Community Council Meeting Notes 10.19.26

- Welcome everyone by Caroline Bjarnason
    - In Attendance
        - Caroline Bjarnason
        - Kim Smith
        - Shana Braly
        - Celeste Peterson
        - Jeri Thomas
        - Tatiana Ihrig
        - Kate Gladwell
    - Excused
        - Jamie Hargreaves
        - Karla Hori
    - Not Excused
        - Lyndsi Holbrook
        - Shelby Boyd
- Review and approved previous minutes
    - Fixed bullet # to Celeste instead of "community member"
    - Discussed importance of keeping records correct
    - Voted to approve minutes, all in favor
    - Jeri Thomas motioned to approve
        - Kim Smith second motion
- Change made on Principal's assurance (due 10/20/2026)
    - Agenda, minutes, money, etc. available online
    - Principal and parents (listed differently to clarify with trust lands)
        - Four school members and three more parents than staff
    - Motion to approve rules and procedures by Caroline Bjarnason
        - Second by Tatiana Ihrig
        - Vote to approve, all in favor
- SIPPS Data reviewed by Jeri Thomas
    - 2nd-6th grade
    - 6th grade is 96% at benchmark, 41 fluency
    - Sound partners intervention begins in January
    - Kindergarten focus is on letter name, letter sounds, group and individual work
    - 2nd and 4th grades served historically
    - Celeste Peterson asked what kids are in SIPPS

        - Students who are just below benchmark
        - Jeri Thomas discussed how children are organized into SIPPS groups
            - Start with accuracy, given a screener, some don't have it automatically and screener shows they would benefit from SIPPS intervention.
- RISE data reviewed by Jeri Thomas
    - Data is public on datagateway and gives more detail.
    - 96.9 % participation, only students here for the full school year.
    - Proficiency
        - 57.4% in ELA
        - 66.2% in Math
        - 72.8 % in science
    - Percentages have increased from previous year
    - Broken down by subgroups (SES, IEP/504, ethnicity)
    - No kinder history, looking for upwards trends in data
    - Some schools have targeted subgroups
    - Community Council looks at data to see what we can do to improve
    - Growth is a different category, and the goal is that students are making growth even if not always proficient
    - We look at the lowest 25% to make sure that growth is happening
    - Some categories are weighted differently
- Improvements to master schedule with interventions discussed by Jeri Thomas
    - Discussed different types of interventions
        - WIN TIME, DEEP, SIPPS, Tier 1
    - High student engagement (everyone does everything)
        - Thinking, reading, doing in classrooms
    - Tatiana Ihrig described what she does in her class. Eight times seeing text, no one can sit back or hide
- School wide behavior plan reviewed by Jeri Thomas
    - Plan created with a team
    - Highlighted the major and minor behavior slips
        - Getting feedback from teachers
            - Minor handled in classroom with school rules, if behavior continues, they can get a slip
            - Monthly activity everyone can attend unless there are three minor or one major
        - Kate Gladwell likes that it is new
        - Tatiana Ihrig worried about extra work with emails and conversations

- Rewarding for most
- Focus on making it simple
    - Less is more
- Celeste Peterson supports what teachers are doing
    - Mentioned Level Up cards
    - Jeri Thomas explained how Level Up cards work
- Kate Gladwell asked what incentives would be given for monthly rewards and examples were given
    - Foam machine
    - Assemblies
        - Example: Magician
    - Art Activity
- Kate Gladwell asked how other schools like these rewards
    - Every school is different
    - Major and Minor
- Shana Braly asked about improvement rates
    - Gathering data helps understanding
    - Ability to intervene with minor incidents
- Shana Braly asked about any changes that are made to improve problems after data is gathered
    - Feedback from those who do not like it helps
- Kate Gladwell asked where students who do not earn the reward will be
- Tatiana Ihrig mentioned idea of double recess monthly
    - Teachers can keep kids who cannot attend in the classroom
    - Structures the day to add more time
        - Parents might be more concerned
        - High stakes for students, low stakes for parents
        - Caroline Bjarnason stated that recess might be easier

- Attendance data reviewed by Jeri Thomas
    - 87% of students had two or fewer absences
    - Picture will be put on board for “Practically Perfect” attendance
        - Shana Braly asked for clarification on attendance which was explained by Jeri Thomas
            - Chronically absent: 18 or more

            - Four or fewer not chronically absent
            - Five or more absences will get attendance letter
            - More will have parent meeting to improve, support to remove barriers and be proactive
    - 7% are chronically absent for Term 1
        - Historically 12-15% chronically absent, usually the same students
    - School and district offer many resources
- Lockdown drill feedback was given
    - Carloine Bjarnasen discussed her kindergartners experience
    - This month will have two drills
        - Lockdown
        - Secure drill (Wednesday October 21)
- Questions or items for agenda next month
    - Celeste Petersen would like to hear from teachers on spending funds
    - Kate Gladwell wants to discuss aides
    - Tatiana Ihrig mentioned aids for progress monitoring
    - Trustlands
        - What can and cannot be spent
        - Can add an addendum
    - Other items for agenda:
        - Digital Citizenship
        - Spending and funds
        - Feedback from teachers on spending and support for learning