

**Edison Elementary**  
**CSC Meeting Agenda & Minutes**  
**April 6, 2023**

**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 person: Megan McNamee - [mcnamemk@gmail.com](mailto:mcnamemk@gmail.com)

Parents: Petra Popiel - [petrapopiel@gmail.com](mailto:petrapopiel@gmail.com), Megan McNamee - [mcnamemk@gmail.com](mailto:mcnamemk@gmail.com), Maria Keyani - [mkeyani@gmail.com](mailto:mkeyani@gmail.com), Sara Lewandowski - [saralewandowski16@yahoo.com](mailto:saralewandowski16@yahoo.com),

Teachers: Bayleigh Arey - [Bayleigh\\_Arey@dpsk12.org](mailto:Bayleigh_Arey@dpsk12.org), Gabi Lucero - [Gabriela\\_GonzalesLucero@dpsk12.org](mailto:Gabriela_GonzalesLucero@dpsk12.org), Justine McWhorter [Justine\\_McWhorter@dpsk12.org](mailto:Justine_McWhorter@dpsk12.org)

Non-certified staff: Lisa Meeks - [lisa\\_meeks@dpsk12.org](mailto:lisa_meeks@dpsk12.org)

Admin: Sally Whitelock - [sally\\_whitelock@dpsk12.org](mailto:sally_whitelock@dpsk12.org), Megan Bohanan - [megan\\_bohanan@dpsk12.org](mailto:megan_bohanan@dpsk12.org)

**Attendance:** Sally Whitelock, Megan Bohanan, Bayleigh Arey, Gabi Lucero, Justine McWhorter, Maria Keyani, Sara Lewandowski, Megan McNamee,

Not in attendance - Lisa Meeks, Petra Popiel

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.

Reflection and update - Edison PBIS and Discipline Policies

- One of the CSC's responsibilities is to review and revise school discipline policies
- Committee reviewed Edison's current policies and practices regarding Positive Behavior Intervention Supports and Discipline and made recommended revisions (yellow below)
- Discussion:
  - It is the recommendation of CSC that the SLT review the Positive Reinforcement/Class Dojo policy to allow for flexibility while also supporting communication with parents and across teachers.
  - Recommended changes in the PBIS process in yellow.
  - Remove 'dress code' violation policy from discipline matrix.
  - Teachers shared that Edison's discipline system works and is predominantly successful.

- Sally and Megan will update policies to make sure they match DPS policies accurately, while also clarifying the value that our goal is that all children learn and grow. We will update the staff responses to behavior mistakes/poor choices. \*\*\* See updated policy below.
- From a parent perspective, more communication is better than none, especially if students go to the office.
- Send home a parent communication at the beginning of the year with discipline information to make sure it is transparent.

### Reflection and Recommendations - Edison UIP Major Improvement Strategies

#### **3 Major Improvement Strategies for 2023-24 UIP**

- ❖ 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.
  - All Edison teachers have engaged in professional development on the science of reading
  - K-2 teachers have been trained in, planned for and are using CKLA curriculum
  - Teachers are collaborating to use curriculum while also ensure instruction is engaging, enjoyable and required students to 'do the heavy lift'
  - Though we have large numbers of students reading at/above grade level, there is a significant gap between the percentage of Students of Color compared to students who are white (20% who are at/above grade level in reading (and math).
- ❖ Teachers will use culturally responsive practices and real time checks for understanding to effectively differentiate instruction and ensure productive struggle for all students.
  - All teachers participated in professional development regarding intentional monitoring and descriptive feedback.
  - All teachers are planning for differentiated instruction
- ❖ 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.
  - This is happening through classroom culture and morning meetings.
  - All teachers participated in professional development regarding how to work with 'highly sensitive children' and 'responding to behavioral disruptions.'

#### Discussion and next steps:

- What are we doing to actively change the percent of SOC who are at/above grade level?
- Of the students who are SOC and not at grade level, where are we on the accommodations side?
- Are we considering partnerships with families? Home visits? Do we prioritize home visits/touch points with SOC or students who struggle academically?
- MIS for next year should focus on SOC - actively changing this data point.

Next meeting date: Next meeting date - May 11 at 4:30 PM

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### **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.

## 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 announcement 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 who win a prize for the week.

## 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.~~

## Positive Reinforcement/Edison Dojo Dollars/Class Dojo points

SLT will review and revise this practice...

~~All Edison teachers will have a Class Dojo class to support communication and positive reinforcement. Edison Dojo Dollars/Class Dojo 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.~~

~~Students who demonstrate a character trait/behavior that goes above and beyond can earn a ‘Golden Ticket’ which will be worth 5 Edison Dojo Dollars/Class Dojo points.~~

## Compliments Class Celebrations

When students in an entire class receive a compliment, the teacher will celebrate this in the classroom with the classroom reinforcement system.

## Classroom Morning Meetings

Teachers will lead a morning meeting every day during the first 20 minutes of the day. Morning meetings will support: a positive classroom community, teach social emotional skills, provide opportunities for restorative circles, inclusivity and provide time for goal setting. During this time, teachers teach and reinforce behavioral expectations, conflict resolution skills and anti-bullying skills, in addition to, having fun with students to build community.

## 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 Riding the Waves and other SEL curriculum resources. Weekly, all classroom teachers lead SEL lessons using Harmony SEL curriculum 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 engage in activities such as: book buddies, social-emotional lessons, collaborative art, projects, etc.

**Recess 2.0**

Edison’s Positive Behavior Supports coordinator organizes 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, as well as participate in peaceful recess (quieter games/activities like legos). 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 receive Playworks-based strategies training to support our fun, safe, structured playground.

**UPDATED — Student Discipline Policy**

All teachers at Edison set high, clear expectations at the beginning of the year regarding classroom and school-wide rules and behaviors. Teachers will hold students accountable for safe and respectful behaviors through creating positive classroom environments, positive reinforcement, restorative practices and consequences when appropriate.

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:

**DPS Discipline Ladder:**

Type One Offenses	Classroom Teacher Managed Levels
Classroom disruption, Disrupting school activity Picking on, bothering, or distracting other students Use of profanity or vulgarity Minor defiance of authority/disobedience Verbal insults or put-downs Use of cell phones, Minor damage or defacement of school property Minor physical aggression with another student (e.g., pushing, shoving) Other minor school-based misconduct <b>Also:</b> Excessive tardiness, Dress code violation, Tobacco offenses, Unauthorized use of school equipment, Gambling, Scholastic dishonesty	<p><b>Level A – Teacher, Student (minor and not repetitive)</b></p> <ol style="list-style-type: none"> <li>1. Student tells his/her side of the story</li> <li>2. Teacher counsels with student</li> <li>3. Engage the student in a restorative practice (as appropriate)</li> <li>4. Construct and implement interventions as appropriate</li> </ol> <p><b>Level B – Teacher, Student, Parent/Guardian (ongoing issue, not resolving)</b></p> <ol style="list-style-type: none"> <li>1. Student tells his/her side of the story</li> <li>2. Teacher notifies the parent/guardian</li> <li>3. Engage the student in a restorative practice (as appropriate)</li> <li>4. Modify or construct and implement interventions as appropriate</li> <li>5. Document all interactions and monitor all interventions (in IC conference)</li> </ol> <p><b>Level C – Teacher, Support Staff, Student, Parent/Guardian (not resolving after Level A &amp; B)</b></p> <ol style="list-style-type: none"> <li>1. Teacher or designed staff member decides whether to request the support of the school psychologist, school social worker, school nurse, counselor, or any other member of the support staff</li> <li>2. Teacher notifies the parent/guardian and invites them to a conference</li> <li>3. Student tells his/her side of the story</li> <li>4. Teacher conferences with other staff members as appropriate</li> <li>5. Engage the student in a restorative practice (as appropriate)</li> <li>6. Modify or construct and implement interventions as appropriate</li> <li>7. Document all interactions and monitor all interventions (in IC conference)</li> </ol>
Type Two Offenses	Building Leader Managed Levels
Recurring Type One offenses Behavior that significantly interferes with the smooth flow of a classroom, assembly, or school-sanctioned event. Severe defiance of authority/disobedience Bullying: Level I - the use of coercion or intimidation through written, verbal, or electronically transmitted expression to obtain control over another person OR to cause physical, mental or emotional harm to another person. <b>Also:</b> False activation of a fire alarm Possession of fireworks/firecrackers Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information	<p><b>Level D</b></p> <ol style="list-style-type: none"> <li>1. Documentation of interaction and intervention is provided to Building Leader by classroom teacher and/or support staff</li> <li>2. Student tells his or her side of the story</li> <li>3. Building Leader conferences with parent/guardian</li> <li>4. Building Leader identifies the discipline offense using the Discipline Matrix               <ol style="list-style-type: none"> <li>a. Complete Mandatory Referrals as indicated by the Discipline Matrix</li> <li>b. Complete Essential Protocols as indicated by the Discipline Matrix</li> </ol> </li> <li>5. Refer to and utilize the Intervention Guide for the intervention for the specific offense</li> <li>6. Engage the student in a restorative practice (as appropriate)</li> <li>7. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)</li> </ol>

<p>Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status,  Consensual but inappropriate physical contact  Destruction or theft of school property, including graffiti (under \$500)  Trespassing  Theft from an individual (under \$500)</p>	<p>8. Building Leader may give In-School-Suspension of 0 to 3 days when safety concerns exist and planning time is needed to reintegrate student into learning setting  9. Document all referrals and interactions. Monitor all interventions.  Note: ECE through 3rd grade students may not receive the Type Two: Recurring Type One offense</p>
<p><b>Type Three Offenses</b></p>	<p><b>Building Leader Managed Levels</b></p>
<p>Recurring Type One offenses  Behavior that significantly interferes with the smooth flow of a classroom, assembly, or school-sanctioned event.  Bullying: Level II - the use of coercion or intimidation through physical conduct to obtain control over another person OR to cause physical, mental or emotional harm to another person.  Mutual fighting  <b>Also:</b>  Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information  Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status,  Being under the influence of drugs or alcohol  Possession of alcohol, unauthorized (but legal) drugs, or illegal drugs  Destruction or theft of school property, including graffiti (\$500 - \$5000)  Theft from an individual (\$500 - \$5000)</p>	<p><b>Level E</b>  1. Repeat Level D steps 1 through 5  2. Engage the student in a restorative practice (as appropriate)  3. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan(students with a disability)  4. For students in the 4th through 12th grades, the Discipline Building Leader may give 0 to 3 days In-School Suspension and/or 0 to 1 day Out-of-School Suspension when safety concerns exist and planning time is needed to reintegrate student into learning setting (If an OSS is given, only 0 to 1 day ISS can be given)  5. ECE – 3rd grade students can be suspended for 1 day only for the purpose of safety planning for the student and for the school community.  6. Document all referrals and interactions. Monitor all interventions.  Note: ECE through 3rd grade students may not receive the Type Three: Recurring Type Two offense</p>
<p><b>Type Four Offenses</b></p>	<p><b>Building Leader Managed Levels</b></p>
<p>Recurring Type One offenses  Habitual disruption  Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants    <b>Also:</b>  Witness Intimidation or Retaliation  Unlawful sexual behavior, unlawful sexual contact, and indecent exposure  Child Abuse  Hazing activities  Assault, harassment, false allegation of abuse or willfully causing property damage against a school employee,  Possession of an explosive (non-fireworks/firecrackers) that seriously endangering the welfare or safety of others  Theft from an individual (over \$5000)  Destruction or theft of school property (over \$5000)  Third Degree Assault  Arson</p>	<p><b>Level F</b>  1. Repeat Level D steps 1 through 5  2. Engage the student in a restorative practice (as appropriate)  3. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)  4. For students 4th through 12th grades, the Building Leader may give 0 to 3 days In-School Suspension (ISS) and/or 0 to 3 days Out-of-School Suspension (OSS) when safety concerns exist and planning time is needed to reintegrate student into learning setting.  5. ECE – 3rd grade students can be suspended for 1 day only for the purpose of safety planning for the student and the school community. Expulsion may not be requested.  6. For behaviors of 4th through 12th grade students that significantly impact staff or student safety, the Building Leader may request approval of an extension to an Out-of-School Suspension and an Expulsion Hearing if the incident warrants the request  7. Document all referrals and interactions. Monitor all interventions.  Note: ECE through 3rd grade students may not receive the Type Four: Recurring Type Three offense or the Habitually Disruptive offense</p>
<p><b>Type Five and Six Offenses</b></p>	<p><b>Building Leader Managed Levels with additional supports/reporting</b></p>
<p>Dangerous Weapon  Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance  Sexual assault, First degree assault  Second degree assault, Robbery, Firearm</p>	<p>Consultation and reporting to district Safety &amp; Security, Denver Police Department  Threat assessment completed  Out of School Suspension  Possible Expulsion</p>