

**Arrowhead PTA**  
**January 2021**  
**General Membership Meeting**



—  
**Welcome!**

# Tonight's Agenda

- **Voting - November's Minutes**
- **Treasurer Update**
- **Vote: Motion on Art Docent Supplies**
- **Guest Speaker: Specialists**
- **Legislation**
- **Equity and Diversity**
- **Principal Bailey**

## **Chat box:**

- Important links

Attendance - Please state your name and email in the chat box.

Please add any question for the PTA to the chat during the presentation - on topic or not

# Board Introductions

**President: Heather Boyle**



**Executive V.P: Ashley Plessas**

# Board Introductions

**Treasurer: Jessica Clayton**



**Secretary: Alicia Terrenzio**

# Board Introductions

## V.P Programs: Zona Kavanaugh



## V.P Activities: Amy Thompson

# Mark Your Calendar

## March 2021 PTA Meeting

- Tuesday, March 9 at 7:30pm

## Zoom Social Hour (#5)

- Monday, January 25 at 8pm
- See Highlights / Facebook for Zoom Info
- Please invite current and incoming kindergarten families

# Vote to Approve:

- November Meeting Minutes



**Please only vote if you have renewed your membership for this year.**

## **Motion #1: Meeting Minutes**

“I make a motion to approve the  
November 2020 General Membership  
Meeting Minutes”

## **Motion #2: Art Docent Paper**

Valencia, Art Docent chair has brought the following motion:

“I make a motion to approve a one time purchase of paper for the art Docent Program costing \$350”.

# Northshore Middle School PTA



Jen Garnick!

<http://nms-ptsa.org/>

execteam@nms-ptsa.org

## 2021-22 Executive Team

Co-President – Grace Jurado

Co-President – Open

Vice-President – Open (can be co-position)

Secretary – Open

Treasurer – Open

Membership – Jenn Ferdinand

# **Welcome!**

**Guest Speakers:**

**Our Specialists! PT / OT**

**Q/A at the end**

# Special Services at Arrowhead Elementary

...

# Our Service Model

- Mid-Level Blended Kindergarten, Primary, Intermediate, and Learning Center
- Working as a team to streamline services
- Our classroom is a meeting place and break room for students
- We push in to general education classrooms in all grade levels
- Related services (SLP, OT) continue to pull out and push in across settings

# Preview of Special Education Resources

# Brain Research:

## Developing Good Habits Through the Right Kind of Praise

### “Process Praise” for Student Work

Process praise is used to describe the reason for the praise. **This teaches them to focus on what helped them be successful.** Be specific.

*Examples:*

*You worked to be more accurate in your reading by carefully sounding out those difficult words.*

*I like how you tried different math strategies on that problem until you got it.*

*It was a long assignment but you persisted by staying at your desk and keeping your focus on the task.*

# Use Mindful Language in Discipline

This makes it educational versus telling them what not to do.

<b>Instead of saying:</b>	<b>Use mindful language by saying:</b>
Be quiet!	The noise you are making is bothering me.
Close your mouth when chewing.	Chewing with your mouth closed is the polite and expected thing to do.
Stop interrupting me!	I like it when you wait your turn to speak.

# You Can Reset Your Brain By Changing Your Thinking

Instead of frequently telling children the things they need to improve on, it's important to give attention to what they already do well.

This type of thinking provides the building blocks that enable them to develop the confidence needed to take on more difficult skills.

Helpful words to encourage your child to use:

- I can't do this **yet or not yet**
- Focus time on strengths, "I **can** add and subtract."
- **Teach other ways to vent frustration** instead of saying, "I'm not good at math."

Instead they can be coached to think, "I know this is hard for me so I may need to take a break while working on this."



# Proactive Strategies to Reset the Brain's Hard Drive

- Get plenty of sleep
- Exercise/movement breaks
- Drink water throughout the day
- Eating nutritious foods
- Relaxing by closing their eyes, observing stressors as little clouds, acknowledge them and then blow them away
- Focus on a positive phrase (self-talk) “I can do this!” “I will get better everyday.”
- Smile
- Humor (especially big belly laughs) gives us those feel good endorphins
- Enjoying positive interactions with family or friends
- Acknowledging that mistakes help us learn (celebrate them)



# Sitting Position for Writing



## Checklist for Sitting Position for Handwriting

- Feet flat on the floor.
- Table at elbow height.
- Hips, knees and ankles at 90°.

## Correcting a Poor Sitting Position

- Make use of a firm cushion if the table is too high.
- Use foot blocks or an old telephone directory if the child's feet do not touch the floor.

The Happy  
Handwriter®

The right way  
the first time!®

The Wall®

# Sensory Friendly Work Station



**Visual-** Create a desk or table space that is free from distractions.



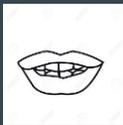
**Auditory-** Reduce noise in the learning space



**Tactile-** Provide items to touch



**Movement-** Provide alternative seating and movement breaks



**Oral input-** provide snacks to increase alertness/for calming

# Tools

- Timers: visual timer app



- Checklists
- Post it notes for choice board



- Create routines
- Create a place for computer to be put away and important books and papers
- Fidgets: see next slide

# Fidgets: a tool, not a toy

## Tools for Focus!

- 1 item at a time.
- Make no noise (no tapping it, no clicking it).
- Must not distract your neighbor, your teacher, or yourself.
- If it's not helping you focus, put it away. It may not be right for you that day.



# Writing Strategies

- Story starters
- Story cubes:



- Madlibs: online option
- Picture prompts:



- Break down assignment into smaller steps
- Choice board: provide 3 starter sentences or topics of interest
- Take pictures of activities at home for personal narratives
- Scribe sentences and have student copy to separate spelling/content from handwriting

# Strategy: Size of the Problem



Traffic light analogy; It can be hard for children to differentiate problems they may face. This analogy helps children to decipher between a big deal (get adult help) vs a little deal (solve yourself/with peers). Simplistic categorizing of problems can allow for children to quickly categorize a problem to match their response so they can get on with their day and you as well (with less interruptions). This also helps with their social skills and staying focused online.

**Red Light = Stop!** These are big deal problems, with greater sized reactions and an adult needs to be notified. Examples, a fight, a fire, someone is getting hurt.

**Yellow Light = Slow Down!** These problems require the child to slow down and think of a solution before solving on their own or with help. Examples, don't have the supplies needed for Zoom, a sibling was mean to them.

**Green Light = GO!** Small problem, kids can solve on own and can get to be good at it! Put the problem back on them if they come to you for help. "What can you do to fix it?" Examples, didn't get color they wanted, was put in a breakout room in Zoom without any friends, sibling brushed up against them.

# Cont'd

How do I start this at home?:

- Go over with your child(ren) different examples of a **Green**, **Yellow** and **Red** problem. Work together on what an appropriate solution would be, while asking for their input. Use examples that occur in your house. This helps personalize it, allowing for better retention of the problems.
- Use yourself as an example as real time problems for you arise. This also helps personalize it.
- When your child(ren) come to you with what seems like a problem they should be able solve themselves, put it back on them. Ask them, “what would you do if I wasn’t available to help you right now?”
- Consistency and positive reinforcement will help build the confidence they need to start categorizing their problems and solving more on their own!

# Helping your child through a difficult time:

## VALIDATE EMOTION:

“I can see you are upset, I get upset too.”

“I can see you are frustrated. It is frustrating when you don’t understand.”

## SET BOUNDARY:

“It’s ok to be upset, but it’s not ok to rip up your paper.”

“It’s ok to cry, but it’s not ok to yell at me.”

“It’s ok to be silly, but you still need to get your work done.”

## OFFER SUPPORT:

“I’m here if you need me.”

“I here if you need a hug.”

“Let me know how I can help.”

# Helping your child through a difficult time:

## PREP, PREP, PREP!

- Review daily schedule
- Anticipate difficult times and put support in place
- Discuss changes and how to react
- Provide visuals to assist with calming down

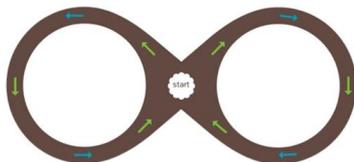
**The more your child knows, the more your child feels in control!**

# Stuck vs. Flexible Thinking

Be flexible

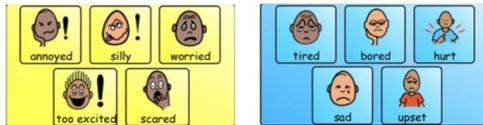


 <p><b>BREATHE</b></p>	 <p><b>BREATHE</b></p>	 <p><b>BREATHE</b></p>	 <p><b>Say, OK</b></p>
 <p><b>Maybe next time.</b></p>	 <p><b>I need a break.</b></p>	 <p><b>I need help.</b></p>	<p><b>Please stop</b></p> 
 <p><b>Share and take turns.</b></p>	 <p><b>Get back On-Target</b></p>	 <p><b>Self-Talk</b></p>	 <p><b>Fidget</b></p>



# I need a break...

I'm in the **Yellow** or **Blue** zone.



I need a break!

**Water**



**Jump/Move**



**Eat**



**Breathe**



**Count**

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Say, OK**



Now I'm in the **Green** zone.

Back to Zoom



# Checklist

Ian, just like Pacman you will eat your work and earn points.  
Once done you get to pick a fun choice.



<input type="checkbox"/> Write name and date
<input type="checkbox"/> Complete page 1
<input type="checkbox"/> Complete page 2
<input type="checkbox"/> Math timed test
Video Game    Magnetix    Puzzles    Legos

# Sticker Chart

# Schedule

Reader's Workshop



Snack & Story



Recess



Writing



Lunch



Music



Math

123

**Schedule**

9:00  
Math

2:00 PE

**Yellow =  
have to do**

10:00  
Reading

Read to  
Self

**Pink =  
optional**

1:00  
Science

Math  
Fact  
Practice

# GIVE CONTROL

- Where to work
- What to write with
- Order in which they complete work
- Color of paper to write on
- Book to read
- How long they work, “Do you want to work for 10 minutes or 12 minutes?”
- Let them set the timer
- They cross off the work completed on the list
- They pick visuals on the list
- Create their own visual schedule

# Social Communication- turn taking

- Conversation topics
- Body language: face the speaker, need to be ready to send and receive messages
- Types of turns: questions and comments
- Knowing when to talk (getting someone's attention, waiting for a pause in conversation, interrupting)

- **Talk about Talking!** Talk about these strategies and draw awareness.
- **Practice:** Make time to have conversations: at dinner, in the car, before bedtime. Practice the right way and the wrong way so you can see how both feel. Label as you go- “that was a great wondering question.”
- **Use visuals.** Find ways to make turns more visual.
  - Give each person a color token or piece of paper and place it in the middle for each turn- see if the colors are equal at the end. We want to share the conversation.
  - Use a bullseye to talk about on topic and off-topic responses.
  - Make a paperchain to show how long you can keep the conversation going. Can also think of it like a road. Keep the conversation going or stop, off-topic.
  - Use a ball to toss for each turn to increase eye contact and body language. Make sure the person is “ready” to receive the message. Talk about ways to get someone’s attention (i.e. say their name, wait until body is turned.)
- **Make it fun!** Use a game that has turns or balance to do while you practice.
  - Jenga, Topple, Connect Four, Don’t break the ice, Tumbling monkeys



Q & A?

# Treasurer Update

For detailed budget information, please go to the members only page on our website.

<https://www.ptaarrowhead.org/members-only-info/>

The password is provided to members through highlights emails.

If you need help, contact [execteam@ptaarrowhead.org](mailto:execteam@ptaarrowhead.org)

# Nomination Committee

- As President, I am required to name three members to a nominating committee. I have named:
- Jessica Clayton
- Ashley Plessas
- Amy Thompson

This is not ideal because these are board members.

Please volunteer and I will swap you in

No meetings. Maybe an hour of commitment for the year?

# Elections

May 11, 2021

We are REQUIRED to have our 4 elected positions filled.

- President, V.P, Treasurer, Secretary

We will have an opening for **V.P** and **Secretary**.

If you care about our PTA carrying on into the future in this weird time, please consider taking a spot. We have an amazing, kind, helpful, down to earth team with clear process, documentation and assistance.

Urge you to please not wait. It makes it easier on everyone when we have more time. Q/A after this meeting.

# Legislation

Want to help? During the Washington State Legislative Sessions, WSPTA will send action alerts and informational broadcasts to WSPTA members who have subscribed to WSPTA's Action Network Group.

These action alerts are quick, easy ways to communicate with our legislators on topics they are actively working on.

Sign up at: <https://actionnetwork.org/forms/subscribe-to-wsptas-action-network-group>.

# Want to Stay in touch?

## Join the Northshore or Statewide Advocacy Groups

- **Northshore Facebook:** Northshore Council PTSA [Advocacy](#) Committee
- **Statewide Facebook:** WA State Parent Leg Chair [Facebook](#) group

## Want more information about how to be involved in the legislative session?

Get the 2021 legislative session in focus with this [recording of a webinar](#) hosted by Washington State PTA's legislative consultant Marie Sullivan. Access the slide deck [here](#). This pre-session webinar took a brief look back at successes in 2020 and then looks forward at WSPTA's legislative priorities for 2021, opportunities for testifying, tips for meeting and talking with legislators remotely, and a special "focus" on preparing for Advocacy Week during a pandemic!

# Subscribe To The WSPTA Action Network

- Find out what's going on with the session, contact legislators about bills and more to keep you informed and advocating for kids.
- Click on the link to see if you are subscribed and if not, sign up TODAY!!!!
- Share the link with your members and community to help them stay informed and build the WSPTA advocacy network

# Focus on Advocacy

- **New WSPTA Website Section:** [FOCUS ON ADVOCACY](#) located in the Events & Programs Section and has the following information:
  - **ADVOCACY WEEK: January 18-22**
  - **Tentative schedule** (likely to change):
    - Monday, January 18 – Call to Action: Focus on anti-racism
    - Tuesday, January 19 – Call to Action: Focus on equity
    - Wednesday, January 20 – Call to Action: Focus on mental health and wellness
    - Thursday, January 21 – Call to Action: Focus on preserving and flexing funding
    - Friday, January 22 – Call to Action: Focus on safety and emergency preparedness

# PTA Region 6 DEI/FACE Listening Session on Special Education

**Monday, 1/26/21, 7-9PM**

Join WSPTA Region 6 DEI/FACE Chair, Cherry Holmes, and her guest speakers to help families and communities to work together to support students with special educational needs. This is a safe place for communicating any concerns or struggles that may come up.

**Register:** <https://www.eventbrite.com/e/pta-region-6-deiface-listening-session-on-special-education-tickets-134373048405>



**PTA Racial Education Justice  
Committee**  
Arrowhead Elementary  
PTA Update

## We believe

Through understanding the history or people, exercising humility and seeking to care about humanity as a whole we can bring equity and justice.

## We seek

To bring equity in education for all Arrowhead children, to create an experience in school where every child can thrive, feel belonging and leave ready for Middle School

## Built on a foundation of

<b>Representation</b>	<b>Resources</b>	<b>Policy</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>• Role Models</li> <li>• Staff</li> <li>• Inclusion</li> <li>• Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Books / Videos</li> <li>• Speakers</li> <li>• Experiences</li> <li>• Targeted</li> </ul>	<ul style="list-style-type: none"> <li>• Codes</li> <li>• Processes</li> <li>• Classroom Charters</li> <li>• Investment</li> </ul>	<ul style="list-style-type: none"> <li>• Affinity</li> <li>• Safety</li> <li>• Respect</li> <li>• Belonging</li> </ul>

## Measured through concrete goals and actions

				
<b>Representation</b>	<ul style="list-style-type: none"> <li>• Role Models: No Role Models are seen</li> <li>• Recruitment: No Formal diversity recruitment</li> <li>• Inclusion: Staff are not trained in inclusion</li> <li>• Books and Videos: No books or video representing race</li> <li>• Speakers: No Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Role Models: Occasional role models are seen</li> <li>• Recruitment: No formal diversity recruitment</li> <li>• Inclusion: Staff get basic inclusion training</li> <li>• Books and Videos: Limited books or video representing race</li> <li>• Speakers: Limited Speakers coming to school</li> </ul>	<ul style="list-style-type: none"> <li>• Role Models: Regular limited Role Models are seen</li> <li>• Recruitment: Diverse hiring strategy exists</li> <li>• Inclusion: Staff get enhanced inclusion training</li> <li>• Books and Videos: Library has a good selection of books on race</li> <li>• Speakers: Some speakers but not representative</li> </ul>	<ul style="list-style-type: none"> <li>• Role Models: Regular variety of Role Models seen</li> <li>• Recruitment: Succession Planning and Diverse Hiring</li> <li>• Inclusion: Culture of inclusion is a priority for all</li> <li>• Books and Videos: All Classrooms have books on race</li> <li>• Speakers: Regular diverse speakers</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Experiences: No student experience on race</li> <li>• Targeted Solutions: No targeted solutions for students</li> <li>• Codes of Conduct: No Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences: Limited (annual) experiences on race</li> <li>• Targeted Solutions: SEN and gifted solutions</li> <li>• Codes of Conduct: Standard School Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences: Experiences every semester on race</li> <li>• Targeted Solutions: Race based targeted solutions</li> <li>• Codes of Conduct: Code of conduct that addresses race</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences: Experiences about race part of curriculum</li> <li>• Targeted Solutions: Full Targeted Solution Strategy in Operation</li> <li>• Codes of Conduct: Code of conduct (inc race) that is followed</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>• Processes: No process considered against racial injustice</li> <li>• Classroom Charters: No classroom charters in place</li> <li>• Investment: No investment in REJ initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Processes: Limited processes consider racial injustice</li> <li>• Classroom Charters: Classroom charters in place</li> <li>• Investment: Minor investments made towards REJ</li> </ul>	<ul style="list-style-type: none"> <li>• Processes: Most processes consider racial injustice</li> <li>• Classroom Charters: Classroom Charters include aspects of race</li> <li>• Investment: REJ allocated reasonable funds</li> </ul>	<ul style="list-style-type: none"> <li>• Processes: Processes proactively address racial injustice</li> <li>• Classroom Charters: Classroom charters (inc race) leveraged daily</li> <li>• Investment: Investment enabling the REJ strategy</li> </ul>
<b>Behaviors</b>	<ul style="list-style-type: none"> <li>• Affinity: No space created for affinity</li> <li>• Safety: Many children don't feel safe</li> <li>• Respect: Many incidents of lack of respect</li> <li>• Belonging: Many children don't feel they belong in AE</li> </ul>	<ul style="list-style-type: none"> <li>• Affinity: Occasional affinity space is created</li> <li>• Safety: Some children don't feel safe</li> <li>• Respect: Some incidents of lack of respect</li> <li>• Belonging: Some children don't feel they belong in AE</li> </ul>	<ul style="list-style-type: none"> <li>• Affinity: Regular affinity space set up</li> <li>• Safety: Limited children don't feel safe</li> <li>• Respect: Limited incidents of lack of respect</li> <li>• Belonging: Limited children don't feel they belong in AE</li> </ul>	<ul style="list-style-type: none"> <li>• Affinity: Affinity space is understood and supported</li> <li>• Safety: All children feel safe</li> <li>• Respect: Lack of respect is not tolerated</li> <li>• Belonging: All children feel they belong in AE</li> </ul>

### In Partnership with

- Teacher REJ Committee
- Student REJ Committee



## REJ Action Plan

		January	February	March
Representation	Role Models	<ul style="list-style-type: none"> <li>Understand Staff hiring policy</li> <li>Provide a List of Role Models to invite to school assembly and classes</li> <li>Propose a suitable race workshop for staff</li> </ul>	<ul style="list-style-type: none"> <li>Run Race Workshop</li> </ul>	
	Representation			
	Recruitment			
	Inclusion			
Resources	Books and Videos	<ul style="list-style-type: none"> <li>Prepare plan for Black History Month</li> <li>Obtain resources for Black History Month</li> <li>Undertake a needs analysis for targeted solutions (data based)</li> </ul>	<ul style="list-style-type: none"> <li>Black History Month Events</li> </ul>	
	Speakers			
	Experiences			
	Targeted Solutions			
Policy	Codes of Conduct	<ul style="list-style-type: none"> <li>Review any current codes of conduct and provide feedback, suggest updates and additions</li> </ul>		<ul style="list-style-type: none"> <li>Build budget plan and business case for 2021/2022 REJ Plan</li> </ul>
	Processes			
	Classroom Charters			
	Investment			
Behaviors	Affinity	<ul style="list-style-type: none"> <li>Engage with student committee to better understand sentiment on safety, respect and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Run Parent survey</li> </ul>	
	Safety			
	Respect			
	Belonging			
General	Membership	<ul style="list-style-type: none"> <li>Dec 8 – PTA Social – Awareness Raising</li> <li>Meet with Principal to discuss REJ strategy and Plan</li> </ul>	<ul style="list-style-type: none"> <li>REJ presentation to Teaching Staff</li> </ul>	
	Communication			
	Committee			

**We need parents to  
 Contribute  
 Participate  
 Enable**  
  
**Please Sign Up!**

## Want to help and join the conversation?

PTA committee is teamed up with the Arrowhead Staff Committee

Email Jonathan at [equitydiversity@ptaarrowhead.org](mailto:equitydiversity@ptaarrowhead.org)



# Dr. Martin Luther King Jr. Day Activity

Washington State Historical Society through the Washington State History Museum website here:

<https://www.washingtonhistory.org/event/celebrate-dr-martin-luther-king-jr-day/>



**Principal Bailey!**



# How To Stay Informed

PTA Website: [www.ptaarrowhead.org](http://www.ptaarrowhead.org)

Highlights E-Mail Newsletter

PTA on Facebook - Public Page for Announcements

**NEW** - Private Parent Group on Facebook -  
Arrowhead Elementary Community Discussion  
Group

execteam@ptaarrowhead.org

