INVOICE

John Muir Middle School
Attention: Vernon Walton
1444 Williams St
SAN LEANDRO CA 94577
USA

Invoice Date
Feb 3, 2015

Invoice Number
INV-0011

No Bully
PO Box 29011
SAN FRANCISCO, CA CA 94129
UNITED STATES

Description	Quantity	Unit Price	Tax	Amount USD
No Bully Partnership	1.00	8,750.00	Tax on Sales	8,750.00
			Subtotal	8,750.00
			TOTAL TAX	0.00
			TOTAL USD	**8,750.00**

Due Date: Jun 26, 2015

PAYMENT ADVICE

To: No Bully
PO Box 29011
SAN FRANCISCO, CA CA 94129
UNITED STATES

Customer	John Muir Middle School
Invoice Number	INV-0011
Amount Due	**8,750.00**
Due Date	Jun 26, 2015
Amount Enclosed	

Enter the amount you are paying above

SAN LEANDRO UNIFIED SCHOOL DISTRICT

CONTRACTED SERVICES AGREEMENT

INSTRUCTIONS:

1. Submit Contracted Services Agreement for Board Approval at least 1 month prior to services.
2. Forms must be completed with all required signatures and have Board approval before the consultant/independent contractor can perform services for the District. (Requests submitted after services are performed will jeopardize payment.)
3. Clearances must be obtained with Human Resources Dept. (if applicable) prior to the start of services. Originating Dept. will follow up with HR once the contract is received.

Requested by: Vernon Walton / [signature] / 2/23/15
(SLUSD) Print Name — Signature — Date

Name of Consultant/Organization: No Bully

PO Box 29011 — San Francisco — CA — 94129
Address — City — State — Zip

415-767-0070 — — www.nobully.org
Telephone Number — Fax Number — Cell # or E-Mail Address

SCOPE OF WORK: The partnership with No Bully will consist of an integrated series of leadership and coaching sessions for staff and faculty to implement the No Bully system

LOCATION OF SERVICES: John Muir

DATE(S) OF SERVICE: Feb. 12 2015, Feb. 27 2015, March 25, 2015, April,1 2015, April 21,2015, May 19th 2015

ESTIMATED COST: $8750. 00 (and/or hourly Rate: $_____)

NAME OF PROGRAM: No Bully

BUDGET NUMBER: _____ (or ASB funds___)

Administrator/Program Manager Approval:

Vernon L Walton Jr / [signature] /Date: 2/23/15
Print Name — Signature

Consultant/Contractor:

No Bully / Therese Wilson /Date: 2/23/15
Print Name — Signature

Business Manager: Initial: _____ Date: _____ Human Resources: Initial: _____ Date: _____

The Contracted Services Agreement must include the following before going to Purchasing Dept. for processing. Check off and attach all documentation that applies.

___ **BOARD APPROVAL DATE:** _____
___ **Clearances with Human Resources:** ___ **Fingerprinting** ___ **TB**
___ Add as Vendor ___ W-9 Tax Form ___ EDD form (Employment Development Dept.)
___ Copy of Requisition ___ Invoice Attached

Note: District staff cannot be employed as a consultant/independent contractor.

Distribution:
___Originating Department ___Human Resources ___Purchasing Department

REVISED 2-20-14 RA/RMW/kc

SAN LEANDRO UNIFIED SCHOOL DISTRICT
14735 Juniper Street
San Leandro, CA 94579
Phone (510) 667-3515 Fax (510) 667-3569

Alternate W-9 Form

Please complete this form and fax back to our Purchasing Department at (510) 667-3569. Payment cannot be made until this form is returned. Your W-9 form may also be emailed or faxed. Thank you.

Before we are able to authorize payment for services performed by independent contractors, we are required by the Internal Revenue Service to have certain information on file. Please complete the appropriate sections below and return this form to us.

Name: No Bully

Address: PO Box 29011

City: San Francisco State: CA Zip: 94129

Phone: 415-767-0070 Fax: n/a

Website: www.nobully.org Email: office@nobully.org

Please check type of business entity:

- ☐ Individual
- ☐ Sole Proprietor
- ☐ Partnership
- ☐ Corporation
- ☐ Government Agency
- ☒ Other (*please specify*) Non-Profit Organization

Please provide tax identification number:

Social Security #:

Employer Identification #: 26-4348341

PLEASE NOTE: If you are a Sole Proprietor, you are required to provide the owner's name and social security number:

Business Name: No Bully EIN: 26-4348341

Owner's Name: SSN:

CERTIFICATION: Under penalties of perjury, I certify that the number shown on this form is the correct taxpayer identification number.

Signature: Therese Wilson /Therese Wilson/ Date: 2/23/15

Title: COO

For Office Use Only:
Vendor ID:

Form **W-9**
(Rev. August 2013)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)

Business name/disregarded entity name, if different from above

No Bully

Check appropriate box for federal tax classification:
☐ Individual/sole proprietor ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____

☐ Other (see instructions) ▶

Exemptions (see instructions):
Exempt payee code (if any) _____
Exemption from FATCA reporting code (if any) _____

Address (number, street, and apt. or suite no.)
PO Box 29011

Requester's name and address (optional)

City, state, and ZIP code
San Francisco, CA 94129

List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number
			–			–				

Employer identification number
2	6	–	4	3	4	8	3	4	1

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below), and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here | **Signature of U.S. person** ▶ | **Date** ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. The IRS has created a page on IRS.gov for information about Form W-9, at *www.irs.gov/w9*. Information about any future developments affecting Form W-9 (such as legislation enacted after we release it) will be posted on that page.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, payments made to you in settlement of payment card and third party network transactions, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct.

Note. If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

EDD Employment Development Department State of California

REPORT OF INDEPENDENT CONTRACTOR(S)

05420101

See detailed instructions on page 2. Please type or print.

SERVICE-RECIPIENT (BUSINESS OR GOVERNMENT ENTITY):

DATE

FEDERAL ID NO.: 946002608

CA EMPLOYER ACCOUNT NO.

SOCIAL SECURITY NO.

SERVICE-RECIPIENT NAME / BUSINESS NAME: SAN LEANDRO USD

CONTACT PERSON: M. PERMIN

ADDRESS: 14735 JUNIPER STREET

TELEPHONE NO.: 510 662 3501

CITY: SAN LEANDRO

STATE: CA

ZIP: 94579

SERVICE-PROVIDER (INDEPENDENT CONTRACTOR):

FIRST NAME: NO BULLY

MI

LAST NAME

SOCIAL SECURITY NO.

STREET NO.: PO BOX 29011

STREET NAME

UNIT/APT

CITY: SAN FRANCISCO

STATE: CA

ZIP: 94129

START DATE OF CONTRACT (M M D D Y Y): 02 28 15

AMOUNT OF CONTRACT: $8750

CONTRACT EXPIRATION DATE (M M D D Y Y)

CHECK HERE IF CONTRACT IS ONGOING

FIRST NAME

MI

LAST NAME

SOCIAL SECURITY NO.

STREET NO.

STREET NAME

UNIT/APT

CITY

STATE

ZIP

START DATE OF CONTRACT (M M D D Y Y)

AMOUNT OF CONTRACT

CONTRACT EXPIRATION DATE (M M D D Y Y)

CHECK HERE IF CONTRACT IS ONGOING

FIRST NAME

MI

LAST NAME

SOCIAL SECURITY NO.

STREET NO.

STREET NAME

UNIT/APT

CITY

STATE

ZIP

START DATE OF CONTRACT (M M D D Y Y)

AMOUNT OF CONTRACT

CONTRACT EXPIRATION DATE (M M D D Y Y)

CHECK HERE IF CONTRACT IS ONGOING

NO BULLY School Partnership



Proposal for
John Muir Middle School

Signed and approved by

..... (Name)

.....(Title)

.....(Date)

NO BULLY

San Francisco, California
www.nobully.org
415-767-0070

1 REQUEST FOR PROPOSAL

John Muir Middle School serves approximately half of the ten to thirteen-year-old children living in San Leandro, California. Enrollment for the 2014-15 school year is approximately 965. Demographics of the student population is: Hispanic or Latino, 42%; Asian, 18%; Filipino, 13%; African-American, 10%; White, 8%, two or more races, 8%; Pacific Islander, 1%; Native American, 1%.

John Muir Middle School has requested a proposal from No Bully for a one-year No Bully school partnership. The partnership will consist of an integrated series of leadership coaching sessions and staff/faculty training in how to implement and sustain the No Bully System®.

2 BULLYING IS SERIOUS

The United States has some of the highest levels of student bullying and conflict of any industrialized nation worldwide. Each year approximately thirty percent of students in US schools from kindergarten through high school are involved in school bullying, either as a target or as a bully, or both[1]. Each day thousands of students refuse to go to school because they dread the physical and verbal aggression of their peers, and the isolation that comes from being the target of rumors and cyber-bullying. Many more attend school in a chronic state of anxiety and depression.

Bullying is different from peer conflict. It occurs when a student, or group of students, intentionally and repeatedly hurt, humiliate or isolate another less powerful student. It compromises academic performance, exacts a toll on students through lives lost and lives forever changed, and negatively impacts the entire school climate.

Bullying happens in four main ways

- **Physical bullying**, when a student uses physical force to hurt another student by hitting, pushing, shoving, kicking, taking a student's belongings or stealing their money.
- **Verbal bullying**, when a student uses words or gestures to humiliate another student by threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, slurs, graffiti, put-downs and ridicule.
- **Relational bullying**, when a student isolates another student from their peer group through leaving them out, gossiping, spreading rumors and scapegoating.

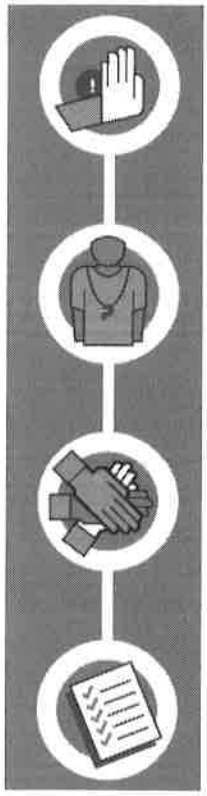
[1] The largest study in the US was conducted by the World Health Organization of 15,000 students in the 6th to 10th grades at both public and private schools. It found that 30% of students report some type of involvement in moderate or frequent bullying, either as a bully (13%) or as a target (11%) or both (6%). a study See Nansel, T.R. Overpeck, M., Pilla, R., Ruan, W.J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth. *Journal of the American Medical Association*, 285, 2094-2100.

- **Cyberbullying**, when a student uses a cell-phone, the Internet and social networking sites to bully another student in any of the ways described above.

When students are bullied because of a legally protected characteristic, such as disability, actual or perceived sexual orientation, gender or race, the behavior is considered **harassment**.

3 THE NO BULLY SYSTEM

No Bully developed the No Bully System as an integrated series of interventions for schools to implement to prevent and stop student bullying and harassment. The system represents the distillation of our years of experience in working with schools.



LEVEL 1
Prevent & Interrupt
All staff on campus prevent and interrupt student harassment and bullying.

LEVEL 2
Check in and refer to a Solution Coach®
When a teacher or staff member discovers ongoing bullying or harassment, they check in with the target and refer the student to a school Solution Coach.

LEVEL 3
Hold a Solution Team® and Follow Up
The Solution Coach – with the target's consent – convenes a Solution Team of students to bring the bullying to an end. If any student is stuck in the role of bully or target, the Solution Coach follows up to facilitate change.

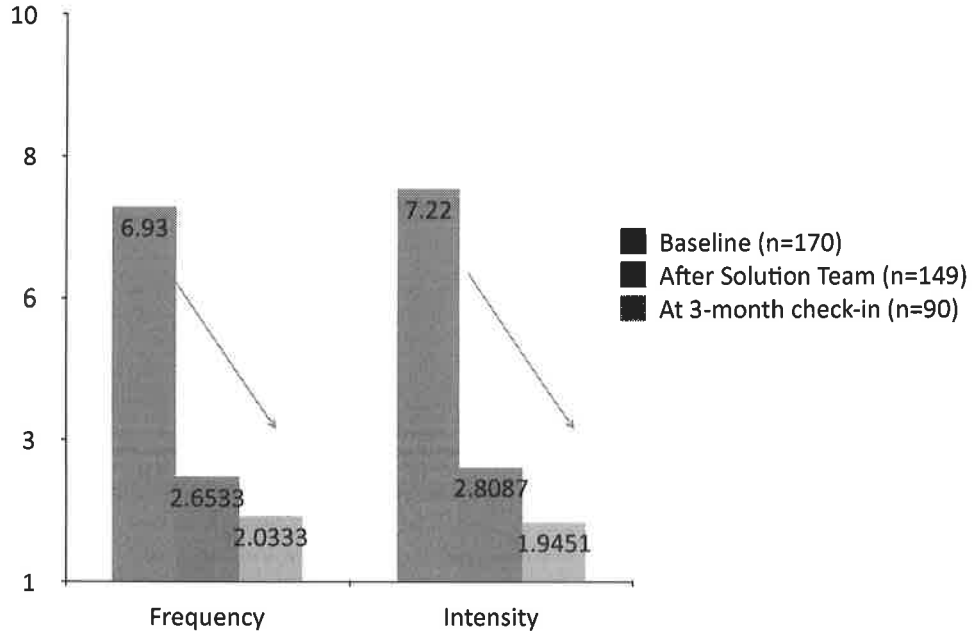
LEVEL 4
Implement an Empathy-Building Action Plan
If a pattern of harassment or prejudice is apparent across the entire class or grade, the Solution Coach® implements a plan to create a culture of acceptance.

In 2012 Solution Team® was awarded First Prize in a global competition organized by Ashoka Changemakers for how it activates empathy to achieve social impact and sustainability. (628 innovations were considered from 74 countries)

4 EFFECTIVENESS

No Bully has supported 200 schools across the US and internationally in implementing the No Bully System and supporting bully-free campuses where students are accepted for who they are. The largest study to date shows that schools using the No Bully System were able to reduce the intensity and frequency of incidents of bullying in over 90% of cases.

Reduction in Frequency and Intensity of Bullying Over Time using Solution Team (1-10 scale)



This study was based on school success in using Solution Teams to help students who were the target of isolation or repeated bullying. When there is ongoing bullying a teacher or staff member trained by No Bully as a Solution Coach brings together a group of students that includes the bully, bystanders, and prosocial peers, and leads the team through a series of meetings to end the bullying of one of their peers by cultivating empathy and developing peer-driven solutions. Data from 186 Solution Teams from across the USA were analyzed for this report. The school Solution Coaches trained by No Bully were found to be effective in reducing the intensity of bullying for the target in 93.4% of cases, and in reducing the frequency of bullying for the target in 94.9% of cases. Average feelings of safety at school significantly improved for targets after the Solution Team

intervention (p<.0001), and in 90.8% of the cases, the school Solution Coach reported that the process had been "successful" or "very successful

5 THE NO BULLY SCHOOL PARTNERSHIP

The No Bully School Partnership consists of an integrated series of leadership coaching and staff trainings in how to sustain a bully-free campus long-term.

1) Coaching for school leadership. The No Bully leadership team (drawn from administrators, teachers, counselors and parents) receives three coaching sessions to support a bully-free culture long-term. Specific coaching outcomes are a new social vision, how to integrate the No Bully System in to an anti-bullying policy and a written plan for teaching social and emotional learning. Initial session is 2 hours. Subsequent sessions are ninety minutes. Additionally No Bully provides school leadership with telephone consultations as needed throughout the coming school year to support implementation of the No Bully System. *All coaching sessions are provided when possible face to face and onsite.*

2) No Bully Foundational Training. For a school to become bully-free, all teachers need to understand what bullying is and how to prevent it whenever it occurs. This three-hour in-service workshop provides a common language around student bullying and harassment, and trains participants in first and second level prevention and intervention skills, enabling a unified approach. All adults who work on campus should attend this training e.g. teachers, teacher assistants, office staff, parent volunteers, bus drivers, school nurses, counselors, janitors, after school staff, sports coaches and administrators.

3) How to Bully-Proof your Kid. The No Bully Parent and Guardian Workshop teaches parents how to bully-proof their child so that they are neither a bully nor a target. Parents form a vital part of any school community. This 90-minute workshop is integral to securing parent support as the school moves to change its approach to bullying, and to ensuring that students have the anti-bullying message reinforced at home.

4) Solution Coach Training. Every school needs a core group of staff with specialized training to resolve incidents of bullying and harassment. This one-day training prepares select staff to be the school's Solution Coaches, ready to run a Solution Team for any student that is referred to them and help students who are entrenched in the role of bully or target to change their ways. No Bully recommends that larger schools train no less that ten core staff at the primary level and fifteen at the secondary level (up to 30 total).

6 IMPLEMENTATION PLAN

No Bully begins each school partnership with a coaching session for the No Bully leadership team.

Provisional training/coaching schedule We will aim to visit the school and begin coaching and provide the Foundational Training in February 2015. We will return in March/April to deliver the Solution Coach® training. We provide complementary phone support to the school No Bully leadership team through the end of the 2014-15 school year.

No Bully Partnerships components

Leadership Coaching sessions	3
No Bully Foundational Training	1
No Bully Parent and Guardian workshop	1
Solution Coach Training	1

7 PARTNERSHIP FEE

The total fee for the one-year No Bully partnerships is $8,750. This fee includes the costs of travel and materials

- The first half of this fee ($4,375) is due at the date when this proposal is accepted
- One-quarter ($2,188) is due four months after this proposal is accepted
- One-quarter ($2,187) is due one month prior to the final set of leadership coaching/trainings.

8 ABOUT NO BULLY

No Bully is a San Francisco based non-profit organization that partners with schools to implement a non-punitive and highly effective solution to bullying and harassment. Research studies show that teachers and staff trained in the No Bully System succeed in remedying student bullying in over 90% of cases. No Bully is helping schools transform in to learning communities that are truly inclusive. For more information visit nobully.org.

NO BULLY STANDARD TERMS OF PARTNERSHIP

Confidentiality
No Bully will not disclose nor use in any manner, other than incidental to No Bully's performance under this partnership, any information that your school designates as confidential.

Copyright
All No Bully written materials are copyright of No Bully: they are for your school only and are not to be copied or given to any persons outside the school except with our express written permission.

No Bully Trademarks
Bully®, No Bully System®, Solution Team® and Solution Coach® are federally registered trademarks of which No Bully has exclusive use.

Prompt payment of fees for No Bully partnership
Fees are payable on or before the dates set out above. No Bully charges 2% per month late fee for sums that are more than a month overdue.

Cancelations
Please inform No Bully at least two month's in advance if you need to cancel or reschedule a scheduled training or coaching session. Plenty of advance warning helps us to reassign the timeslot that you reserved to other schools. Please note that services will be deemed to have been delivered if you cancel within these notice periods.

No Bully Tax ID
The No Bully tax ID number (EIN) is 26-4348341.

How the No Bully System aligns with RTI and PBIS

Tier 1
Primary/Universal

Description: Teach foundational social and emotional skills to all students. Strategies are implemented with all children in a classroom or school.

Strategy: Set and teach classroom and schoolwide behavioral expectations for all students establish recognition and correction systems; collect data.

80 % of students master skills at this level.

Tier 2
Secondary/Targeted

Description: Some students require extra support in order to master the primary prevention skills and behaviors taught at the universal level.

Strategy: Use small-group interventions aimed at teaching specific skill sets

15 % of students need this.

Tier 3
Tertiary/Indicated

Description: A small subset of students need more intensive interventions in order to move toward mastery of universal skills

Strategy: Create individual support plans that include individualized therapeutic supports

5 % of students need this

The No Bully System®

• • •

Level 1

Description: All staff on campus prevent and interrupt student bullying and harassment

Strategy: Set school wide values and procedures through social vision statement and anti-bullying policy. Teach anti-bullying curriculum to all students.

Level 2

Description: Staff check in with students who appear to be target of ongoing bullying or harassment and refer to a school Solution Coach® for extra support

Level 3

Description: Solution Coach® meets with the target

Strategy: Solution Coach® convenes a Solution Team comprising the bully, bully-followers and positive leaders from the target's peer group. Solves at least 80% of incidents of bullying and harassment.

If a student is entrenched in role of bully or target, Solution Coach® creates individualized plan for more socially effective behaviors in collaboration with parent/guardian. This may include individualized therapeutic supports as needed.

Level 4

Description: Solution Coach® implements an Empathy-Building Action Plan

Strategy: If a pattern of harassment or prejudice is apparent across the entire class or grade, the Solution Coach® implements a plan to teach respect for differences and create a more supportive peer culture.

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John Muir Middle School
School Site Council
Agenda
January 13th 2015
3:30-4:30

Outcomes:

- Update on the Math departments professional development at Asilomar
- To understand John Muir's history of being in Program Improvement, our current status in PI, and, next steps to meet our PI requirements.
- To review and get input for the 14-15 Title 1 budget
- To receive an update about the district LCAP/PAC Meeting

Agendas

TIME	ITEM	Materials and links	Presenter
3:30-3:40	Minutes of Dec. meeting SSC membership confirmation results		B. Shepard
3:40-3:50	LCAP/PAC Update		R. Chennault
3:50-4:05	Program Improvement Status and SPSA	PPT and Data	K. Morris V. Walton
4:05-4:20	Title 1 Budget		K. Morris V. Walton
4:20-4:35	Professional Development Update		D. Takagawa
4:35-4:45	Other		

John Muir Middle School

School Site Council

Monday, December 8, 2014

I. Minutes of October meeting were approved as written.

II. Title One Requirements and Monitoring

Ms. Morris shared a powerpoint about the requirements associated with Title I funding. There are many questions about monitoring because there are no test scores, so some Program Improvement requirements are frozen. The goal of Title I funding is to get students to proficiency in English and Math. Title I programs generally offer professional development, parent involvement and education, tutoring, and instructional materials. Title I funding can supplement programs funded elsewhere, but can not replace existing ("supplement, not supplant"). Schools can target specific student groups with Title I or choose to use the funds schoolwide. We are schoolwide, which has more monitoring but more students can be served by the spending. Professional development can include training, mentoring, and peer observations. Title One funding also provides assistance with data collection and interpretation, and school climate interventions such as incentive programs and school safety initiatives. Steps to facilitate family and community engagement are often funded. Parent involvement policy is developed at Title I parent meetings, revised and reviewed yearly. We also must share Title I requirements.

Richard Chennault asked about other Title I requirements that are ongoing even with lack of statewide test data. Mr. Walton will check with the district and report back.

III. Procedures for Site Council member elections

Mr. Shepard shared a proposed ballot for electing family members to Site Council. We will add a return date and the school year.

IV. Professional Development update

Mr. Walton summarized our professional development so far this year, and a major focus has been technology. In faculty meetings we have learned how to create staff websites and in use of Google drive and mail. Also we learned how to use Padlet, a program which can be used in the classroom and for staff communication. The English and Math departments were trained how to use Compass Learning which as online educational content, and some from other departments. District paid for sub time for this training, not Title I.

The "No Bully" schoolwide program will be implemented in four parts. A consultant will meet with leadership early in 2015 to develop a vision and program for the school. The next step is an all staff meeting, teachers and classified, for which we might use a noon release day. There will be an all day training for ten "solution coaches", probably in Spring, and a three hour parent training. For this academic year the cost is projected at about 8800, 1500 less if we do the solution coach training next fall. (This has been updated since our meeting and the cost will be less). The program is a multi-year process paid for by Title I. Ms. Appleby suggested visits by the SLHS Rainbow club.

V. Other

Review of draft budget, we will need to update budget to accommodate more carryover. Next time we will revise numbers based on that.

Mr. Chennault asked that we check on planning requirements for third year PI. Even with LCAP plan, we want to make sure that we are satisfying PI requirements in case we don't improve. Mr. Walton commented that we need to take some reasoned approaches to build toward action steps. We will have to talk about how we set targets. He will check with district level staff again to make that we are satisfying whatever steps are still required in the absence of the spring assessment data.



John Muir Middle School
Leadership Meeting

October 16th 2014
3:30pm -4:50pm

VISION

JMMS is a safe and inclusive community where everyone is actively engaged in learning.

MISSION:

To prepare each student for academic, emotional, and social success

Commitments:

- We will teach with the belief that all students can learn.
- We will model and teach skills necessary for academic, social, and emotional success.
- We will ensure that all students will participate and be given opportunities to demonstrate what they have learned.
- We will make class/school guidelines and expectations clear and fair.

Purpose:

Leadership is a goal-oriented, decision-making body that guides the school towards its vision and mission through conducting school business, and knowing, understanding, and supporting agreed upon school mandates and initiatives.

Meeting norms:

- We arrive, start, and end on time.
- All members are actively engaged and we hear all voices/viewpoints.
- Ask questions until the topic is clear to everyone and next steps are understood.
- Focus on school mission and vision. Open with mission and vision.
- Define and adhere to roles.

Meeting roles:

- Facilitator (will check for understanding, will clarify purpose of each agenda item: mandate, decision-making, information to take to staff)
- Recorder—digital & projected
- Time keeper
- Process observer/equity checker
- Snack master (rotated among admin.)

OBJECTIVES

- Set expectations for how departments will update teacher websites
- To receive updates from departments
- To review proposals for professional development
- To clarify outcomes for Rotating PD days

AGENDA

Time	Proposed Agenda items	Who	Purpose of item: information, task, decision, input
3:30-3:50	WEBSITE CONSTRUCTION	Vernon	Information, Input
3:50-4:10	DEPARTMENT UPDATES	All	Information
4:10-4:30	PD PROPOSAL	Vernon	Information, Input, decision
4:30-4:50	PD CALENDAR	Vernon	Information,decisions

NOTES

Item	Questions/Tasks	Discussion
WEBSITES: Four items that admin. is looking for on teacher website * this is just baseline expectation - departments should come to some agreement about what other items and management of websites is expected	Departments to determine what is reasonable? Ask what is manageable and reasonable? Hearing that the 20th may be too much given all the new things that have come through Can we clear up our terms and call the School 's URL address a website, and refer to teacher pages as "pages" Hearing that more professional learning is needed and that it should be differentiated (graffiti time)	-not planning to place grades on the website because ABI gives access to grades - keep in mind the time needed/given for any website expectation AND other district expectations such as math/English assessment scoring - there is a lot to learn and uploading items takes some learning - a lot of people do not know the basics - Jorge suggests adding major projects

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Department Reports **History** Working on argumentative writing and pulling evidence from text **SpEd.** 3 new teachers so if other departments can offer any information that may be helpful to them because they may not even know what they do not know -it is difficult for new teachers **Counseling** starting conflict managers up this year **Electives** expo wheel starting Is there a budget? ASB: Neon dance coming up no Halloween events this year due to gym usage conflicts	**AVID** AVID Awareness Day is November 4th looking for more teacher hosts **Science** -Family Science Night is March 12th -working with Bancroft at monthly meetings to redesign some lessons to start the transition to new science standards **Library** pretty successful book fair w/ 1300 profit which is higher than other years **Technology** -hopes to get the old PCs back from teachers to circulate in SpEd. classrooms for a variety of labs in class -the old tower PCs will be phased out and removed -replacement printers are coming for staff members	**English** department was going to purchase printers before the email went out -question about the Title 1 printer/copier that is fairly new Two issues that the department is currently working on: -text complexity -use of department coaches **Math** department is spending a lot of time coming up with Common Core curriculum -the dept. just doesn't have it ready and it is a lot of work to go around creating it, finding, compiling -developed a general pacing guide based on some work that Alameda -are a couple of a weeks off the pacing guide, so the interim assessment that is coming is a source of stress for some in the department wondering how the data will be used or viewed -w/CC there are very distinct topics that get covered in each grade now, and there is a problem with kids who were placed on an accelerated path, but are missing their grade level CC course *Need to get some clarity about direction of programming and student placement

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PD Proposal for Staff PD History Department is requesting Title 1 funds to attend an annual California Council for Social Studies Conference (March 6-8) Math department can send two people to annual conference at Slymar	Is there Title 1 funding? Title 1 fund too? 6th grade teachers: Franey and Takagawa Question: What is SSC does not approve? Leadership decides on spending of this kind, SSC makes sure it fits school mission/vision -SSC is made up of staff and students (quorum)	Yes, with carryover money this can be funded
Bullying Proposal No Bully.com System would take two years to get fully implemented -there is a tiered response, levels,	This can be costly -average cost of 15k for the training in year one 1. Is this a need? 2. Do you want to look at this as a viable option? 3. Is this a good use of instructional time?	- is this something that would be implemented long-term - thinking of a model that allows rotating schedule - advisory? - how would it be authentically implemented - Clarifying: this is adult language, a stance, ways to respond to situations with students *Group consensus is yes
PD Calendar Vernon shared the rotating meeting schedule		