

Minutes of the Regular Meeting of Foothill Elementary School Accountability Committee, Boulder Valley School District

Meeting held: Foothill Elementary Library on November 27, 2018

The following SAC members participated and were present: Nick Vanderpol (Principal), Dayna Reed (SAC Chair), Suzanne Whitman (teacher), Shelley Rohl (teacher), Robin Miller (PTO Rep.), Karl Poehl (parent), Nicole Rajpal (parent), Katie Volkmar (parent)

Call to Order and Introductions

Dayna Reed, Chair called the meeting to order at 6:00 p.m.

Minutes Approved

The meeting minutes from October 23 were approved.

Committee Updates

PTO Report :Robin Miller shared that the PTO now has raised \$75,000 with a 37% participation rate.

DPC Update: [Dana James meeting notes](#)

Principal's Report

1. UIP Update:

a. Social Emotional Learning

- i. As part of our equity work, schools will support social and emotional learning practices for students by selecting at least one area of focus that fosters school connectedness and/or positive relationships through a culturally responsive lens for all students and families, which will be clearly
- ii. What is your school SEL strategy?
 1. Foothill's PBIS and Culture Committee has been tasked with auditing the PBIS matrix. Specifically, the committee will focus on strategies and curriculum designed to explicitly teach the Foothill Values of: Respect, Responsibility, Kindness, and Safety.
- iii. How will you measure success?
 1. The intended outcome is to deliver a stand alone curriculum that will aid in the explicit teaching of the Foothill Values. If we are able to explicitly teach our school community values, then students will grow in their awareness of self and empathy toward others communicated to parents, teachers and staff. Area of focus will be selected by October 1, 2018
- iv. Who is leading the work: Principal, Counselor, PBIS and Culture Committee, and Staff

1.

b. Data-based Problem Solving and Decision Making

- i. Schools will conduct data cycles
 1. Schools will use VizLab data after each assessment window (BOY

& MOY) to monitor and other tools to document student progress towards reading growth goals and achievement of students as part of the MTSS process.

2. Preschool and kindergarten teachers will monitor student progress towards the readiness indicators in language, literacy, math, cognitive, physical, and social/emotional development.
3. Schools will send representatives to district professional learning on culturally proficient practices for MTSS to assist in reducing the overidentification of Latino students and emerging bilinguals for Special Education services.
4. Who is leading the work: Principal, Literacy TOSA, SLT, and Staff

c. Literacy

Schools will participate in professional learning about and use newly adopted learning materials within the BVSD literacy instructional framework.

- i. Primary teachers will be trained on and implement, Fountas & Pinnell Classroom materials or Fundations materials.
- ii. Teachers will continue to implement the structures for the BVSD Literacy Instructional Framework and use i-Ready diagnostic domain data and writing assessment data for all students and the Benchmark Assessment
- iii. System for students reading below grade level, to inform the layered continuum of supports (Instruction) within each classroom, select appropriate evidence-based practices, and document selected strategies.
- iv. By October 31, 2018, schools will hold at least one parent meeting to discuss and review the newly adopted literacy materials in order to strengthen families' knowledge and skills to support and extend their children's learning at home.
- v. Schools will explore best practices for using new materials with emerging bilingual students.
- vi. Who is leading the work: Principal, Literacy Committee, ELD Teacher, Staff

2. Family Partnerships:

- a. Home Visit
- b. Latino Family Parent Night

Adjournment

There being no further business, the meeting was formally adjourned at 7:40 p.m.

Dayna Reed, SAC Chair