

November 4, 10:30-12:00

1. Act 166 School District Updates----- 20 min

- a. Entrance/Exit Forms (Kyle)
- b. Attendance (Kyle)
- c. Program Openings for new students (Kyle)
- d. Virtual Learners -mark w/V on invoice (Kyle)
- e. Early Ed Site (Kyle)
- f. Teachers- Process for loss of teacher, Teacher licensing, Program Waivers  
If you currently have private programs who meet the waiver criteria as stated above, please have them submit a [UPK Program Change Form](#) found on the [AOE Universal Prekindergarten Program Requirements webpage](#).
- g. Face covering/mask ( Shelley & Megan ) Guidance differs for public school and private centers. Review both versions and consider developing the skill to on/doff and build tolerance for masks. Build in why people wear masks, play with them (have some for dolls, mirrors to practice with them) Social stories, activities. Visuals to support when to wear masks.
- h. TSG- Virtual Teaching and Data collection (Jackie)

2. Students with Challenging Behavior (Shelley Henson) .....30 min

- a. District involvement and pre activities to identify and highlight needs
- b. Pyramid Model from [ELP meeting August 2019](#).
- c. Early MTSS module 3 - being offered virtually very soon in collaboration with BBF, CVSD, BSD. Trainers from Pyramid802
- d. Staff supports: [Supporting Child Safety and Inclusion](#)
- e. Expulsion Training: [AOE training re: Suspension and Expulsion](#)
- f. AOE reporting requirements. Expulsion Forms and reporting process: [PreK suspension and expulsion data collection and reporting](#).
- g. Special Accommodations Grant and Funding- Currently not available and may come up for funding at a higher level.

3. Leadership Strategies to Support Staff ( Megan Godfrey) .....30 min

What is working.... What are the struggles.....

- a. Share-ing of ideas i.e virtual meetings....
- b. Surveys/Information Gathering from Faculty:
  - i. What is motivating your work right now?
  - ii. What feels difficult?
  - iii. Mask capacity (what is the longest amount of time you wore a mask today/this week? How many mask breaks have you been needing daily? How many mask breaks have you been taking daily? Is your mask meeting your needs or are you hoping to explore options for a different mask (fit, fabric, size, etc...)
  - iv. What areas of our work (both COVID and non-COVID related items) feels important to discuss as a group?

- v. Labeling and rating emotions/capacity/stress levels: How are you feeling today?
- c. Reviewing all new guidelines, decisions, policies TOGETHER as a group. Discussing. Clarifying. Clear messaging for faculty and parents.
- d. Bi-Weekly Check-Ins built off of survey/information gathering
- e. Director role v. Educators (i.e.: all decisions about communication and returning after exclusion should be with Director)
- f. Become an HR COVID-19 Advocate/Expert (DOL and Hickok & Boardman)