

**Edison Elementary**  
**CSC Meeting Agenda & Minutes**  
**September 3, 2020**

**Vision:**

Edison Elementary is committed to being a collaborative community where rigorous academics and character education ensure the development of the whole child. We design learning experiences to meet the unique learning needs of each student so that all of our children develop 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation. We celebrate curiosity and creativity in the development of life-long learners.

**Values:**

*Students First, Community, Fun, Respect, Integrity, Collaboration, Equity, and Accountability*

**Meeting Norms:**

Aim for consensus

Members will share ideas openly, but try to stay on topic

Everyone puts ideas on the table

Respect other perspectives

Listen with respect

Focus on needs of the school and community, respect confidentiality

Assume positive intentions

Time keeper, try to keep to one hour

We work to represent our stakeholders

Ask clarifying questions

Commit to our values

**Attendance:** CSC members: Sally Whitelock, Benita Cervantes, Jane Reimer, Andrew Crossley, Catherine Salguero, Hannah Koski, Kathy Senft, Julie Puglisi, Krysten Kamps, Lisa Meeks  
Non-CSC member: Andrea Salzberg

Welcome by principal and introduction of CSC members

- Meeting procedure-Work session will follow the agenda. Floor will open up at end of meeting for other issues/ discussions if necessary.

Approve CSC bylaws?

- Approved

Update on Enrollment:

- Currently 29 students below projections (25 went to private schools)
- What does this mean for Edison?
  - We don't really know yet. This could mean a reduction in paras or teachers or both. We are awaiting more information from DPS.

Draft UIP Presentation by Sally

- Review the UIP power point presentation
- UIP Major Improvement Strategies:
  - Classroom and School Culture: Teachers will equitably and consistently develop nurturing relationships and have unwavering high expectations with every student in their classroom in order to support the whole child in becoming independent learners.
  - Instruction: Teachers will ensure equitably high achievement through planning for and implementing culturally responsive practices including: intentional monitoring, descriptive feedback, goal setting and differentiation.
- Discussion

- Some of the UIP focus looks excellent and are actual action steps that teachers can take.
- The attendance plan particularly is a good action plan. My children feel so supported as teacher reach out and then this builds strong patterns.
- My concerns are that these issues are very complex. So much of this is changing the mindsets of white educators. I worry about complex concepts looking simple. I worry that if there is this well intended effort in education to point out inequities, this could become patronizing.
- Our hope is that that fear (above) does not stop of us from doing this work, but that we do accept that this is complex. We know that there will likely be unintended consequences, but know that we need to be aware of this so that we can adjust those unintended consequences.
- How might we get some of these issues out to adults? Maybe I will join the PTA meeting to get the community involved as well. ... Edison is not currently working on this communication, due to the pandemic and remote learning, but we need to plan for this communication and support from the community.
- I think it is important that as we move forward, we don't 'call out' individuals of color.
- I wonder, has Edison committed to hiring more staff of color? ... Yes, this is something that we are considering and working to achieve.
- It is important that we support literature and history being culturally inclusive.
- Decisions
  - The CSC approves the current UIP draft.
  - The CSC will work to create some communication with parents - commitments and next steps around equity issues.

#### Update on return to in-person learning

- ECE returning on September 14
  - Please see the return to school slide show that is now posted on the Edison website for what it will look like when students return in person.
- We have applied to become a Learning Site Center
- Kindergarten and then 1-5 will probably begin returning soon after ECE. We will communicate information as soon as DPS makes decisions.

#### Update and Feedback on Remote Instruction:

- What is going well?
  - In our experience, it seems way more organized. My child feels connected to his teacher and peers. It seems very strong.
  - Ms. Beeby is doing an outstanding job. I love her and how she holds kids accountable and promotes independence.
- What can improve?
- Next Steps?
  - We will create another google survey by grade level to get feedback in another week.

#### Equity Discussion

- How can Edison staff and community address issues of racial injustice and work to address the concerns raised in the Black Lives Matter movement, as well as, DPS's Black Excellence Plan?
- Edison school has committed to the following:
  - Teachers will have 3-5 positive touch points and a home visit if possible with families of black students during Aug & Sept with an intent of building a positive partnership with parents.
  - Edison staff will ensure all students 'see themselves' in the school and classroom environment: 1)

Display books in lobby & classroom that represent all cultures; 2) 100% of teachers will intentionally display pictures of students/families in classroom and in virtual classrooms; 3) Art teacher will plan for & display student art & professional art that represents a variety of cultures.

- Edison staff will implement the new attendance plan: 1) Home visits (virtual or inperson) with all students who had poor attendance in 2019-20 with a focus 1st on students who are Black and Latino; 2) Teachers will have personal contacts with parents when students are absent 5-7 days; 3) Psychologist will have personal contact with parents when students are absent 10-12 days. 4) During virtual learning, teachers will communicate with parents after one day of no engagement in learning. Students will be placed on a 'support' list with the psychologist &/or paras after 3 missed days.
- Edison teachers will ensure that the taught curriculum is culturally inclusive and students 'see themselves' in the curriculum, lessons and text by: 1) Read alouds, guided reading text & classroom libraries will include characters, stories, histories, etc of all cultures, including Black Americans; 2) Teachers social studies lessons/units which authentically and accurately teach Black history and culture, and are culturally inclusive. 3) Teachers are brave enough, in all grade levels, to discuss culture, equity, race, differences, etc.
- During classroom observations, ILT will intentionally observe the engagement, work completions, and level of rigor of Black students, as well as, teacher touch points with Black students. ILT will provide feedback to teachers regarding these observations.
- Teachers work to decrease the number of Black students placed in intervention by: 1) Using Tier 1 interventions in the classroom during core and small group instruction, 2) using at least 3 data points (different assessments) to verify that students may be in need of Tier 2 or 3 intervention.
- Teachers intentionally plan to teach students to 'challenge the status quo" 1) During morning meetings at least 1 time per week. The school psychologist and PBIS coordinator will share resources with teachers regarding race, equity, etc. 2) During academic instruction during at least one unit per grade level, 3) Create & encourage intentional opportunities for students to be friends with someone that does not look like them (lunchroom, projects).

Next meeting date:

October 1 at 4:30

Agenda item: The CSC will work to create some communication with parents - commitments and next steps. Add to website? Commitments? Communication? Link to PTA?