

Meeting: Family Advisory Council

Date: February 4, 2020

Time: 7:00pm

Location: Administration Building, Room 137

Attendees:

<input checked="" type="checkbox"/> Audrey Andrews	<input type="checkbox"/> Jana Armstrong	<input checked="" type="checkbox"/> Carl Bacon	<input type="checkbox"/> Brook Berg	<input type="checkbox"/> Rory Borsheim
<input type="checkbox"/> Christine Brown	<input checked="" type="checkbox"/> Brooke Cairns	<input type="checkbox"/> Kristine Casto	<input checked="" type="checkbox"/> Erica Christensen	<input checked="" type="checkbox"/> Nicole Faude
<input checked="" type="checkbox"/> Samantha Forehand	<input checked="" type="checkbox"/> Traci France	<input checked="" type="checkbox"/> Rob Geske	<input type="checkbox"/> Tom Giffey	<input type="checkbox"/> Mark Goings
<input checked="" type="checkbox"/> Gail Hanson Brenner	<input checked="" type="checkbox"/> Dr. Hardebeck	<input checked="" type="checkbox"/> Anne Hartman	<input type="checkbox"/> Darren Hollenbeck	<input type="checkbox"/> Megan Holmen
<input type="checkbox"/> Holli Jacobson	<input type="checkbox"/> Julia Johnson	<input type="checkbox"/> Barb Kainz	<input type="checkbox"/> Bev Karnitz	<input type="checkbox"/> Dana Lieble
<input checked="" type="checkbox"/> Heather Market-Sullivan	<input checked="" type="checkbox"/> Lucie McGee	<input type="checkbox"/> Jenna Murphy	<input checked="" type="checkbox"/> Omar Parks	<input checked="" type="checkbox"/> James Peng
<input checked="" type="checkbox"/> Shannyn Pinkert	<input type="checkbox"/> Patty Pladsen	<input type="checkbox"/> Joshua Pond	<input type="checkbox"/> Shana Schmidt	<input checked="" type="checkbox"/> Jason Schmitz
<input type="checkbox"/> Melissa Sterling	<input type="checkbox"/> Sarah Szymanski	<input checked="" type="checkbox"/> Michael Tvaruzka	<input type="checkbox"/> Emily Willems	<input type="checkbox"/> Lori Wright

Guests: Jim Schmitt, Dr. Kaying Xiong, Heidi White, Colleen Miner, Dr. Tim O'Reilly, Dave Oldenberg,

Notes: Meta Miske

Meeting called to order at 7:00pm.

1. Welcome and News from Schools – Erica Christensen

- Golden Apple Awards with Eau Claire Public Schools Foundation – recipients have been announced
- Sam Davey talent show and bake sale at Northstar this week and Love Lunch coming up

2. Survey – What would be useful features in a District app?

- Dr. Hardebeck said the District is exploring what a District app could look like and asked for features parents would appreciate
 - Skyward app is user-friendly
 - Grades, assignments, attendance
 - Reminder that Skyward grades are dependent on teachers' ability to enter them timely; it's good information for conversations but may not be up to date
 - Student progress and connection with teachers to communicate easily (Canvas not super user-friendly for teacher communication)
 - Skyward and Canvas integration is tricky – Canvas doesn't always communicate well with Skyward
 - Can get alerts that something is missing but it doesn't always consider if assignment was postponed, etc.
 - Each teacher relies on a different technology – parents would like a one-stop-shop for family/teacher communication
 - Parents need education on Canvas
 - The District is shifting entirely to Canvas so there aren't multiple platforms – most post-secondary institutions use Canvas
 - All teachers are transitioning to Canvas and will no longer use other programs in 2020-2021
 - Educate parents and make sure apps talk well with one another (one parent has three apps for one student)
 - Could consolidate to one district app?

- Events Calendar – ALL District events and activity opportunities around the community
- Pay Athletic and AP fees and other fees
- Push notifications of community announcements
- Reminder of days off about a week in advance (push notification or sync with Google calendar)
- Larger paper items replaced by app
 - Handbook
 - Signing day papers
 - Summer mailing
- Summer School brochure/registration
- Lunch menu
- Customize to the schools your students are attending
- Parents currently getting information on Facebook, email, website, and Remind – want there to be a one-stop-shop of accurate information
- Standardized and covers everything that everyone is trying to communicate out so staff do not use their own choice such as Remind
- Make sure that nobody is left out of communication if they don't have a cell phone or app

3. Social and Emotional Learning Update – Jim Schmitt and Team

- Social Emotional Learning Update
 - The State has identified Social Emotional Learning (SEL) competencies
 - As a District we teach every student specific competencies aligned PreK-12 in each classroom
 - There are 24 competencies but the District is focusing on three this year:
 - Empathy
 - Perseverance/Grit
 - Relationships
- Youth Mental Health First Aid
 - We don't have enough counselors and social workers to deal with the youth mental health and trauma issues; we are training District adults to be noticers of symptoms and signs so they can help triage youth who may be facing a mental health problem or crisis
 - There are trainings available for families to participate in as well
- QPR Gatekeeper Training – Question, Persuade, Refer
 - All secondary staff are receiving this training on February 24
 - Community training event open to youth and adults
 - Students are trained in 9th grade to be Gatekeepers
 - Adults are trained as trainers and then train remaining staff as Gatekeepers
- Suicide: The Ripple Effect
 - March 17 will be screening of this film at 6:30pm at the North High Auditorium
- District
 - Elementary School Counseling Lessons
 - PBIS School-wide and Classroom Expectations
 - Non-violent Crisis Intervention - training adults to not do things that trigger student behaviors
 - Trauma, Aces, Resiliency – Behavior is how students communicate what is going on inside them
 - Each traumatic event adds up for students and can even lead to a lower life expectancy so we do trainings to help build resiliency in all students
- Early-Learning Level (Prairie Ridge – Heidi White)
 - Social Emotional Learning is a foundational piece of the learning for 3 and 4 year olds because students will struggle academically if those pieces are not in place
 - PBIS – Positive Behavior Intervention and Supports is the overarching framework
 - School Expectations/Agreements: Be Safe, Be Kind, Be a STAR (Smile, Take a breath, And Relax)
 - There is a lot of teaching and modeling of what it looks like to be safe and be kind
 - Conscious Discipline – the adult response in dealing with behaviors to build and strengthen relationships

- Seeing behaviors as a call for help or a missing skill
 - Building a school family
 - Handling behaviors differently
 - Assessment and Social Emotional Curriculum – screening and assessing, teaching children how to regulate, helping kid to attune and attach, and social competency books (big problem or little problem, expected/unexpected behaviors)
 - Prairie Ridge has been named as a school of fidelity for Conscious Discipline and is a model school
- Elementary (Lakeshore – Colleen Miner)
 - PBIS Tier I – Universal Beliefs
 - Opportunities to acknowledge students for making positive choices
 - Opportunities to reteach when students are missing skills
 - All ECASD Schools will look a bit different because of their building culture but they all follow the universal beliefs, and opportunities to acknowledge and reteach
 - Social Emotional Learning embedded throughout the day
 - Morning meeting, sharing, greeting, explicit lessons from counselors, target time, adult modeling
 - Protocols
 - Discussion, response, etc. using social skills to help students learn the content
 - Coming Soon – S.M.A.R.T. – Stimulating Maturity through Accelerated Readiness Training
 - PD to help teach and infuse activities to help develop the brain so it’s ready to learn
 - Trimester Report Cards report on behaviors of life-long learning
 - Interventions – providing opportunities to reteach missing skills, focusing on specific schools
- Middle (DeLong – Tim O’Reilly)
 - Explicitly taught skills in classes such as health and social studies, and creating a culture of respect and non-explicitly taught skills (such as empathy and grit in PE class)
 - Themed months highlight something from the Knight Code
 - Students are given tickets when they are seen modeling those positive behaviors as incentives
 - Teachers are given tickets when administrators see them recognizing positive behaviors
 - Work to create community experience such as teams to make it feel a little more close-knit like the elementary schools
- High (Memorial – Dave Oldenberg)
 - Staff trained last year in “Mental Health First Aid”
 - Staff do not diagnose but are trained to notice concerns and where/when to seek additional support for the student
 - Follow ALGEE action plan
 - Assess for risk of suicide or harm
 - Listen non-judgmentally
 - Give re-assurance and information
 - Encourage appropriate professional help
 - Encourage self-help and other support strategies
 - QPR – Question, Persuade, Refer
 - Staff are trained in Compassion Resilience
 - Be present
 - Listen for Understanding
 - Cultivate Compassion
 - Be there for the Child
 - PBIS – routines (academic and social)
 - Ex: Appropriate use of a cell phone
 - Teaching expectations
 - Soar Cards (incentives – usually based on acts of kindness)
 - Mindfulness

- Post-secondary preparation forces students to access their SEL skills to be successful academically
- Brains are not fully developed until age 25 so we must continue teaching appropriate behaviors even when students do not look like children
- Questions:
 - Has Heidi noticed DECA changes?
 - Yes – especially with children with attachment issues but if a student is identified as having behavior concerns it takes a long time for those concerns to improve or be eliminated
 - Is there any assessment for SEL skills after elementary school?
 - Middle Schools and High Schools use ODR data, SWISS data, and survey data to address issues but do not report out for individual students
 - Families would like to reinforce what is happening at school – how do you get families onboard?
 - At the March FAC meeting Jill Elliot from Prairie Ridge will come and talk about her work with parents
 - When did SEL become so important?
 - Started to come to the forefront in the early 2000’s in response to 9/11
 - Educators came to the realization that you must teach the whole child
 - There’s a lot of concern about school safety so we really try to focus on the whole child
 - Is there data showing growth regarding SEL?
 - Surveys show trends and give us information
 - Dr. O’Reilly believes kids are better behaved today than 30 years ago but kids come from such different and varied backgrounds that we must focus on how to support all children
 - How could this extend into the community?
 - We are working with the Chamber and the Health Department and these are the topics that are being discussed in the community

4. Superintendent’s Update

- School Board is getting closer to setting a timeline for the referendum – they are leaning toward an April 2021 referendum to address South and Roosevelt, southside capacity issues, and other needs as identified in the community based on community feedback that will be gathered and a ten-year plan
- School Board announced they received 37 applicants for the Superintendent position - more applicants than Madison Metropolitan, Green Bay, and La Crosse; Board will be reviewing the applicants, conducting first interviews, and then identify which finalists to bring in for a day which will include community interactions
- Last night the Board approved the retirement of Dr. Tim O’Reilly – Congratulations to Dr. O’Reilly.

Meeting adjourned at 8:43pm.

Next Meeting: Tuesday, March 3, 2020, 7:00pm, Administration Building