

**xEdison Elementary**  
**CSC Meeting Agenda & Minutes**  
**March 5, 2020**

**Vision:**

Edison Elementary is committed to being a collaborative learning 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 the 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: Andrew Crossley, Jane Reimer, , Andrea Salzberg, Jerimy Hiltner, Sally Whitelock, Benita Cervantez, Kathy Senft, Cindie Tomcho, Jan Slama, Lisa Meeks  
Non-CSC member: None

**Welcome by CSC Chair**

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

**Budget update**

- Budget was approved by DPS IS and budget department
- The PTA raised funds to support all 4 intervention paras. In April and May, the SLT will revise the intervention para schedule to support our goals of low class sizes during reading and math instruction.
- Sally is monitoring student enrollment as the school choice process continues. Our hope is to get more 2nd graders enrolled for next year.

**Discipline and PBIS update, evaluation and recommendations**

- School-wide PBIS systems
  - Eagle Eyes and Dojo Dollars
  - CARES traits and Morning Meetings
  - Bully Proofing and problem solving lessons
  - Equity committee and Attendance committee
  - School events – Passions Day, Assemblies, Enrichment day, Trimester Awards
- Recess
  - Structured recess (teach & practice rules and how to fairly play games, teach & practice being a good sport, safety, inclusive play, physical activity, etc)
    - We have adjusted the recess schedule to decrease numbers of students on the playground and increase supervision
  - Real time Restorative Justice and Conflict Resolution discussions with students at recess
- Discipline policies

- See below...
- Discipline vs. Consequences and learning problem solving skills
- Questions/Suggestions for improvement/Parent input...
  - What pieces are just “Edison made” and what is DPS?
  - Schoolwide assembly to go over the expectations (Student code of conduct) at the beginning of the year and then during classroom meetings throughout the year.
  - Class Dojo - making sure that there is a balance in regards to rewarding all kids equally (not just kids with challenging behavior). No one is left out when rewarding/enforcing positive behavior.
  - Recess - students should be able to independently transfer problem solving skills from classrooms to recess/lunch room (during less structured time)
  - We see a problem with students bringing conflicts/drama from recess to the classrooms in lower grades (impact on learning)
  - Bully Proofing lessons and communication with parents need to improve so that they can reinforce these concepts at home. Individually teachers should communicate the content of the lessons with parents in Thursday folders or via ClassDojo (a video link).
  - Emphasize hygiene habits (CORONAVIRUS!). Facility manager - to make sure that all bathrooms are equipped with soap and paper towels.
  - A,B,C, Level - the goal is to teach students new problem solving skills and that the administration is supporting staff in dealing with disruptive/undesirable behavior and teachers are left to teach.
  - Taking away recess and whole classroom punishment- is this effective if well-behaved kids are being punished for something they haven't done.

Additional discussion:

- Jeremy Hiltner is moving away and might be not present at the next meetings (Do we need to elect a new member?)... we will do an election for his position in March/April
- Andrea Salzberg is year 2; other parent members will continue to serve... we will also do an election for Andrea's position in March/April
- Jan and Cindy as teachers are done serving this year

Meeting open up to non-members for Open Forum (15 minutes maximum)

- N/A

Next meeting date:

**April 9 at 4:30 in the conference room**

**Agenda item - Update CSC on teacher changes for next year**

## Student Code of Conduct

The staff at Edison Elementary is committed to developing students who show the traits of strong character; therefore, we offer choices to students which encourage participation, planning and responsibility. Everything that we do is based on mutual respect and the development of internal motivation. We view discipline as growth from dependence to independence. With help and high expectations, our students will learn integrity. Students at Edison are expected to conduct themselves in an orderly fashion which does not interfere with the education or safety of their fellow students.

We believe in character education to help in the development of the whole child at Edison. Our motto is Edison CARES. CARES is an acronym for the following list of character traits:

- C-Community-minded,
- A-Aware,
- R-Respectful and Responsible,
- E-Empathetic,
- S-Safe.

Therefore, all students at Edison have the responsibility to behave in certain ways. Below is a list of expectations in all areas of our building.

### **Bathroom Expectations**

- Respect other's privacy.
- Take care of business and get back to class.
- Keep bathrooms clean - Throw away trash, flush, wipe spills, floors dry
- Wash hands with soap and water.
- Be safe - stay on the floor-no climbing.
- Help others - get an adult if you need help. Never make fun of someone's accidents or troubles.

#### **Consequences:**

1. Reset and create an action plan with an adult
2. Clean up the bathroom
3. Intentional aggressive behavior or threatening behavior will result in an immediate office referral

### **Hallway Expectations**

- Walk** on the right hand side of the hallway.
- Be safe and respectful toward teachers, students and property.
- Take a pass wherever you go and only go to the places listed on your pass.
- Be quiet. No talking in hallways
- Keep hallways clean – pick up trash, close lockers.

#### **Consequences:**

1. Reset and create an action plan with an adult
2. Sit out at designated areas
3. Intentional aggressive behavior or threatening behavior will result in an immediate office referral

### **Outdoor Recess Expectations**

- Include others – be a friend to all. No bullying (aggression, teasing, exclusion) will be tolerated.
- Share space and equipment
- Keep the playground clean – take care of and clean up the equipment and field
- Look out for others and be alert of obstacles
- Help others - locate recess monitors and adult supervisors if you need help
- Report dangerous behavior to an adult supervisor
- Manage your personal space
- Make positive choices – be respectful toward adults, students and when using the playground equipment
- Be safe – walk on asphalt, play running games on the field, only go down on the slide, don't walk in front of swings

- Do not go in the building unless you have a pass
- Line up at the whistle

**Consequences:**

1. Reset and create an action plan with an adult
2. Walk or run laps
3. Sit out at designated areas
4. Intentional aggressive behavior or threatening behavior will result in an immediate office referral

## **Inside day Expectations**

### **(Primary Students in Gym, Intermediate in Auditorium, ECE/K in Library)**

- Enter gym quietly. Sit in your classroom's assigned area.
- Sit down and stay seated unless you have permission from an adult to get up. Raise your hand to get permission.
- Walk
- Share space - watch the movie quietly, read or play quiet games.
- Include others – be a friend to all. No bullying (aggression, teasing, exclusion) will be tolerated.
- Report dangerous behavior to an adult supervisor
- Keep the gym/auditorium clean
- Help others - locate recess monitors and adult supervisors if you need help
- Make positive choices – be respectful toward adults, students and equipment
- Do not go in the building unless you have a pass
- Clean up and line up quietly when an adult blows the whistle

**Consequences:**

1. Reset and create an action plan with an adult
2. Walk laps
3. Sit out at designated areas
4. Intentional aggressive behavior or threatening behavior will result in an immediate office referral

## **Cafeteria Expectations**

- Enter the cafeteria quietly and go directly to the lunch line or to your table.
- Sit on your bottom at the table
- Be safe and respectful - keep your hands, feet and food to yourself.
- Clean up or report all spills.
- Use your inside voice.
- Raise your hand to let the teacher know that you are ready to be dismissed.
- Clean up your mess, throw trash/recycling/composting in the proper places and stack your tray.
- Leave the cafeteria quickly and go directly to the playground.

**Consequences:**

- Reset and create an action plan with an adult
- Sit out at designated areas
- Intentional aggressive behavior or threatening behavior will result in an immediate office referral

## **Positive Behavior Intervention Support**

We support the use of PBIS (Positive Behavior Intervention Support) at Edison to encourage positive behavior and reinforce the importance of prosocial behaviors and discourage disruptive and negative behaviors.

### **Character Education**

The Edison character education character traits are reflected in our motto “Edison CARES”. CARES is an acronym for the following list of character traits:

C-Community-minded,  
A-Aware,  
R-Respectful and Responsible,  
E-Empathetic, and  
S-Safe.

Students discuss and learn about these character traits throughout their education at Edison.

### **“Edison Dojo Dollars” & Dojo App points**

“Edison Dojo Dollars” and Dojo App points are given to students showing positive character traits. Students will be given Dojo Dollars/Points if they show the prosocial character traits and follow classroom/school rules. Students will receive prizes in class weekly through drawings for their Dojo Dollars/Points. It is our hope that teachers, students and staff use Edison Earnings to work together to make Edison a great place to be every day.

### **“Eagle Eyes”**

“Eagle Eyes” helps us ensure that all students understand and follow the school expectations and that classes are reinforced for following expectations. The first week of school, during morning meetings, students will discuss and agree to follow the expectations (Edison Expectation Charts) with teachers.

When groups of students/classes are caught doing the right thing, teachers give the classroom an Eagle Eye. Classrooms will post the Eagle Eyes outside of their classroom. The classrooms that earn the most Eagle Eyes at the end of the month, will be honored with a Edison CARES award.

### **“Edison CARES Student of the Month Award”**

Monthly, each grade level will choose one student who has modeled the CARES character traits that month. The student will be recognized with a certificate and small prize.

### **Bully Proofing and Problem Solving lessons**

The teachers, school psychologist and PBIS coordinator use the Olweus Bully Prevention Program and Second Step Bully Proofing curriculum to teach bully proofing and problem solving at Edison. With the support of this program, teachers and staff teach students how to handle bullying and conflicts.

### **Classroom Meetings**

Teachers use morning meeting time to develop a caring community within each classroom and throughout the school. During this time, teachers teach and reinforce behavioral expectations, conflict resolution skills and anti-bullying skills. The first three weeks of classroom meetings will be school-wide topics: morning meeting expectations, CARES and bully-proofing. These lessons will be provided to teachers. After the first three weeks, grade levels will specify their needs and morning meetings will address those needs.

### **Student Mentors/ Buddy Classrooms**

Primary and intermediate classes will have buddy classrooms. Intermediate students will have the opportunity to mentor a primary aged child around school expectations, bully proofing and Edison Character traits. The buddy classrooms will meet 2 times a month for 30 mins during non-Core instruction time. Students can engage in book buddies for 15 mins and mentor character traits, expectations and/or bully proofing for 15 minutes.

## Student Discipline and Disruptive Behaviors

The expectation is that teachers set high, clear expectations at the beginning of the year regarding classroom and school-wide rules. Therefore, it is imperative that the staff agrees to abide by all school-wide expectations. If one person's expectations are lower than another's, we will not be able to be consistent and fair.

There are times when a student may choose a course of action that requires a consequence that affords them the opportunity to evaluate the choice made, the results of that choice, and what might have been a better choice. If students do not choose to participate and/or contribute to the creation of a positive school culture, the following disciplinary steps will be followed:

\*\* For additional guidance, please see:

- ❖ District Discipline Matrix - List of Behaviors
- ❖ DPS District Ladder (triangle) – What do I do as a teacher to deal with behavioral difficulties?

### Level A, B, C - Disruptive behaviors :

#### Disruptive Behaviors (Levels A, B, C)

Excessive tardiness  
Picking on/bothering/teasing/name calling or distracting peers  
Use of profanity  
Dress code violations (short shorts, tank tops, wearing hat in building)  
Disruptive school activity or learning tasks  
Minor defiance of authority, dishonesty  
Verbal insults or put downs  
Use of cell phones/electronics during class time (without teacher permission)  
Minor damage or vandalism  
Unauthorized use of equipment  
Minor physical aggression toward another student (pushing/showing/throwing snow balls, tackling, rough play)  
Cheating  
Minor school based misconduct  
Messing around in the bathrooms  
Stealing (first offense)

#### Level A Teacher Steps:

After the teacher has taught expectations, reinforced target behaviors and intentionally set the tone for the classroom community, and the student demonstrates undesired behavior. The teacher then lets the child who demonstrated the behavior tell his/her side of the story. After listening, the teacher will warn, conference and problem solve with the student. The teacher will remind the student of the possible consequences of his/her behavior and engage the student in a restorative conversation/discussion.

#### Level B Teacher/Office Steps:

If the student does not change his behavior and does not meet expectations for a **second time** in the school year (after warning or levels A, B, C), the teacher will implement another intervention. At this point, teachers may involve support/office staff. *Level B Behavior must involve parental notification.* The teacher must document in IC Conference. **If the teacher refers the student to the office, the office staff will document the referral in IC Conference atom and in GoogleDocs.**

- ❖ **IC Conference Atom:** Log in to IC, Search the student's name, Click on "Instruction", Click on "Conference", Go to the "Conference" tab, Click on "New", Type in all the important information, Click "Save" (do NOT put other student's names in IC, just write "peer")

### **Level C Teacher/Office Steps:**

If the student continues the undesired behavior and does not meet expectations for a **third time** in the school year (after warning), the teacher will implement another intervention. *Support/Office staff should be involved. Parents must be notified.* **The teacher must document in IC conference atom and if the student is referred to the office, the office staff will document the office referral in IC Conference atom.**

#### **Suggestions for Staff in Dealing with Level A, B, C Behaviors**

Praise those students who are meeting expectations.  
Listen to all sides of the story  
Warning  
Reset/Refocus  
Conference with student-redirect, reflection, empathy or teach  
Phone call or email home  
Safe spot/move seat/proximity/higher supervision level  
Loss of privilege/time out or refocus/reset process  
Write an apology/Restorative justice  
Student calls parent/guardian  
Conference with parent/guardian  
Classroom behavior contract

### **Level D Behaviors**

#### **Defiant Behaviors (Level D)**

False activation of fire alarm  
Possession of fireworks  
Tobacco or gambling offenses  
Bullying level 1  
Harassment based on race, sexual orientation, ethnicity, gender identity, or religion  
Sexual harassment  
Consensual but inappropriate physical contact  
Fighting that results in an injury or threat of physical harm  
Destruction or theft of school property under \$500  
Severe defiance of authority, Cussing at an adult  
Trespassing to unauthorized areas  
Theft from an individual that is under \$500  
Other school based misconduct that disrupts the school day with recurrence of level A, B, C behaviors

### **Level D Teacher/Office Steps**

When the behavior moves to Level D, school administration becomes involved. The teacher fills out a red referral form and turns it in to the administration. If a student is sent to the office without a referral for **recurrence of level A, B, C behaviors that have had three unsuccessful intervention**, he/she will be returned to class. If administration looks at the conference atom in the IC and there are not a three document interventions, the student will be returned to class. If both of these requirements are met, administration then

investigates and issues administrative consequence. **Parents are notified and administrator documents in IC behavior atom.**

### **Possible consequences for Level D Behaviors**

Phone call or email home  
Loss of recess to refocus/reset and/or complete work  
Write an apology/Restorative justice  
Student calls parent/guardian  
Conference with parent/guardian  
Classroom behavior contract  
In or out of school suspension  
Security contact

### **Level E and F - Non-negotiable behaviors:**

#### **Non-negotiable Behaviors (Level E and F)**

Bullying level 2 and 3  
Harassment level 2 and 3  
Sexual harassment level 2  
Fighting resulting in injuries  
Destruction of property of over \$500  
Theft from an individual over \$500, robbery  
Recurring level D offenses  
Arson  
Possession of an explosive that endangers the welfare or safety of others  
Willfully causing damage to the property of a school employee, assault, harassment, or false allegations of abuse against a school employee  
Hazing activity  
Unlawful sexual behavior or contact and indecent exposure, sexual assault  
Witness intimidation or retaliation  
Habitual disruption (in one day or over time)  
First or second degree assault  
Sale or distribution or intent to sell unauthorized substances  
Carrying, bringing, using or possessing a knife or weapon, or other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants.

### **Level E and F Teacher/Office Steps**

There are some behavior issues (non-negotiable) that we cannot tolerate at Edison. **These behaviors will be brought to the administration's attention immediately and a red referral will be written.** These behaviors will be assigned an administrative consequence immediately and will be documented in the IC behavior atom by an administrator.



### **Possible Consequences for Level E and F behaviors**

Due process/Investigation/Conference with student  
Loss of privilege (recess detention, after school detention, custodial)  
Phone call/Conference with parent/guardian  
Restorative justice  
Increased supervision  
Parent "shadow" child at school  
Suspension - in or out of school  
Referral to Student Intervention Team  
Behavior Intervention Plan/Discipline Contract  
Referral to security or law enforcement (police/fire)  
Expulsion hearing