Thurgood Marshall BLT Minutes
September 1, 2015

In attendance
- Primary Rep Tara Kohls
- Intermediate Rep Kimber Kierstead
- Gen Ed Rep Sam Egelhoff
- Special Ed Rep Katie Humphreys
- SEA Rep Susan Kingsbury
- Specialist Rep Anne Lyons
- Classified Rep Catherine Nagle
- Gen Ed Parent Angie Jenkins
- Gen Ed Parent Trinia Washington
- HCC Parent Bill Brewster
- SPED Parent AP Sabrina Kovacs-Storlie
- Principal Katie May
- Principal Intern Laurie Kazanjian

Approval of Minutes
No minutes were approved.

New Business
- Introductions
- Ice Breaker-Angie led us in an activity that asked us to introduce each other using M&M’s. Based on the color of our candy, we wrote down book recommendations, super-powers, items on our bucket list, and

Norms
- Reading: 10 Characteristics of High-Performing Teams
- We reviewed our norms and changed the following:
  - #5 should now read “Work with others in an intentional way towards consensus”.
  - #7 is new: Assume good intentions
  - #8 is new: Assign note taker

Review
- Decision-making matrix-- we reviewed the matrix and changed some items. For non-mandated curriculum we decided All-Staff has input and Impacted Staff makes the decision. For hiring we decided the Principal and Impacted Staff has input. We removed SST from the School Climate category. For Vision & Goals we decided the district has input.
- Notes from “What do we Value” on 12/16/14—
  - Where are we putting our time, energy, resources? Does it match our values?
  - BLT does make impactful decisions.
Principal’s Report

- **Theme**—imbalance
- **Goals**
  - #1- Equity and Community
    - We are a school for the community and the community owns the school
    - Equity tool
    - Book Club- Blindsight
    - Race and Equity conference Oct. 10th conflicts with Oct 9th plans to host Jodi McVittie
    - How to choose books that are meaningful to educators and accessible to parents?
    - MTSS should be systematic, not just creative
    - Sound Discipline Grant
    - Angie introduced concept of Restorative Justice (RJ) to conversation; Katie shared that research doesn’t support suspension policies. How does RJ impact transition and impact protocols? RJ is a topic on the bargaining team and amongst district higher ups. Arts Corp training and Danielson dovetail with ideas of RJ. Trinia: exit interviews. Katie: climate survey data.
  - #2 Rigorous Academics
    - Spectrum kids that go to Muir; we want to be a community where parents choose to stay, regardless of what programs kids test into.
    - GenEd kids outperforming HCC kids on SBA
    - We provide lots of flexibility and ALO’s. For example: splits, moral dilemmas, walk-to’s, field trips, friendship days, recess.
    - Trinia—we should communicate more about how all 3 programs work together to dispel parent “mis-notions”.
  - #3 Arts
    - Developed arts 3 year plan.
    - Equity—dance and movement with Bianca
    - Expose kids across programs
    - Idea to develop an arts database to make intentional decisions

- **Why Discomfort is Good for You**
  - Connection to theme of imbalance
  - **RULER**—what do you need in the moment you are in right now? Where are you and where do you want to be?
  - Equity
  - Community Outreach
  - Change begins with being thrown out of balance.
  - We can create what we want!
  - Bill-in the adult world we work towards a work-life balance. The desired condition dependent upon context/setting?

Next Meeting

- Mission and Vision: what does a TM kid look like?
- Early October
- Kimber will be note-taker