

MS PTO General Meeting Minutes

**Tuesday, December 5th, 2017, 10:30am.
Conference Hall, G building**

Attendance: Mr. Jim Slaid, Mr. Eric Majors, Dr. Elethia Rhoden, Ms. Kristi Green, Ms. Sharon Surette, Mr. Scott Trinh, Mr. Ryan Persaud, MS PTO board members

Total parents attendees: Approximately 45

- I. Library Update by Ms. Kristi Green
 - a. Holiday Hours, Jan.2-5, 2018 (9:30am-11:30am / 12pm – 4pm)
 - b. Battle of the Books Theme: *E Pluribus KIS* (from many cultures, one school [KIS])
 - i. 21 teams have registered to date
 - ii. Out of the 100 bundles available there are still 47 left to sell
 1. Includes 4 books, 2 bookmarks, 1 bag, 1 KIS custom pop socket
 - a. Full Cicada Moon by Marilyn Hilton
 - b. Shackles from the Deep by Michael Cottman
 - c. NewsPrints by Ru Xu
 - d. It Ain't So Awful, Falafel by Firoozeh Dumas
 - iii. Teams are mixed from 6-8. YOU choose your partner of any middle school grade.
 - iv. NO notes allowed
- II. MS Science with Ms. Surette (8th Grade Science Teacher)
 - a. 6th Grade: Earth and Space Systems
 - b. 7th Grade: Life Science (pre-biology)
 - c. 8th Grade: Physical Science (pre-chemistry/pre-physics)
 - d. OVERALL VIEW
 - Although we follow the NGSS standards, the cross-cutting concepts and science and engineering practices are skills students need to be able to apply to all content areas. They will be included in every year regardless of the subject focus.
 - Collaboration: Developing scientific “habits of mind”
 - Students have access to an online Science textbook
 - o Many students go to the wrong site: “pearsononline.com”
 - Skills of all students
 - o Reading and comprehending nonfiction texts at grade-level
 - Our students struggle with grade-level non-fiction books
 - o Reading and comprehending information in graphs and other visuals
 - o How to read and follow directions to perform a laboratory experiment
 - o How to carry out an experiment, from developing a hypothesis, to writing methods, collecting data, analyzing data, and writing conclusions
 - o Major focus is on writing and vocabular



- Basic scientific answer has 3 main parts:
 - Claim,
 - Evidence, and
 - Reasoning or concept
 - Along the same lines, the focus will be on, “Did you actually answer the question?” Many students have great answers, but the problem remains on whether the students ACTUALLY answered the question.
 - Students need a QUIET STUDENT AREA in the same spot every day
 - Free from distractions
 - Music (other than boring music) and TV
 - Siblings/animals
 - Social media and chat apps
 - Students should have a daily “to do” list
 - Set time goals and take “brain breaks”
 - Schoology calendar and assignments
 - Sit down with your child every day or every other day
 - Have them show you their gradebook and Schoology calendar
 - Make a “To do” list of items that need to be completed today and tomorrow
 - GO over the instructions with your child
 - IF your child is done with an assignment, compare it to the rubric. Don’t settle for “yeah, I did it already!”
 - Please have your children read nonfiction texts (FOR FUN!)
 - ANY topic
 - At their current reading level
 - Get a “parent and kid” set and read chapters together, then discuss
 - Ms. Green and English teachers can make recommendations
 - IT is very important that students do not have any devices at night
 - Family exploring time is very important
 - Don’t settle for “it was fine”. Ask questions. Delve deeper.
- Students at KIS are allowed to attend an AP Biology in the 10th grade, but please speak to the counselors and Science teachers because most students are not ready for the subject language material
- Q&A
- What can I do to prepare my 8th grade student for 9th grade
 - READ non-fiction texts
 - CO- TEACHING
 - Students have 2 Science teachers who they can go to for any questions, and teachers explain things differently, so it is important that the students ensure that they try to get explanations from different teachers (if not understood from one)



- III. Introduction of Transition Committee by MR. Scott Trinh, School Psychologist
 - a. PURPOSE: Made up of a network of KIS faculty and parents who work to support all community members with the challenges inherent in international relocation and cross-cultural mobility. This support is provided throughout the transitions process: arriving, staying, or leaving
 - b. Committee
 - i. 6 KIS Faculty members (1 Admin – Mr. Rich, 1 Alumni Coordinator - Ms. Majors, 1 psychologist – Mr. Trinh, and 3 school counselors – ES, MS, HS) & parents

- IV. Principal’s Talk – “Inclusion”
 - a. Building a Culture of Inclusiveness
 - i. Creating a sense of belonging – where EVERY student is welcome by every other student, teacher, and parent
 - ii. Building a community where students feel empowered to invite others and make them feel welcome
 - iii. Fostering an environment where students, teachers, and parents say “this is what we do” and making inclusivity the norm
 - b. Exclusion
 - i. Waiting on group consensus to invite others
 - ii. Students feeling unable to voice a dissenting opinion
 - iii. Rumors and messaging fuel distrust and make others feel unwelcome
 - c. School
 - i. MS StuCo taking the lead on mixing it up
 - ii. Educating students about inclusionary practices and what bullying is
 - iii. Creating anonymous systems to report concerns to school staff
 - iv. Staff members modeling Empathy and Forgiveness
 - v. Mediation vs. Accusation
 - vi. Teaching students how mediation works
 - d. Two most POWERFUL and HARDEST things to say is “I’m sorry” and “I forgive you”
 - i. We want both teachers, parents, and students to know this and practice this
 - e. WHAT CAN YOU DO AS PARENTS?
 - i. Model inclusive practices
 - ii. Avoid spreading rumors and talking about others
 - iii. Encourage inclusiveness
 - iv. Help facilitate and demonstrate empathy and forgiveness
 - v. Remind students that talking about others is never okay
 - f. WHAT can parents or students do when they see such inappropriate actions?
 - i. When such things are reported, either Mr. Majors or the school counselors take charge and “investigate”. Usually, the situation comes down to a “conflict” – where there are issues between or amongst students. While

parents can feel that the other student or ‘perpetrator’ be punished, this is usually not the case, because there are two or more sides to a story. Parents usually see only their child’s point of view, and teachers cannot say one side or the other side is correct. While disciplinary consequences can be effective, they may not be the best way to address such. We try to look at the big picture as a whole, and would like to educate the students so that the students learn about empathy and ultimately, gain experience at some point. Please remember that there are no set rules or guidelines about each or every wrongdoing. Each situation is dealt with accordingly. The reality is that INTERVENTION is important and such situations require much consensus.

- V. Lunch Monitoring Report
 - a. Consists of 10 parent volunteers
 - b. Report on meeting
 - i. Crowded Korean corner
 - ii. Usage of salad bar
 - iii. The convenience store
 - iv. ID card tagging system
 - c. Requests
 - i. Serving amount of main menu should be increased
 - ii. Cafeteria homepage should be updated faster
 - iii. Spiciness should be indicated
 - iv. Location of money screen should be changed
 - v. Password for ID card use should be set
- VI. Treasurer’s Report
- VII. Event Committee
 - a. Fall Art Exhibition Reception Snack Sale (11/14)
 - b. Winter Concerts
- VIII. Jamboree Committee
 - a. Swim jamboree snack sale (11/18)

The MS PTO general meeting was followed by the grade meetings and was adjourned around 12:50 PM.

Parents’ feedback and suggestions at the grade meetings will be collected by each grade representative and will be used for the school improvements.