

Bettendorf Community School District
School Improvement Advisory Committee (SIAC)
MINUTES

Tuesday, May 17, 2022

5-7 pm

Bettendorf Middle School

Cafeteria

Welcome

Dr. Michelle Morse, Superintendent

Directors in attendance: Celeste Miller, Mike Gillotti,
Jayme Olson

I. Meeting & Meeting Norms (5 minutes)

Meeting Norms

- Listen & be respectful of others' opinions
- Participate & be fully engaged
- Have fun!

II. Introductions (5 minutes)

III. District Updates (5 minutes)

- First Classified (11 staff) Advisory Meeting -
- Certified team meeting on Thursday
- Representation from each department is the goal
- Starts 2 way communication from sites and district office
- How can needs be met better
- Curriculum - LETRS moving forward with unit 1 & 2, 40 teachers launching unit 1 in June and unit 2 in August. Lead By Ryan King and Rhonda Nelson.
- PBiS -
- Science Implementation implemented in all grades by next year
- SEL 6-12 - 7 Mindsets. Elementary will have similar process
- Hiring - HR team is busy. 22 teachers hired, 2 administrators, more positions to go.
- Peer Mentorship Program - free training for 4 BESA and 2 admin to go through this training over the summer

- Facility Master Planning - board selected ?? to lay out what this plan will look like. Community and Stakeholder input will be critical to identify short term and long term needs
- New Teacher Orientation - Aug 8th for new teachers, 4 days of training
- Welcome Back & PD week - teachers report back on 8/16. PD and work in the classroom both will be offered.
- Strategic Planning - survey completed by staff and parents. Top 3 priorities were multi tiered systems of support, setting priorities and top quality education. Bottom - tracking alumni, retaining diverse staff, different school configurations. Top 3 performing areas - super English learners, support student learning, ??. Bottom 3 - understanding staff attrition, maintaining optimal staff levels, monitoring staff satisfaction. Noticed a pattern of many leaving the state due to job changes. New Mission statement: To inspire, empower,, and unite our students as a community of learners in their pursuit of excellence. Vision - ??. Core values activities shared: community, lifelong learning, integrity, empowerment. We will now dig into this and take all input and identify our 4 priorities and focus as an organization for our 5 year plan. Organizational coherence - align district as one team. Learning and achievement for all - academic excellence and access for all. Positive climate and culture - everyone feels welcome. Resource allocation - good stewards of our dollars and resources. Action plan will have action steps, who is responsible, needed resources, and timeline.
 - LINK PRESENTATION

IV. Positive Behavior & Intervention Supports (PBIS) (30 minutes)

Sarah Harris

Wellbeing Supports Facilitator

Mississippi Bend Area Education Agency

- Each student has unique challenges and backgrounds
- Talk at table about why there is challenging behavior at the schools
 - Apple - Hunger
 - Banana -
 - Orange - structure
 - Lemon - Acceptance
 - Watermelon - belief system
 - Pineapple -
- Behavior is contextual
- Medical and mental health challenges are prevalent - can start at age 6 with anxiety disorder.
- What is happening over the years needs to be considered - ie: social media

- Impact of trauma - world and individual. Trauma can change brain chemistry. Impairs the ability to learn.
- Impact of trauma - Survival becomes larger and cognitive becomes smaller. Can be in survival mode all of the time.
- Students with trauma are always looking for threats no matter what we do. Can't be seen externally by others.
- Behavioral errors can be a skills deficit.
- How do we ensure all students have access to excellence?
- ESSA - Every Student Succeeds Act - Equity for all students. Have to have systems for school accountability. Multi tiered system of supports
- IDEA - Individuals with disabilities act - a right to fair education despite disability. PBiS is written into this law
- PBIS and MTSS are synonymous for academics and mental health. They feed each other.
- Iowa - MTSS - PBIS is the evidence based model. Build capacity for multi tiered.
- Effective Discipline Systems - PBIS is around us in all parts of life. Speed limit in a school zone, flashing sign if you are going too fast.
- At NA - STAR Self Control, treat people right, attentive, responsible with a description on a sign of what each of these means and what the expectation is.
- Components of a good system of Intervention response - define problem, create continuum, review policies and include discipline approaches, use data to support and create safe and supportive environment, Intervene early before unwanted behaviors escalate.
- Quickest way to change behavior is be proactive about pointing out what someone is doing correctly
- Doing this has a ripple effect in many areas - Improved student outcomes, reduced exclusionary discipline, improved teacher outcomes
- Misconceptions of this work - not just celebrations, rewarding youths (people do respond to incentives), enabling our youths, people talking in high voices and being positive all of the time, no consequences for kids, Behavior Kids Only (this is school wide and good for everyone), It's tickets and Stores (time and place for this). A negative experience needs several positive outcomes to turn thinking around
- PBIS is a data based decision making approach schools use to promote school safety and behavior. Community is responsible for the outcomes
- This is part of Iowa teaching standards and Iowa law - we have to be able to do this. Iowa Teaching Standard 6. Demonstrates competence in the classroom.
- PBIS is a continuous improvement process
- Action Plan 21/22 - We have gotten through all but the Action Planning Workshop in June. Building leadership teams established, Tiered fidelity

complete, Tier 1 completed (universal support), Self assessment survey for staff completed Spring 2022. We will reset for next year.

- Aha's
 - Apple - Brains can change based off trauma or experiences, PBIS is universal and embedded in society
 - Pear - Understand what PBIS means and inform, hear how you feel, show me the evidence
 - Banana - brain research
 - Orange - Positive reinforcement does work for everyone - some need it more than others, Figuring out the “why” students become repeat offenders and when/how is the next step needed and how to help them not be repeat offenders
 - Watermelon - consequence side to PBIS, PBIS is a framework
 - Pineapple - COVID ramifications on students, student relatability is key, data/stats on suspensions, Stamina is different than pre covid for everyone

- One I am curious about
 - Apple - Curious about next steps and forward thinking, how to more effectively involve families
 - Pear - Educating students, parents, and community on PBIS (educating how it works, looks like), walk through the handbooks, What do the consequences look like
 - Banana - Speed limit - PBIS, Continuum of connect to content Safe, loved, learning
 - Orange - How to get to the expectation of self regulation, what happens if you do not achieve it
 - Watermelon - How will fidelity be tracked, how will it be handled with new staff training
 - Pineapple - How PBIS is translated into schools for both short and long term
- Sarah will help respond to these

V. District SWOT Analysis & Discussion (20 minutes)

Strengths, Weaknesses, Opportunities, Threats

- Divide paper into 4 quadrants
- Gallery
- S = Strengths
 - Apple - Money, facilities, teachers (1 dot), curriculum, athletics, fine arts, parental support, technology access (1 dot), new staff
 - Pear - Opportunities, more community input (1 dot). Involvement and support. Look for more outside opportunities.

- Banana - Staff (1 dot), Programming for students, Adaptations for students in classrooms, District and community resources
- Orange - Community supporting the district (1 dot), update facilities and curriculum, extracurricular opportunities, outreach program (2 dots), academic intervention program (1 dot)
- Watermelon - History of success in many areas (arts, academic, athletics), Recognition and reflection, Leadership evolving effectively (1 dot)
- Pineapple - Added security, SIAC (1 dot), Summer school, Support
- W = Weaknesses
 - Apple - Curriculum, Inclusive extracurricular, behavior supports, staffing supports, Alignment issues - academic and behavior(4 dots), newer staff
 - Pear - Clear understanding of consequence, what does the consequence mean (4 dots). More Volunteer opportunities. (1 dot) Encouraging inclusiveness. PBIS more student body involvement (1 dot)
 - Banana - Polarization of groups
 - Orange - Communication to parents (1 dot), Lack of support perceived by teacher, students and parents (1 dot), No adequate after school/summer support or mentoring for students, Education the community on PBIS (1 dot), Understanding cultural differences
 - Watermelon - Disinformation that is being shared, Is the current communication system effective in reaching all stakeholders (1 dot)
 - Pineapple - Communication/Transparency (2 dots), Overcrowding (1 dot)
- O = Opportunities
 - Apple - Legislation (1 dot), Open Enrollment, Teacher PD, Classified mentoring (NEA), Newer staff (1 dot), MTSS, PBIS
 - Pear - Teaming with another school district, more united and coming together (1 dot). Getting narrative out (3 dots). Social media shout outs encouraging teachers and students. Redesign our district for BMS different grade configurations (1 dot).
 - Banana - Proactive communication and different communication patterns, Defining excellence in the midst of change (1 dot)
 - Orange - Open Enrollment in, Community business partners (2 dots), Building mentoring programs similar to Big Brother/Big Sister (1 dot), Need more academic support for certain students
 - Watermelon - Location, Community resources to assist schools (1 dot)
 - Pineapple - Plethora of opportunities for involvement in school, athletics and programs (1 dot)
- T = Threats

- Apple - Landlocked, Legislation (2 dots), Open Enrollment, Family structure/schedules, staff attrition
- Pear - Open Enrollment. How we approach education (1 dot). Spreading false narratives. (1 dot) Not willing to be open minded to opportunities of change (1 dot).
- Banana - Silos, Program offerings and other districts can provide, Landlocked
- Orange - Legislation within the state (vouchers/curriculum), Landlocked, Circulation of incomplete or inaccurate information withheld which impacts reputation (5 dots), perceived lack of safety for students
- Watermelon - Landlocked - stagnant enrollment, Lack of state support for mental health (5 dots)
- Pineapple - Media, Space, Multiple schools, Perception of non-safe schools (1 dot)

VI. Meeting Wrap-Up (15 minutes)

Better Together