

SAC Minutes
October 20, 2015

In attendance:

Kate Ryan, Allison Akhnoukh, Dana James, Nicole Rajpal, Melanie Gauss, Kim Bixel, Helene Rose, Aileen Schwab, Sarah Wahlert. Staff: Shannon Van Scotter, Catherine Beaudry, Lisa Schuba

I. Principal's Report and Developing Norms for SAC – Lisa Schuba

- Norms versus rules. How we behave in a group reflecting the Foothill Values.
- Exercise: break up in teams and generate Norms - statements on how we are going to treat each other. See exercise output at end of Minutes.
- Activity around teamwork and how to stay positive. Instead of Yes, BUT, use Yes, AND...to move things forward, focus on what we hope and envision for the future, postponing judgment. Example: lunch before recess.

II. Setting Goals for UIP– Lisa Schuba

- History: With their Strategic Plan work, the District found trends to center on and mandate the first two items of the UIP to help guide the work.
- Foothill Elementary 2015-2017 Major Improvement Strategies:
 - 1st goal—Literacy
 - 2nd goal—Multi-Tiered Systems of Support (MTSS) - Interventions
 - 3rd goal—Mission, Vision and Goals (School Leadership Team)
- 1st goal—Literacy
 - IReady: to monitor growth and improvement. BVSD state mandated program to determine progress monitoring and grade level.
 - SRD: Read Act says there is an urgency to intervene and have them at grade level by Grade 3. Intervene to define significant reading deficiencies.
 - Root Causes: for an improvement plan it's what is lacking and this District has talked mostly about 'practices'.
 - Need for more meaningful, site-based professional development at Foothill. Ex. What is differentiation and how is it implemented? (ie. not just creating 3 different levels of worksheets)
- 2nd goal—Multi-tiered systems of support (MTSS) - Interventions
 - MTSS: What do we do (as a District), look at the practices in the building and what should be the action steps.
 - Common concern: aligning all the various interventions to work collaboratively as a united front to intervene clearly.
 - Recommendations for the 'Ideal School Day'. How do we make a better Master Schedule and re-align our interventions.
 - The district MTSS survey showed Foothill staff needs more clarification around systems of support for social emotional issues. Schuba's early observations of student referrals seem to be centered on a lack of empathy for others.
 - Van Scotter: History – Kindergarten teachers used to spend most of their time teaching kids to get along and how to behave and feel and be friends. Lack this by 5th grade.
- 3rd goal—Mission, Vision and Goals (School Leadership Team)

- Committee discussion around timeframe and effort of accomplishing this, outcome envisioned, Mission, Vision and Goals largely set by BVSD and that it is the process of getting input from all Foothill constituents and personalizing it that will be important.

III. Family Partnerships Liaison Report – Nicole Rajpal

- Should represent the collaborative and holistic perspective of all constituents and parties.
- School counselors, AP, community liaisons, office support staff
- Everything is still in process and Draft stage
- Better job engaging each and every parent and member in our schools in our District
- Families = essential role and active partners, culturally responsive in creating and welcoming school atmosphere
- Working: brainstorming on actionable toolkits for each school's family partnership team can unroll to create more collaborative cohesive teams.
- Creating an environment where every parent who wants to be involved can be involved...If parents and caregivers feel engaged and included they can encourage kids to be more successful in the classroom.

IV. DAC and DPC Reports – Helene Rose

- DPC: District Parent Council vs. DAC: District Accountability Committee
- District level - election of School Board members on Nov 3 - VOTE!!
- Question 3A: generate extra \$\$ for the district
- Cynthia - English language development
- Angel Stoba - ReadAct
- Madeline Case - Parent Family Engagement Network
- DPC - District Strategic Plan

V. Reading for next SAC meeting

- The Bully, The Bullied, and the Bystander
- Safe School Ambassadors – The Inside-Out Approach
- Empathy reading
- Vision, mission and goal example (emailed out to SAC)

ADDENDUM: Results from exercise in Developing Norms for SAC

As a Committee we have established the following reflecting Foothill Values:

SAFETY:

- Value diverse perspectives (background) and opinion (present stance)
- Advisory role and transparent
- Divergent perspectives – accept, acknowledge and seek to understand even if you disagree

KINDNESS

- Celebrate and appreciate each other's contribution
- Listen with openness and empathy
- Encourage all voices and points of view
- Solve problems peacefully

RESPONSIBILITY

- I will attend and actively participate in SAC to drive consistency and provide thoughtful feedback
- I will help set goals, take ownership for various roles (DAC, DPC, subcommittee work) and be accountable for achieving important actions

RESPECT

- We start on time and end on time
- Stay on task in order to cover agenda items
- All perspectives are welcome and heard
- Focus on listening and solutions