facilitator: Stacey Yazo

Note Taker: Stacey Yazo

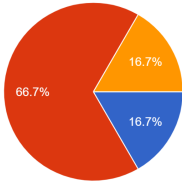
Time Keeper: Earl McCray

RTA member survey link:

https://docs.google.com/forms/d/e/1FAIpQLSdUMx4BNEb0eoM45xUa0bUKUg3KA2gnq6aL9DXFv_6up2fltA/viewform?usp=sf_link

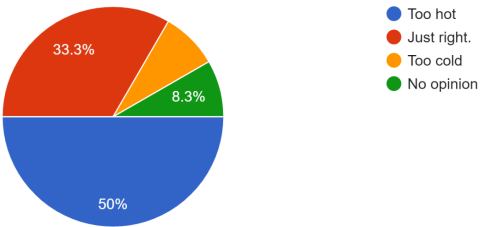
Motion to start the meeting: Jacob Solt

Seconded by: Earl McCray

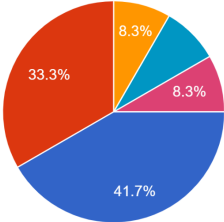
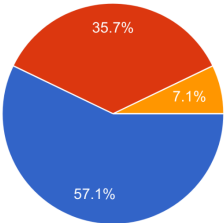
Item	Resolution
<p>Teachers continue to complain about the printer locations, even after hearing about the technical difficulties. Requesting someone from IT to explain to the Building Committee what the difficulties are with switching the printers and what it would take to switch the printers.</p> <p>Do you support the current placement of printers? 12 responses</p>  <p>66.7% 16.7% 16.7%</p> <ul style="list-style-type: none">● Yes. I support the current placement of printers. Printers are placed appropriately for my access.● No. I think the printers should be swapped. The faster printer should be in the teacher's lounge shared by all teachers.● Maybe	<p>New printer placed in 355 waiting on CO. BC asked to reach out to CO because they aren't responding well.</p>
<p>Be it recognized that the New York Compilation of School Discipline Laws and Regulations sections 2801 and 3214 reads as follows and will be the process and procedure for student removal for issues of safety, insubordination or disruption of the educational environment:</p> <p>"Teacher Authority to Remove Students From Classrooms LAWS 2801. Codes of conduct on school property. 2. The board of education</p>	<p>ACTION ITEM: Rephrase this as a question. Keeping in mind the emotional piece, when teachers are in the wrong, etc. Likely students aren't</p>

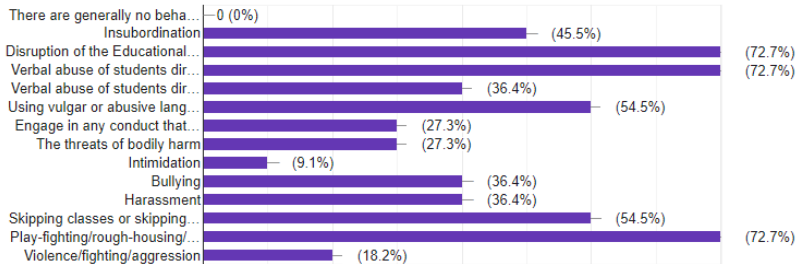
Item	Resolution
<p>or the trustees, as defined in section two of this chapter, of every school district within the state, however created, and every board of cooperative educational services and county vocational extension board, shall adopt and amend, as appropriate, a code of conduct for the maintenance of order on school property, including a school function, which shall govern the conduct of students, teachers and other school personnel as well as visitors and shall provide for the enforcement thereof. Such policy may be adopted by the school board or trustees only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Such code of conduct shall include, at a minimum:</p> <p>c. provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the code.</p> <p>"3214. Student placement, suspensions and transfers. 3-a. Teacher removal of a disruptive pupil. In addition, any teacher shall have the power and authority to remove a disruptive pupil, as defined in subdivision two-a of this section, from such teacher's classroom consistent with discipline measures contained in the code of conduct adopted by the board pursuant to section twenty-eight hundred one of this chapter. The school authorities of any school district shall establish policies and procedures to ensure the provision of continued educational programming and activities for students removed from the classroom pursuant to this subdivision and provided further that nothing in this subdivision shall authorize the removal of a pupil in violation of any state or federal law or regulation. No pupil shall return to the classroom until the principal makes a final determination pursuant to paragraph c of this subdivision, or the period of removal expires, whichever is less. a. Such teacher shall inform the pupil and the school principal of the reasons for the removal. If the teacher finds that the pupil's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher shall, prior to removing the student from the classroom, provide the student with an explanation of the basis for the removal and allow the pupil to informally present the pupil's version of relevant events. In all other cases, the teacher shall provide the pupil with an explanation of the basis for the removal and an informal opportunity to be heard within twenty-four hours of the pupil's removal, provided that if such twenty-four hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. b. The principal shall inform the person in parental relation to such pupil of the removal and the reasons therefor within twenty-four hours of the pupil's removal, provided that if such twenty-four hour</p>	<p>going back to the class.</p> <p>Communicate directly to administrator the reason for the removal.</p> <p>Use HelpZone and MTSS referrals to help.</p> <p>Advise teachers to not give parents “ammunition” to come back to admin about.</p> <p>Increase parent engagement</p> <p>Start phone calls with a positive</p> <p>Everyone is human—open & respectful communication with colleagues.</p>

Item	Resolution
<p>period does not end on a school day, it shall be extended to the corresponding time on the next school day. The pupil and the person in parental relation shall, upon request, be given an opportunity for an informal conference with the principal to discuss the reasons for the removal. If the pupil denies the charges, the principal shall provide an explanation of the basis for the removal and allow the pupil and/or person in parental relation to the pupil an opportunity to present the pupil's version of relevant events. Such informal hearing shall be held within forty-eight hours of the pupil's removal, provided that if such forty- eight hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal. For purposes of this subdivision, "school day" shall mean a school day as defined pursuant to clause (v) of subparagraph three of paragraph g of subdivision three of this section. c. The principal shall not set aside the discipline imposed by the teacher unless the principal finds that the charges against the pupil are not supported by substantial evidence or that the pupil's removal is otherwise in violation of law or that the conduct warrants suspension from school pursuant to this section and a suspension will be imposed. The principal's determination made pursuant to this paragraph shall be made by the close of business on the school day next succeeding the end of the forty-eight hour period for an informal hearing contained in paragraph b of this subdivision.”</p> <p>According to NYS Law, teachers are allowed to send out students</p> <ol style="list-style-type: none"> 1. Health/safety 2. Insubordination 3. Disruption of educational process 	
<p>How should teachers respond to the heat being too hot in their rooms? Is there any way to adjust radiators in specific rooms? Open windows? A/C units?</p>	<p>Heat controlled at Hudson Ave. Call main office for adjustments.</p>

Item	Resolution
<p>How is the temperature in your room been? 12 responses</p>  <p>A pie chart with four segments. The largest segment is blue, labeled '50%', representing 'Too hot'. The next largest is red, labeled '33.3%', representing 'Just right.'. A small orange segment is labeled '8.3%', representing 'Too cold'. A small green segment is labeled '8.3%', representing 'No opinion'. A legend to the right of the chart identifies the colors: blue for 'Too hot', red for 'Just right.', orange for 'Too cold', and green for 'No opinion'.</p>	
<p>Is there any progress at getting RIA announcements to <u>not</u> come over our speaker system?</p>	<p>Announcements not coming through our speakers, the speaker is just loud. As of lately, announcements have not been coming through our PA</p>
<p>How is the formation and implementation of a behavior team progressing?</p> <p>From our September Meeting:</p> <p>“Restorative Practices:</p> <p>“Students with persistent disruptive behaviors should be referred to the Behavior Intervention Team (administration, counselors, social workers and Helpzone) to engage students in restorative conversations after a disruptive incident to reflect on their behavior, discuss alternative choices, and rebuild relationships with teachers and peers.</p> <p>“Behavioral Interventions:</p> <p>“For recurring disruptions, collaborate with the school counselor or behavioral support team to develop individualized support plans, which may include behavior contracts, Helpzone referrals, counseling, or peer mediation.</p> <p>“In-School Supports:</p> <p>“Behavioral Intervention Team: A designated team (counselors, administrators, social workers, and Helpzone personnel) meets regularly to review ongoing behavioral concerns and implement</p>	<p>Up and running, led by Mr. Rodger. Meet on Fridays. Referral process through Panorama.</p>

Item	Resolution
<p>additional supports.”</p> <p>“Counseling & Mentoring: The Behavioral Intervention team will develop a referral process to help students develop better emotional regulation and coping strategies.”</p>	
<p>Amendment to disruption plan: To minimize disruptions to the educational process, students who leave the classroom without permission must have a brief conversation with an administrator or School Safety Officer (SSO). The incident should be documented as part of the hall sweep process, and the student should be issued a hall sweep pass before returning to class. The teacher will readmit a student who has walked out of the classroom without permission, once that student presents a color-coded hall sweep pass signed by an administrator or SSO.</p> <p>Teachers shall retain the discretion to readmit students who walk out, however, best practice is to require the hall sweep pass for student readmittance when they walk out of the classroom without permission. This approach reduces the incentive for leaving without permission by creating a consequence that inconveniences the student and encourages compliance with classroom expectations.</p> <p>Can we develop a colored hall-sweep pass/accountability system? (So we can tell students, “you need to get a red-pass”)</p>	<p>Someone would have to create the pass system, but admin and SSO’s would be happy to oblige</p> <p>House A–Rotating lunch detentions</p> <p>Talk to Michelle about colored paper. Or receipt book.</p> <p>**Brainstorm on this**</p> <p>Negotiate Hall Sweep</p>
<p>Should teachers be putting all referrals into PowerSchool for documentation purposes, or are emails preferred?</p>	<p>Didn’t this already get answered? -SY</p> <p>Yes, in powerschool. If something is really imminent, ALSO email</p>

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<p>According to the 2nd RTA survey, 50% of teachers feel as though the 10-minute late rule should be shortened to 5-minutes. An additional 35.7% of teachers suggest that teachers should have discretion between 5 and 10-minutes. How can we amend this to benefit our students?</p> <p>Comment: Frankly, I think this policy as a whole needs to go. If a student makes it to class, then they should be let in with a smile so they can receive an education. This policy is resulting in students roaming the halls more and being further distanced from their education. Some have disabilities and they are confused as to what to do, which presents a serious safety concern. We should have proactive supports, such as a 1 minute reminders before the bells ring, executive function coaching, and more adults in the hallways during passing time trained in how to calmly redirect students to class, rather than adults yelling and threatening kids.</p>	<p>Teachers will have discretion between 5-10 minutes</p>												
<p>During hall-sweeps, how much time should teachers given students to make it to their classes after the hall-sweep is announced? 12 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No time. Once the hall-sweep is announced, teachers should immediately allow students to return to class.</td> <td>41.7%</td> </tr> <tr> <td>30 seconds. Once the hall-sweep is announced, after 30 seconds, teachers should allow students to return to class.</td> <td>33.3%</td> </tr> <tr> <td>1 minute. Once the hall-sweep is announced, after 1 minute, teachers should allow students to return to class.</td> <td>8.3%</td> </tr> <tr> <td>2 minutes. Once the hall-sweep is announced, after 2 minutes, teachers should allow students to return to class.</td> <td>8.3%</td> </tr> <tr> <td>No opinion.</td> <td>8.3%</td> </tr> </tbody> </table>	Response	Percentage	No time. Once the hall-sweep is announced, teachers should immediately allow students to return to class.	41.7%	30 seconds. Once the hall-sweep is announced, after 30 seconds, teachers should allow students to return to class.	33.3%	1 minute. Once the hall-sweep is announced, after 1 minute, teachers should allow students to return to class.	8.3%	2 minutes. Once the hall-sweep is announced, after 2 minutes, teachers should allow students to return to class.	8.3%	No opinion.	8.3%	
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<p>Do we need to start having fire-drills and other emergency drills at different periods other than periods 8 & 9? 14 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes, we need to spread out the times of the emergency practice drills, so that teachers can keep on pacing with their classes during 8th & 9th periods.</td> <td>57.1%</td> </tr> <tr> <td>No. Having drills during 8th & 9th periods is fine.</td> <td>35.7%</td> </tr> <tr> <td>No opinion. I have no class during this time so NO, but also understand YES</td> <td>7.1%</td> </tr> </tbody> </table>	Response	Percentage	Yes, we need to spread out the times of the emergency practice drills, so that teachers can keep on pacing with their classes during 8th & 9th periods.	57.1%	No. Having drills during 8th & 9th periods is fine.	35.7%	No opinion. I have no class during this time so NO, but also understand YES	7.1%	<p>We are doing our Fire Drills between 8th and 9th to avoid conflicts with RIA</p>				
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<p>Behaviors:</p> <p>Disruption to the educational process @ 76.9%</p> <p>Verbal abuse (student to student) @ 69.2%</p> <p>Vulgar Language @ 61.5%</p> <p>Play-fighting @ 61.5%</p> <p>Insubordination @ 46.2%</p> <p>Skipping (Class or detention) @ 46.2%</p> <p>Bullying @ 38.5%</p> <p>Harassment @ 30.8%</p> <p>Verbal abuse (student to teacher) @ 30.8%</p> <p>Threats @ 23.1%</p> <p>Violence @ 15.4%</p> <p>Intimidation @ 7.7%</p> <p>Which behaviors, if any, are of most concern? (Select any that are a priority problem in your classroom, if any)</p> <p>11 responses</p>  <table border="1"> <thead> <tr> <th>Behavior</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>There are generally no behaviors</td> <td>0 (0%)</td> </tr> <tr> <td>Insubordination</td> <td>45.5%</td> </tr> <tr> <td>Disruption of the Educational Process</td> <td>72.7%</td> </tr> <tr> <td>Verbal abuse of students directed at students</td> <td>72.7%</td> </tr> <tr> <td>Verbal abuse of students directed at teachers</td> <td>36.4%</td> </tr> <tr> <td>Using vulgar or abusive language</td> <td>54.5%</td> </tr> <tr> <td>Engage in any conduct that is disruptive</td> <td>27.3%</td> </tr> <tr> <td>The threats of bodily harm</td> <td>27.3%</td> </tr> <tr> <td>Intimidation</td> <td>9.1%</td> </tr> <tr> <td>Bullying</td> <td>36.4%</td> </tr> <tr> <td>Harassment</td> <td>36.4%</td> </tr> <tr> <td>Skipping classes or skipping school</td> <td>54.5%</td> </tr> <tr> <td>Play-fighting/rough-housing/fighting</td> <td>72.7%</td> </tr> <tr> <td>Violence/fighting/aggression</td> <td>18.2%</td> </tr> </tbody> </table>	Behavior	Percentage	There are generally no behaviors	0 (0%)	Insubordination	45.5%	Disruption of the Educational Process	72.7%	Verbal abuse of students directed at students	72.7%	Verbal abuse of students directed at teachers	36.4%	Using vulgar or abusive language	54.5%	Engage in any conduct that is disruptive	27.3%	The threats of bodily harm	27.3%	Intimidation	9.1%	Bullying	36.4%	Harassment	36.4%	Skipping classes or skipping school	54.5%	Play-fighting/rough-housing/fighting	72.7%	Violence/fighting/aggression	18.2%	<p>Reach out to teachers who are not having these issues to see their behavior management systems</p>
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<p>Survey perspectives elevated:</p> <p>“I think the culture and climate at ALMS is very negative and anxiety provoking for our students. I see many adults yelling, swearing, and putting hands on kids. I see students being told contradictory directives. I do not feel like the things we are doing are developmentally appropriate for middle school students. It seems like we are just kicking kids out of class and sending kids home from school. We need a focus on positive behavior supports, we need to see that our punishment-minded policy is actually reinforcing bad behavior, and we need to understand that as adults we are models for these kids. When we are unable to manage our emotions in front of the kids, they see that and they internalize our demeanor as the standard.”</p> <p>“Good so far. Consistent SSO's in hallways important. Concerned with how assemblies are going. Need access to color copies. Students need to see life as it really is and we don't live in black and white.”</p>																															

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<p>"New school new environment and still improving as time goes by."</p> <p>"This year felt as though it started strong and has significantly dropped off. I have work for students from the moment they enter the classroom, but it is taking at least 5 minutes to get them to enter, listen, and sit down to work. The noise volume in some classes is intolerable, and it's to the point I can't get their attention. Some of them, despite having assignments to complete, regard it as their "free time." There isn't enough support (or appropriate support) for students who integrate. My students with IEPs who are usually in ICOT classes have NONE of their supports in my class, which leaves me to work with every student at every level. Phone calls home, ISS, and other consequences are not working to change behavior in the classroom, including disruptive behavior, insubordination, and bullying. I have parents telling me their child "can't" do the assignments in class because they aren't able to write unless they have their SpEd teacher there. I have numerous kids failing despite the fact that we literally do the classwork together/in small groups, and at least half of them choose not to do it and then get mad when they're not passing. Nothing I assign should be impossible, and none of it should require so much support that they can't manage without a second adult. I have never had to "bribe" my student to do work before nor give consequences other than their grade for incomplete work. These assignments are literally tickets out to make sure they understood, not some long, difficult essay. I'm at a loss and burning out because I'm doing all the work."</p>	
<p>Good news! Overall vibe is that Crew is going well. Staff feels as though activities and games are working well, students are taking on leadership roles in crew, and building relationships is overall successful!</p>	
<p>Crew Concerns: Student engagement and attention– circles are limited to 15-20 minutes. Students do not want to write reflections. EL flipbooks are not practical. Students from other crews walking in and disrupting.</p>	

Item	Resolution
Circles.	
<p>Hallway monitoring: Is there an area that needs more monitoring by SSO's/ admins –</p> <p>Tiger Way @ 30.8% All other hallways at 7.7%</p> <p>Notes/Comments: No Cameras in Exit 9 Hallway (to 4th floor and to PE)</p> <p>In the first few weeks I noticed SSO's and admins in each corner (i could see from my room) during passing time. Think this discouraged most behaviors</p> <p>I think if we are going to have bathrooms locked, someone needs to be stationed there at all times. It gets wild in the hallways when students pile up to get into the bathrooms and the doors are locked.</p>	<p>Will have SSOs rotate to Tiger Way</p> <p>Mr. Moore will check on camera status (2) for 4th floor–will reach out again.</p>
Tiger Assembly	<p>Mr. Moore: The assembly was great!</p> <p>Last Tiger Assembly went very well!</p> <p>During Town Hall–teachers are responsible for your class/students. Students should be sitting with their classes. If they don't comply–students will be removed. Keeping one AP on the 3d floor for students who need to be removed? Will follow-up next meeting.</p>

Item	Resolution
ACTION ITEMS- Staff have to do their part to make operations run smoothly	Next meeting: Tuesday, December 5th (last day to enter minutes/notes is Friday, December 1st)

Approved by Building Committee Members: