VICTOR CENTRAL
SCHOOL DISTRICT

ECS Shared Decision Making Team
Thursday, May 22nd, 2025,
Continued June 12th, 2025
8:00-8:45

ECS Council Members: (T)- Timekeeper (M)- Minutes	
Courtney Coyne	Keenan Cardona
Jessica Sapp	Laura Reynolds (M)
Brian Bresnan	Jessica Fronczak
Mikayla Brennan	Natalie McIntosh
Renee LiMura	Marisol Valencia-Payne
Kristen Parker	Rob DeRose

Topic/Subject	**Person Responsible (if not all)**	**Time Allotted**	**Resources / Notes/Next Steps**
Warm Welcome			**10 min**
Warm Welcome	Good/new		
New Business			**40 min**
1. Approve Minutes 2. Review and revisit group's purpose and work this year (the why) 3. Group discussion 4. Closure			1. Approve March Minutes 2. Review and revisit group's purpose and work this year (the why) 3. Group discussion: ● School character (mascot) to support what it means to show VECS Positive Behavior/Characteristics: ➢ Aligned with our belief statement? Committee feels it does align to our belief statement (joyful, support SEL growth) ➢ Name concerns or hesitations. What gives us pause? Does it align UPK- 6? Big feelings from the students about the character. Logistics- can we find someone to be in the costume?

	➢ Explore confidence and hopes. What would success look like for our school? Students would be excited, celebrate and reinforce positive behaviors. It is almost like an "anchor chart" for common language. At this age level, we can capitalize on that motivation and enthusiasm. Success is reinforcing it throughout the day, even in the classrooms. ➢ Can you support this decision even if it's not your ideal? Can you commit to helping make it work? Everyone said yes. ● School-wide positive reinforcement system (sticker, ticket, etc.) ➢ Aligned with our belief statement?Yes ➢ Name concerns or hesitations. What gives us pause? Can it cause students to compare themselves to others or cause some unintended consequences? Students feeling upset they didn't receive a ticket. Can it hinder students to develop internal self-reflection if they are relying on someone to give them a ticket? The delivery of this system needs to be done thoughtfully. ➢ Explore confidence and hopes. What would success look like for our school? Students and family engaging in a conversation around positive behavior choice, would increase home-school positive communication frequency. This token system

	would support behavioral science and how to train the brain (reference to lowering the frequency of tokens as students become stronger with the skills. Tokens prompt and foster more frequent adult to student positive feedback and reinforcement loops. A plan like this would allow students to be more frequently celebrated, seen, and recognized for doing the right thing for the right reasons - this correlates and connects to the feedback shared by staff/colleagues in the VTA survey. ➢ Can you support this decision even if it's not your ideal? Can you commit to helping make it work? Discussion around this topic indicated that it would be a philosophical shift for many faculty - if it is implemented it would require significant training/onboarding to ensure consistency of implementation. ● School-wide focus for each month of the year (character trait, RAK week, etc.) ➢ Aligned with our belief statement? ➢ Name concerns or hesitations. What gives us pause? ➢ Explore confidence and hopes. What would success look like for our school? ➢ Can you support this decision even if it's not your ideal? Can you commit to helping make it work?

			• Student of the month (1 per classroom) ➢ Aligned with our belief statement? ➢ Name concerns or hesitations. What gives us pause? ➢ Explore confidence and hopes. What would success look like for our school? ➢ Can you support this decision even if it's not your ideal? Can you commit to helping make it work? 4. Your colleague stops you in the hall. They ask you about SDM today and what the plan is and why. What is your response?
Closure			**5 min**
Review notes	Minute Taker	5 min	

Possible Future Meeting Dates