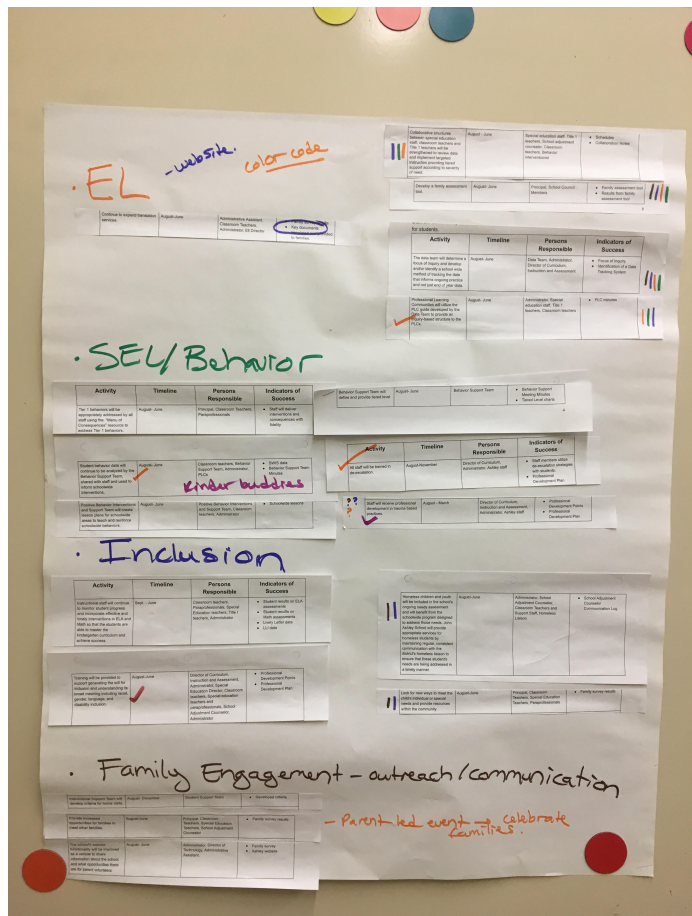


School Council
Minutes
December 12, 2018

Members Present: Kathleen Bailer, Rebecca Burgos, Rachelle Hannoush, Valerie Hildonen

District Improvement Plan:

- 6 big ideas from the district:
 - **ELL program**
 - **Student Support Model (Academic/Behavior/SEL)**
 - **Inclusion**
 - Alternative Pathways
 - Special Education Model
 - **Expanding Modes of Communication/Outreach to Families**
- Working to take the Ashley School Improvement Plan and plug it into the District plan. We are only working towards the 4 bolded areas, as alternative pathways and Special Ed. Model does not apply to us.
- Most of our Ashley Improvement Plan lies within the SEL/Behavior part of the District Improvement Plan (see photo below). The areas on the right fall into multiple areas on the DIP. We are well on our way to meeting our improvement plan goals.
- Some teachers are using ClassTag to translate information for families who need it, and there are translators available for face to face translation.
- If there are items on the website, information can be translated into other languages
- We need to have KEY DOCUMENTS and the WEBSITE available in different languages
- Some families don't know which papers are the important ones and put some items in the trash. If we color code important papers and translate them, families would know what to pay attention to.
- Kathleen reported out about Deb Brady, executive functioning expert, who said we already HAVE THE WILL for inclusion thus meeting our goal.



- It is important for us to promote the learning of the primary language in the home, and that English is taught in school
- We could offer events/opportunities to celebrate primary languages.
- We are trying to get more adults into classrooms to support our students, which covers a variety of areas on the School Improvement Plan.

Rachelle sharing out:

- Pyramid model, more applicable for preK, similar to PBIS
- Pyramid Model is a schoolwide idea, social/emotional learning, problem-solving
- No prizes
- Just a way of talking/managing from the adult perspective
- Each teacher is given a questionnaire (assessment for the teacher)
- Teachers will set one goal per month (and it doesn't need to be shared out with everyone)
- Co-Teachers work together to keep each other accountable for their goals
- Tucker Turtle --strategies to calm strong feelings (calming area for one child at a time)
- Parents are part of this model, EEC and CFCE can help them (flyer went out a few years back, and no parents were interested with the minimal posting)
- Kids, teachers and parents all have to follow the 5 schoolwide expectations (all school staff involved in this process)
- TPOT Assessments: someone goes in that is trained and they videotape, and they complete the assessment
- Grant that you can apply for is coming up soon (EEC), it includes: trainings for teachers, supplies (Marcella Simpson is a coach, embedded within the grant)
- EEC wants people using the Pyramid Model, so CFCE can put on events that partner with this
- This provides a needs assessment for the teachers, which can help guide some of their goals and work each month
- This idea is great for PreK!
- We can bring this idea to the Data Team to hear feedback on its use.
- **Has this tool been used at the Kindergarten level? What does this look like?**
- **Will there be a 3rd cohort? (Rachelle will find out)**

Next Steps:

- In January, we will begin to figure out a multicultural parent-led event
- January/February we need to develop a Family Assessment Tool, by looking at past data, and create a new one from there

Notes to Kathleen/Val:

- Get the IST to develop a criteria for home-visits
- Bring information on the Pyramid Model to the Data Team in January as a resource to focus on developmentally appropriate practices.