FMS PAWS and Climate Meeting   February 7, 2019

1. **P.A.W.S. Program**
   a. Introduction and information
   b. PAWS Core Team and parents, Mr. Smith, Mrs. Slavic in attendance.
   c. SWPBIS = Schoolwide Positive Behavior and Intervention System. Statewide initiative. We began with SWPBIS in the middle school and will expand to the elementary and high school in future years.
      i. PAWS is the FMS interpretation of the SWPBIS model of defining behavioral expectations for areas within the building.
      ii. FMS has implemented the Tier 1 program for all students and we are ready to implement Tier 2 for 20 students with more behavioral needs who were identified using a universal screener.
      iii. We would like to ask for community and parent involvement in the PAWS program as we are developing the program.
   d. Students' input was considered when defining the behavioral expectations.
   e. Discussion:
      i. Some students aren't feeling as though the program is for them since they already have the positive behaviors.
      ii. Suggestion for CICO - Using older students as mentors for the younger students in CICO.
         1. May help to connect the students to the PAWS program who are good role models but aren't feeling as though they are being rewarded.
      iii. Maturity difference between 5/6 and 7/8 might necessitate different procedures and/or rewards.
      iv. Line in the Hallway - Began because of the safety in the hallway due to the number of students who were moving in different directions.

2. What aspects of P.A.W.S. is working/effective?

a. Principal's 100 - The students look forward to earning the white cards.
b. The students know the acronym and the meaning behind it.
c. Fidelity Check - We got 100% on the fidelity check with the student and staff interviews and understanding of PAWS.

3. What additional areas do we need to focus on as a building?
   a. Gym Class - More structure and/or choices for the students
      i. This is possibly another unstructured area due to the type of class and number of students in the gym.
   b. Standardized Test Scores are a concern
   c. 8th grade transition to 9th grade - Students don't feel that 8th grade prepares them for the high school - both academically and with expectations.
      i. Honors classes - students like having classes with more rigor and being with students who are working toward a higher level.
      ii. Honors English pilot in 8th grade has been a positive experience.
      iii. We will pilot an honors math class in 5th grade next year.
      iv. Students in honors classes are monitored throughout the year (students are not stuck in a certain "track")
   d. Collaboration among teachers in different grade levels and building (8th to 9th)

4. How can we encourage family support and involvement?
   a. Bring a friend to a meeting - with incentives to encourage families to attend and make it more comfortable for new parents
   b. 5th grade night, Son Night, etc. with activities for the kids and information for the adults
      i. May be good to start with 5th grade parents who would still like to be involved in some way.

      ii.   How can we involve parents of 7th and 8th graders who might not "want" (or say that they don't want) their parents around?

     iii.   Personal invitation from staff to attend meetings. More positive communication with families.

     iv.   Where is the best place to post information so that parents receive it?
1. District Facebook page, website, Remind, emails or district announcements from PowerSchool

5. What do families need from us?
    a. More communication
    b. Technology available in the classroom
        i. 2:1 students to computers; utilizing Chromebooks
        ii. Grades 6 & 7 have new SmartBoard TVs; 8th grade getting new SmartBoards next year
        iii. All students have Google email accounts with Google suite - Drive, Docs, etc.
        iv. 8th - 9th transition
            1. Students struggle with learning how to submit their work electronically in high school.
            2. Schedule change from periods to blocks is an adjustment
            3. Could 8th grade use Chromebooks more often to prepare students for high school? ELA has increased the use of the computers in the classroom.
        v. District is transitioning from Microsoft platform to Google for staff and students

6. What are the students' perceptions of PAWS? Overall FMS experience?
    a. Recognizing the students who are behaving positively on a consistent basis.
    b. Office discipline referrals are down from last year
    c. Catch the students who are changing their behaviors in a small way and celebrate them in the moment.

d. Celebrating academics as well.

7. Focus Group reflection
   a. Transitions
      i. 8th to 9th is the major concern
      ii. 4th to 5th is harder for the parents than the students :)
      iii. 6th to 7th is rough.
         1. 7th grade is more rigorous/harder than 8th grade.
         2. Expectations in 7th grade require that students are more independent.
         3. More of a team approach in 5th and 6th grade while 7th grade scheduling seems disconnected.
   b. Relationships
      i. Students are closer to their teachers in 5th and 6th - elementary approach?
      ii. Advisory program - Is the small-group interaction missed? Not really.

   c. Student expectations at each grade level
      i. Future Discussion - Elementary approach (5/6) and Secondary approach in (7/8) - What are the perceptions of the students and parents? How can we ease the transition?

Next Meeting...Wednesday, March 20 at 5:00 p.m.