

Edison Elementary
CSC Meeting Agenda & Minutes
November 4, 2021`

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

CSC Members: Chair persons - Cat and Hannah

Parents: Petra Popiel - petrapopiel@gmail.com, Megan McNamee - mcnamemk@gmail.com, Hannah Koski - hann11007@yahoo.com, Catherine Salguero - catsalguero@yahoo.com,

Teachers: Bayleigh Arey - Bayleigh_Arey@dpsk12.org, Gabi Lucero - Gabriela_GonzalesLucero@dpsk12.org, Lauren Samaras - Lauren_Johnson@dpsk12.org

Non-certified staff: Lisa Meeks - lisa_meeks@dpsk12.org

Admin: Sally Whitelock - sally_whitelock@dpsk12.org, Megan Bohanan - megan_bohanan@dpsk12.org

Attendance:

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.

Enrollment and class size update:

- Total enrollment: 513
- ECE: 15, 15
- Kindergarten: 20, 20, 21, 21
- 1st Grade: 19, 22, 22, 22
- 2nd Grade: 20, 21, 22, 23
- 3rd Grade: 23, 24, 25
- 4th Grade: 26, 27, 27
- 5th Grade: 25, 26, 27

*** These numbers are low which will likely negatively impact projections and our budget for 2022-23

Discipline Policy

- Review Policy from Teacher manual (see below)

- Discussion and Feedback
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- Next Steps:
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Next meeting date:

January 6 at 4:30:

Agenda items for next meeting:

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?

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.

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.

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 GoogleDocs and 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
- Buddy teacher or 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

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

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

Student Expectations

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. 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:

Community-minded

Aware

Respectful and Responsible

Empathetic

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.

Auditorium Expectations and Inside Day Expectations for Intermediate Students

- Enter the auditorium and sit in your grade's assigned area
 - Face forward
 - Sit in your own space
 - Watch movie/performance/presentation quietly
 - Raise your hand if you need to get up
 - Teacher will dismiss you when it's time to leave
- [>>Download a PDF of these expectations](#)

Inside day for Primary Students in Gym

- Enter gym quietly.
 - Sit in your classroom's assigned area.
 - Line leader should bring Rainy Day Box to the gym.
 - Take turns getting things to do from the Rainy Day Box.
 - Sit down and stay seated unless you have permission from an adult to get up.
 - Raise your hand to get permission.
 - Some days, there may be a movie. Teachers will ask anyone who wants to watch the movie to please come to the movie area.
 - Students watching movie must watch quietly.
 - Teachers will announce "5 Minute Warning." That is your cue to clean up.
 - Teachers will dismiss classes when a whole class is cleaned up, quiet and sitting in their area.
- [>>Download a PDF of these expectations](#)

Bathroom Expectations

- Respect others' privacy.
 - Take care of business and get back to class.
 - Never leave a mess behind.
 - Throw away trash.
 - Flush.
 - Wipe up spills.
 - Wash hands with soap and water.
 - Stay on the floor – no climbing.
 - Keep the floors dry.
 - If someone needs help, try to help or get an adult.
 - Never make fun of someone's accidents or troubles.
- [>>Download a PDF of these expectations](#)

Cafeteria Expectations

- Enter the cafeteria and go directly to the lunch line or to your table.
- Sit on your bottom unless you are getting your food, throwing away trash or have an adult's permission to get up.
- 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 where you are supposed to go.

[>>Download a PDF of these expectations](#)

Hallway Expectations

- Walk on the right hand side of the hallway. This includes when walking alone or with your class.
- Walk!
- Be positive, polite and friendly. Say a quiet “hello” and move on.
- Take a pass wherever you go and only go to the places listed on your pass.
- Be very quiet. Do not disturb classes.
- Finish your business quickly and get back to class.
- Keep our hallways clean. Clean up trash if you see it.
- Have empathy for those whose work is on display. Realize how hard they have worked and keep your hands to yourself.

School Culture

PBIS

We support the use of PBIS ([Positive Behavior Intervention Support](#)) at Edison to encourage positive behavior and reinforce the importance of pro-social behaviors and discourage disruptive and negative behaviors.

Character Education

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

Community-minded

Aware

Respectful and Responsible

Empathetic

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 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 Dojo Dollars/Points to work together to make Edison a great place to be every day.

Monday Morning Announcement Video and Student Character Awards

The PBIS Coordinator will determine a focus character trait every 2 weeks and share this on the Monday Morning Announcements Video. Teachers will share the Monday Morning Announcements Video each Monday and discuss the character trait during Morning Meetings weekly.

Each week, teachers/staff will nominate students who demonstrated the character trait of that week. The PBIS Coordinator will randomly choose 2-3 students from the nominations to receive a prize for the week.

Classroom Morning 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.

Social Emotional Lessons

The PBIS Coordinator and School Psychologist will teach social emotional lessons (bully proofing, problem solving, identity, equity) in every classroom during Morning Meetings every 2-4 weeks using Olweus, Second Step, Riding the Waves and other SEL curriculum resources. On the weeks that the PBIS Coordinator/School Psychologist is not in the classroom, the classroom teacher will lead SEL lessons to support mastery of these skills.

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.

Recess 2.0

Edison's half-time Positive Behavior Supports Coordinator coordinates recess at Edison to ensure that the playground is safe and inclusive. At recess, students have the opportunity to play a variety of structured games and to socialize with peers. The PBIS Coordinator teaches students fun and inclusive games and proactive problem solving. At recess, students learn the rules – Be safe, Be kind, Be respectful, and Have fun. Students learn to use Rock-Paper-Scissors to solve low-level disagreements. All of Edison's recess monitors received training from Playworks to support our fun, safe, structured playground.

Spirit Fridays

The first Friday of each month, we will have a Spirit Friday in which students dress up (PJ day, Hat day, etc.) Additionally, students will post a favorite assignment (art, essay, etc) on their locker on this day.