

Edison Elementary
CSC Meeting Agenda & Minutes
October 1, 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,
Not in attendance: Lisa Meeks
Non-CSC member: None

Call to order by CSC Chairperson

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

Update on Enrollment and Budget:

- On the DPS count day we were 28 students below projections
- Due to enrollment shortfalls at many schools, DPS 'held schools harmless' that were below projections. Therefore, we did NOT have to pay money back.
 - I don't know what this will mean for projections and budget next year.

Update on return to in-person learning

- ECE returned on September 14
- Kindergarten returned on September 29
- 1st grade returned on September 30
- We have done one Parent meeting and will do one more.
- Feedback on returning to in-person learning plan?
 - Parents reported that things seem to be going well. Students are happy.
 - Parents are happy with the communication.
 - ECE teachers have experienced a lot of parent support from teachers.
 - Teachers, once they get in the building, seem to be feeling more comfortable and appreciate the support of parents in following our health precautions.

- It does not feel like the first week back. It was seamless. We are in a groove already after only a few days.
- Questions/Suggestions?
 - We should consider continuing to accept new students to support projections for next year.
 - Hopefully, we can communicate with the district that elementary school is different than MS and HS. As things change, hopefully we can communicate this.
 - It is somewhat challenging for students to come home and then also have to do a special. Don't have a solution, but it is difficult.
 - Many teachers/staff are anxious and nervous about coming back to school, wanting to keep themselves and their families healthy. We would like to let parents know that and encourage parents to support social distancing and health precautions as well.
 - Taking supplies back and forth every day is very difficult for our little ones.
 - We need to take it very seriously if teachers are saying that they are nervous/anxious.

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).
- Discussion and next steps:

- We had a parent donation (Hannah) of culturally diverse books to the school.
- We have to change as teachers - that is the high impact.
- Perhaps we should be a little careful in inviting the community to help us with this work. Sometimes community members will get more entrenched into their current thinking.
- Some tangible action steps teachers have are to look at things with a thoughtful eye. We don't need to push our political beliefs, but to consider a human rights issue. We can also encourage parents to have a critical eye.
- After we had this conversation with our staff, I had this conversation with my 5th graders.
- Perhaps encouraging our parent community to have conversations about privilege and race.
- Teachers having brave conversations with students, and then sharing with parents will also get this topic into our community.
- Should Edison have a policy that literature and curriculum is deliberately inclusive.
- Encourage parents, donors choose, etc to get books that are inclusive. Teachers can put together lists to support this.

Next meeting date:

November 5 at 4:30