

## Tyler Elementary Local School Advisory Team (LSAT) Meeting Minutes April 26<sup>th</sup> 2018

### Attendees:

**LSAT Board Members:** Brittany Thomas, Patricia Wilkins, Amanda Swift, Patrick Jackson, Lee Berger, Capricia Albritton, Alicia Meyers

**Administration:** Mitchell Brunson, Tracey Ndenecho, and DCPS Climate and SEL manager Adam Lustig, and DCPS Climate and SEL Specialist Carissa Harrison. **Other attendees:** Ms Green (social worker)

### Minutes

- **Climate and Culture Presentation from DCPS**
  - Reviewed DCPS Approach to Student Behavior and Discipline
    - Priority on intentional student culture/climate
    - Comprehensive Student Support
    - Instructional Approach to Behavior and Discipline
    - Consistent, progressive, approaches
  - Reference DCPS Chapter 25 (Discipline Law)
    - Link to references here: <https://dcps.dc.gov/chapter25>
    - Items presented (see Chapter 25 for full details):
      - Tiered approach to addressing behavioral issues
      - Suspension and expulsion
      - Approach to behavior response: “always considering entering a behavior in the lowest tier possible and only consider entering a behavior in the lowest tier possible and only consider applying tier behaviors which automatically result in suspension when absolutely necessary.”
  - It is recognized that in order to allow for progressive discipline those in leadership need to fully understand the entire issue. Instead of saying “if A happens then B happens” (for example), it’s important to really understand all of the information behind the referral letter.
  - There may be concerns from parents that there are children who may be picking on children in lower grades, and it is not addressed properly. There may also be concerns that it’s not communicated how incidents are dealt with when there are children who are picked-on. A challenge in many situations is that it can become difficult to confirm that an incident actually occurred the way in which the child described it
  - Note: There is a full bullying policy available on DCPS website (link here: <https://dcps.dc.gov/bullying>)
  - Question: Has it been discovered that there has been any bullying in this school of Latino students? And in that case does the school have the resources (translation, communication, etc.) to address the issue with the parents? Response “no there has not been any bullying discovered based on latino/Latina, after investigation of incidents it was determined that discrimination was not the

basis of the of the incident, and yes we have the resources available to deal with the issue.” If an issue arises with a Spanish speaking family, Ms Paz is the first resource available to address the translation/communication needs, there are also many Spanish speaking teachers on staff.

- DCPS office of integrity: <https://dcps.dc.gov/page/office-integrity>
- DCPS Culture and Climate (Social and emotional learning). DCPS supports 2 checkpoints throughout the year, and works with the principal and staff on the issues.
- Tyler has a school Culture and Climate Plan:
  - It is asked that the Tyler Culture and Climate Committee share the plan, post the plan so that it is available to parents in the school.
  - The culture and climate committee would like to present the plan to the LSAT and provide an explanation rather than just sharing the plan with parents without explanations. They believe there is terminology in the plan that could be misunderstood without explanation.
- Question: Could we get information about behavioral trends, and incidents at the school?
- Tracy Ndenecho (asst. principal) can provide more details if requested on the topics above.

- **PBIS**

- Detailed presentation was provided by Ms Greene: PBIS fact sheet was provided (see fact sheet). A chart was reviewed that provided a lot of information about the tiered approach (see chart for more information)
  - Discussion around suspension, and how it is not always the right approach, especially in elementary school. If parents are concerned about why children aren’t suspended, more information about the effects of suspensions on children might be helpful to inform parents.
  - Different responses based on the needs of the child
  - PBIS is primarily for K-12, not necessarily applicable to ECE children, but PBIS is used across the school for all children
- LSAT will share with parents the Culture and Climate plan, PBIS factsheet, and suspension alternatives, when electronic versions are provided.
- Conversations about

- **Update provided on the Whole School Dual-Language Create Arts Survey and Information Sheet**

- *Note: Because of the length of this discussion, these notes are transcribed from an audio file of the meeting and only summarized here, audio is available if needed (contact LSAT secretary or chair)*
- LSAT Char, and parent representatives provided drafts of the informational flyer and the whole-school creative arts informational pamphlet that is being worked on for distribution.
  - Current draft of a “fact-sheet” was provided
  - Current draft of the pre-meeting survey
- The goal of the draft fact sheet is to “give a picture of the school is like in term of academic success, demographics, and the benefits and traits of both programs”
- A draft of the survey was created based on questions provided from the LSAT board, the survey was created by the parent representatives on the LSAT, with inputs from Linsey Silver, Elsa Falkenburger, Amanda Swift, Alicia Meyers, and we will collect more feedback in this session.

- Comment from Admin: I have concerns that not everyone has been included in the creation of the survey and the fact sheet, that everyone is not given an opportunity to give a voice in creating these materials. Meetings have taken place in peoples private residences, off school grounds, not everyone is included in the creation of these materials.
- Comment from parent rep: The idea was that these references would be used to gather input, these are the tools to gather input, and the survey would be used to gather more input than form this group alone. There are plans to provide paper versions of the survey, electronic distribution, he purpose is to gather input- as it is a survey.
- The goal is that the survey will be used to collect information- the plan is to provide the survey in the community.
- Comments on the fact sheet: Would it be possible to put bullet points on the notes on each program, rather than the links, the links may be difficult for some people to use. Conceptually the whole sheet would be on the website, so people can click on the links.
- Comment: Can we limit the bullet points to 3-4 for each.
- One of the goals of the sheet is to get people interest in the forum, not to make a decision prior to the forum, the intent is to provide a lot of data to get people interested so that they want to come talk about it and share ideas.
- There is no intent to provide pros vs cons for each programs, it should be a fact sheet.
- Comment from admin: I think it should be a fact sheet, and it should then include facts. For example, if we elect to go with the whole-school dual language model, we are going to lose 50% of the staff here (comments from others in the meeting that this may not be accurate) we would lose staff as a result of the change. Admin: we are going to lose staff because we are going to have, let's start with ECE, where it will start, in pre-K where the kids are fully emerged, there would not be a need for the English speaking teachers anymore if we went whole dual school language. If we follow that through the school, what would happen to the English teachers?
- Followed by a conversation about whole school DL programs in other DCPS schools, and what that entails, and comments about certifications, etc.
- Comment that teachers and staff need to be involved in this conversation as it involves them directly.
- Comment that there was select group elected to do the survey, not many educators were included in creating the survey questions. Noted that not all teachers have been given an opportunity to ask the type of questions they want to ask on the survey.
- Teachers would like to have a say in what questions are asked.
- Comment: "the purpose of the survey is to ask people's view, and it seems like we are struck trying to ask people's view, to ask people's view, to ask people's view"
- Continued discussion on the survey – very long discussion on how best to gather the views of the community, staff, and parents...
- In summary: The survey and information "fact-sheet" will be reviewed by the rest of the team, more input will be gathered, and it will be revisited in the next meeting.
- DCPS OFPE, and other DCPS support organizations will be brought into help facilitate these discussions.
- The fact-sheet and survey will **not be** distributed at this time in their current draft.



- Survey and informational packet will be sent to LSAT board for distribution to others, for additional input, additions, changes, etc.
- **Next Meeting:**
  - Exact data and time TBD, tentative May 2<sup>nd</sup>