

Edison Elementary
CSC Meeting Agenda & Minutes
November 3, 2022

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: Parents: Petra Popiel - petrapopiel@gmail.com, Megan McNamee - mcnamemk@gmail.com, Maria Keyani - mkeyani@gmail.com, Sara Lewandowski - saralewandowski16@yahoo.com, Teachers: Bayleigh Arey - Bayleigh_Arey@dpsk12.org, Gabi Lucero - Gabriela_GonzalesLucero@dpsk12.org, Justine McWhorter - Justine_McWhorter@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: Sally Whitelock, Megan Bohanan, Gabi Lucero, Bayleigh Arey, Lisa Meeks, Maria Keyani, Sara Lewandowski

Not in attendance: Megan McNamee, Justine McWhorter, Petra Popiel

Non-Members: Kelsey Snavely

Welcome by principal and introduction of CSC members

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

UIP feedback and approval - See 2021-22 data and Draft UIP below

- Any additional questions regarding the 2022-23 UIP
- Any additional feedback/suggested revisions
 - **MIS #2** - Adjust wording to be more inclusive (Black students vs. white students)
 - Change parent to caregiver.
 - Parent trainings (more broad)
 - **BEP updates:**
 - Teachers will intentionally form authentic relationships with Black caregivers with monthly home visits and/or positive communication with caregivers with the intent of building positive relationships
 - Teachers will become an ally with Black students through authentic relationships and providing opportunities for productive struggle.

- Teachers will plan for windows and mirrors by planning SS and ELA lessons that are culturally-responsive with literacy and tasks that are culturally inclusive and challenge a single story.
- Approval: Yes

After School Enrichment feedback/suggestions

- Starting next semester, we will use the platform Homeroom
 - Caregivers will be able to see all class information
 - Can sort for enrichment classes: grade level, content area, etc
 - Limiting spaces to 2-3 classes the first week of sign up
 - Can Bayleigh limit how many classes caregivers have signed up for on Homeroom?
 - Idea: have caregivers sign/check an agreement of terms - i/e: will only sign up for 2 classes, etc...
 - Enrichment classes will open on a Sunday afternoon to support equity for all families
 - Idea for the future: Valdez has families show interest in classes in advance and then do a 'lottery' of 2-3 classes each student can sign up for

School Discipline policy - See current policy below

- Review
- Feedback/suggested revisions
 - Consider giving parents the discipline policy to sign

Next meeting date: No meeting in December. Next meeting date - January 5 at 4:30. Agenda: Budget planning protocol

UIP Information

2021-22 Student Data:

- School population:
 - % Free and Reduced Lunch - 18.8%
 - % English Language Learners - 2%
 - % Special Education supports - 6.6%
 - % Gifted and Talented supports - 13%
 - % Students of Color - 31.4%
 - 69% White, 21% Hispanic, 5% Multiple races, 3% Black, 3% Asian

Literacy

- STAR Reading - % of students above 50th %ile
 - Kinder - 2022: 84% BIPOC: 66%
 - 1st Grade - 2020: 85%, 2021: 72% 2022: 84% BIPOC: 92%
 - 2nd Grade - 2020: 85%, 2021: 87% 2022: 83% BIPOC: 68%
 - 3rd Grade - 2020: 77%, 2021: 78% 2022: 83% BIPOC: 53%
 - 4th Grade - 2020: 73%, 2021: 77% 2022: 83% BIPOC: 67%
 - 5th Grade - 2020: 71%, 2021: 63% 2022: 72% BIPOC: 50%
- STAR Reading - MGP
 - Kinder: 2022: 84 BIPOC: 61
 - 1st grade: 2020: 77, 2021: 72 2022: 78 BIPOC: 64
 - 2nd grade: 2020: 85, 2021: 86 2022: 76 BIPOC: 58
 - 3rd grade: 2020: 52, 2021: 67 2022: 56 BIPOC: 50

- 4th grade: 2020: 65, 2021: 62 2022: 57 BIPOC: 64
- 5th grade: 2020: 49, 2021: 51 2022: 50 BIPOC: 71
- ELA CMAS
 - School wide: Meets/Exceeds: 2021: 70%, 2022: 77%
 - 2022 Meets/Exceeds: White: 88%, BIPOC: 50%
 - (DPS: White: 72%, SOC: 27%)
 - 3rd grade: Meets/Exceeds: 2022: 76% (Exceed - 18%)
 - 4th grade: Meets/Exceeds: 2022: 77% (Exceed - 32%)
 - 5th grade: Meets/Exceeds: 2021: 70% 2022: 73% (Exceed- 14%)

Math

- STAR Math - % above the 50th %ile
 - 1st Grade - 2020: 94%, 2021: 88% 2022: 93% BIPOC: 94%
 - 2nd Grade - 2020: 88%, 2021: 89% 2022: 88% BIPOC: 76%
 - 3rd Grade - 2020: 82%, 2021: 63% 2022: 89% BIPOC: 59%
 - 4th Grade - 2020: 74%, 2021: 77% 2022: 87% BIPOC: 74%
 - 5th Grade - 2020: 66%, 2021: 65% 2022: 76% BIPOC: 68%
- STAR Math MGP
 - 1st grade: 2020: 68, 2021: 56 2022: 69 BIPOC: 58
 - 2nd grade: 2020: 68, 2021: 69 2022: 71 BIPOC: 64
 - 3rd grade: 2020: 53, 2021: 50 2022: 64 BIPOC: 51
 - 4th grade: 2020: 44, 2021: 60 2022: 70 BIPOC: 71
 - 5th grade: 2020: 49, 2021: 48 2022: 66 BIPOC: 54
- CMAS Math
 - School wide: Meets/Exceeds: 2022: 60%
 - 2022 Meets/Exceeds: White: 70%, BIPOC: 36%
 - (DPS: White: 62%, SOC: 17%)
 - 3rd grade: Meets/Exceeds: 2022: 74 % (Exceed - 24%)
 - 4th grade: Meets/Exceeds: 2022: 63% (Exceed - 11%)
 - 5th grade: Meets/Exceeds: 2022: 44% (Exceed - 10%)

UIP MIS & Action Steps:

MIS 1- Reading: Teachers will facilitate reading instruction with grade level texts and engaging tasks which include explicit instruction of the science of reading including: phonemic awareness, phonics, fluency, comprehension & vocabulary skills to ensure all students become grade level readers and enjoy reading.

Action Steps
100% of K-2 teachers will participate in CKLA professional development
K-2 teachers will collaboratively plan whole group reading units/lessons with a focus on: instructional moves, the science of reading, love of reading, engagement/cooperative structures, a balance of teacher/student talk and rigorous tasks, using the CKLA curriculum.
In order to improve small group reading instruction, teachers in grades K-5 will participate in small group reading PD on the following topics: text-first planning, read-write-discuss model, rigorous tasks and differentiation.
Teachers in grades 3-5 will collaboratively reflect on and revise the EL curriculum with a focus on vocabulary, student collaboration, rigor, enjoyment, and access for all students.
Teachers in grades K-5 will plan for differentiated small reading groups with a focus on: text first planning, word work, read-write-discuss and rigorous comprehension discussions.
Teachers in grades ECE-5 will provide daily phonemic awareness, phonics and spelling instruction using CKLA, Words Their Way.
The ILT will facilitate collaborative planning meetings, observe teachers, provide feedback to teachers and model lessons to support strong instruction in every classroom.
Teachers will partner with caregivers regarding reading instruction. We will send home reading strategy resources for parents, send intervention parent letters and conference w/100% of parents 2x/year.

MIS 2 - Culturally Responsive Instruction: Teachers will use culturally responsive practices and real time checks for understanding to effectively differentiate instruction and ensure productive struggle for all students.

Action Steps
100% of Edison teachers will actively engage in professional development on intentional monitoring, descriptive feedback and differentiation.
100% of teachers will plan for enjoyment of reading and use cooperative learning structures and PBL to ensure active engagement of all students.
Teachers will plan for and teach science & SS with a focus on: tier 2/3 vocabulary, reading text aloud, videos, multimedia and hands on learning, to ensure that students are engaged and become critical thinkers.
Classroom teachers will list and evaluate texts/books in the taught curriculum and classroom libraries and use this to increase the number of culturally inclusive texts.
Teachers will reflect on instructional moves in relation to equity (feedback to SOC vs. White students) and culturally responsive practices.
Monthly, ILT and teachers will use the data team protocol to identify students not yet at grade level, analyze data and identify differentiated action steps to increase achievement and close the achievement gap.
ILT will observe and provide teachers feedback regarding equity (feedback to SOC vs. White students) and culturally responsive practices.
Edison staff will share culturally inclusive text lists with the community and ask for community feedback 2 times/year.

MIS 3 - Student Culture: Teachers will provide students with opportunities to become positive members of the community, learn to positively solve problems, cope w/ emotions, fight biases, and celebrate themselves and their culture.

Action Steps
100% of Edison teachers will actively engage in professional development on culturally responsive environments, crisis intervention and allyship.
Monthly, teachers will engage in deep discussions with colleagues regarding race, students who struggle in school, etc - in order increase awareness, understand biases, improve skills and effectively use restorative practices in order to improve outcomes for all students.
Edison's ILT will facilitate 'circles' 2-4 times during the school year to support adult culture and emotional health and model this
Edison's teachers will lead daily morning meetings with a focus on community culture, social emotional learning, restoring relationships and social advocacy.
Edison's PBIS coach and school psychologist will teach social-emotional and social advocacy lessons to students during morning meetings weekly.
Edison's PBIS coach and school psychologist will create a bank of SEL and social advocacy resources for teachers to use during morning meetings.
Teachers will intentionally form authentic relationships with caregivers, with a focus on caregivers of Black and students of color, through monthly home visits/positive communication monthly with caregivers.
Edison, with the support of the PTA and CSC, will provide 2-4 parent training to partner with caregivers and share resources regarding restorative practices and social advocacy.

Black Excellence Plan

<i>Edison teachers will engage in monthly learning and discussion in order to deepen their awareness of race, systems of oppression and biases.</i>
<i>Teachers will intentionally form authentic relationships with Black caregivers through monthly home visits/positive communication with caregivers.</i>
<i>Teachers will intentionally form authentic relationships with Black students by getting to know students passions and interests, becoming an ally and providing opportunities for productive struggle.</i>
<i>Using an internalization protocol, teachers will plan for 'windows and mirrors' by planning SS & ELA lessons that are culturally-responsive with literature & tasks that are culturally inclusive.</i>
<i>During monthly data team meetings, in reading and math, teachers will track students who are not yet at grade level, paying close attention to students who are Black and SOC, set differentiation goals and plan for academic growth.</i>
<i>Admin and teachers will track attendance monthly and provide interventions when students are absent more than 7 days in the school year.</i>

Edison Student Discipline and Disruptive Behaviors Policies

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
- 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 snowballs, 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.

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
- 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 interventions**, he/she will be returned to class. If administration looks at the conference atom in the IC and there are not three documented 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