

Columbine Visioning Meeting

May 19, 2009

Sandy Ripplinger is the facilitator for this meeting and welcomed the group to the last meeting of the year.

Nancy Commins spoke to the committee regarding the OCR Agreement and bilingual education. Nancy spoke about her background and support of bilingual education. Nancy stated she would like to see this committee work as asset mapping and bring all the strengths of Columbine to the table. Nancy would like to see the committee build a school community that includes being cross cultural and equitable for all students.

Sandy explained the points of the OCR Agreement as they related to the visioning committee.

OCR Agreements:

- Work from strengths based focus
- Conduct meetings in alternating languages
- Membership of Visioning Committee altered to add 4 current parents
- If utilized, voting includes all parents, all teachers, all principals and MEACC Rep

Sandy talked about next steps for the committee for tonight and future meetings.

A motion was made by Melissa Oviatt. She stated that the group had been through five meetings and during that time, had an opportunity to get input from everyone about the school's program, what was hoped for and what was needed. She suggested that it was time to move into the next phase where teachers will take input and began to work on programming instruction while the school and community will continue to build trust and community.

Sandy stated the goals for the evening would address what the group wants and values with regard to Intentional School Culture and Parent and Community Engagement. Another important part of the night's meetings was to talk about asset mapping. The work of the committee done in previous meetings will be used to get further into the asset mapping process.

Shelia Shannon, a professor at UCD and member of the OCR negotiation team spoke to the committee. She reminded the committee to address the agreements made with OCR as they continue their work.

Sandy had the committee move to the next agenda item: Asset Mapping.

The process of Asset Mapping will:

- Develop vision/value principles
- Asset map to your principles (What are the assets currently in place?)

- Where are our gaps, overlaps?
- What are our areas for improvement?
- What are our action steps?

Sandy asked the committee to review the Three Focus Areas Group Activities for the Intentional School Culture and Family and Community Engagement and make two statements in each of the two areas that stand out as the most important. Listed below are the choices:

Intentional School Culture:

- Trust, respect and collaboration between the school community, the greater community and BVSD leading to mutual benefit for all regardless of background (ethnic, economic, etc.); create opportunities for regular community building (2)
- Focus on whole child development, multicultural awareness and appreciation and stewardship of the earth through academic programs that recognize multiple intelligences (ways of learning) (2)
- Value all children without thinking of language or race
- The district has to create a school climate where English speaking students can come in without fearing us
- Formulate written rules, roles and expectations for students, parents and staff, consistent with student safety and district policy and agree to follow these rules
- Cross culture brokering Anglo and Latino parents, parents and staff, school and community
- Implement “inviting school” concept as introduced by William Purkey in which you have the environment, language, attitudes and behaviors inviting all to create a safe comfortable environment for all students, parents and staff
- An appreciation for learning, in which teachers and parents model a love of learning so that students become lovers of learning
- Equity for all students
- Warm, caring and respectful environment for all
- Every child is loved, cared for and academically challenged
- Culture of respect and cooperation within and between communities. Respect for earth (2)

Family and Community Engagement:

- Empowerments of the Latino community to share concerns; to have a strong voice and to develop equity in the daily life of the community
- Environment where children, families and teachers feel loved valued and proud
- School and district will honestly and clearly present information to families and community in appropriate language(s)
- We need peace and willingness to collaborate and work together effectively without conflict
- More opportunities for two cultures at Columbine to interact with respect in fun ways (1)

- Columbine is actively engaged and supported by the district and the larger community
- Parents, teachers and district cooperate to determine and present appropriate assessments on a regular basis to the community (with the necessary education and background)
- We are a community that collaborates and works together effectively with excellent home-school or school-home communication
- Finding effective ways to actively solicit parent engagement
- A program for recruiting and training volunteers ; some examples: comprehension strategies, differentiate, inquiry based instruction, cultural respect , and power differences math instruction
- Celebration of success
- More aggressive support from administration and board including strong positive publicity, and outreach programs to the community – getting the truth out regarding all test scores via media and website (2)

Next steps:

- Sandy will draft two statements, one for each of the above focus area. She will send them out for feedback via email or hard copy
- This work will continue on with the new principal
- Asset mapping will continue again when the new principal is hired and in August or September