

Community Council Meeting
April 9, 2019

In attendance:

Verlene Dexter, Emily Orgill, Mary Imhoff, Kym Frey, Crystal Shank, Janice Wayman

Excused: Alison Wendel-Bennett, Scott Westenskow

Welcome: Call to order at 10:05

Minutes: March 12, 2019 meeting was reviewed (minutes were not available to be read).

Membership **unanimously approved** the review of the meeting.

Business: No new business to discuss

Calendar review

New staff hire for Post High

Posting for a new RN

Trustland Funds:

1. School interventions will be presented today.

Interventions/Professional Development

- Joni Andrews

Presented an age-appropriate adapted literacy project. A range of communication opportunities have been developed so all students can answer questions about the story. Large pictures have been created for low-vision students. There is a word wall in class. Vocabulary words are reviewed and discussed as part of the lesson. Part of the goal is to have students remain on-task and listen to the story. The Essential Elements are used to plan the literacy presented to students. Data was shared to show the effectiveness of the intervention.

Payment for the intervention was unanimously approved.

- Kim Westenskow

Comprehension books were presented to the committee. Student data was taken and graphed for the committee to see. Each of the comprehension books also include a writing component. There are icons labeled for each of the books so students can easily answer questions and write about what they have learned.

Payment for the intervention was unanimously approved.

- Jeff Honsvick

Yearbook. Last year's yearbook was shown to the committee. This year there will be a class picture on one side of the book and candid shorts will be on the next page. Jeff received information last year that some students were only in the yearbook once. Because the yearbook is produced to encourage communication, he will try to make sure student's pictures are in the book more than one time. Students use the book to communicate with staff about

their favorite people. Parents report they use the books at home frequently. Surveys will be available.

More information will be sent home to parents when the yearbook is almost finished. Parents will review evaluate the project at that time.

- Alison Wendel-Bennett

Mindfulness training took place after school for staff members to reinforce the beginning of the year professional-development. Graphs of results. Stress levels were measured at the beginning of the class and at the end of the class. Some staff members consistently attended the class and others came less frequently.

Payment for the intervention was unanimously approved.

- Jessie Grigg

Jessie Grigg was absent. The project and outcomes will be sent to the committee members for their evaluation of the project.

- Athena Pooele

The first part of DLM familiar texts was a project Athena worked on last year. This year she presented the second half of DLM familiar texts. Books were printed from the DLM website. Comprehension questions were created for each book. Essential Elements were reviewed so the questions followed the core standards. Data was presented. Students were taught the story four times. When tested, the accuracy of students averaged over 60%. There were multiple ways for the student to respond.

Payment for the intervention was unanimously approved.

- Kathy Mostert

Adapted literacy for students. Kathy chose some literacy books and sent a survey to teachers. She asked for suggestions regarding what questions other teachers felt like she should ask as she taught the stories. Kathy found stuffed animals and other manipulatives that represented the characters in the stories. She has connected the literacy project to days of the weeks as she is working with students. Kathy has a word wall with vocabulary words appropriate to whatever book she is teaching at the time. The vocabulary words are reviewed on an on-going basis. Multiple switches are programmed so if the stories are repetitive students can push the switch to help tell the story to the rest of the class. They students answer questions about stories.

Data is taken to determine how well students are remembering presented material.

Payment for the intervention was unanimously approved.

- David Nau

Literacy - Personalized meaningful books for students.

David had noticed that students had a difficult time engaging with material being presented in the classroom. He contacted families to send pictures of times the family spent together. All families sent pictures back to him. David created a picture book personalized to each student. There are no words in the book. Words of the week are implemented into student stories along with other things that are of interest to the student. Different stories are created each week.

Data had been graphed on bar graphs to show the progress students had made. On-task behavior was also measure. David has found this project-built trust with parents. They shared many stories about their students. The books are extremely engaging. The front of the book is decorated with pictures of things the student likes.

Payment for the intervention was unanimously approved.

People doing land trust will share information about their interventions so other teachers can borrow the materials that have been created.

Information from Jeff Honsvick and Jessie Grigg will be shared via email so committee members can determine if they feel like the interventions were completed in an acceptable manner as per their original proposal.

PTO

Luncheon May 7th