

**Alicia Sanchez Elementary School**  
**School Accountability Committee (SAC) Meeting/la reunión de SAC**

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**Upcoming SAC Meeting:** Wednesday, October 6, 2021 - 4:00 to 5:00 pm ([Alicia Sanchez SAC Website](#))

**la próxima reunión de SAC:** el miércoles 6 de octubre 2021, a las 4:00 pm

**Click here to join Zoom Meeting/la junta Zoom, en este enlace:**

<https://zoom.us/j/97410091355>

Be informed. Get involved.

Entérate, involúcrate!

The school accountability committee (SAC) advocates for administration, teachers, and staff at Alicia Sanchez. We learn what's coming up at school and how decisions are made. We learn how the school supports families and interacts with the school district. SAC members get to share our ideas, challenges, and opportunities with school leaders. The group meets monthly on the first Wednesday of each month at 4pm, and you can join us once or every month. Agendas are public and can be reviewed after each meeting. Meetings are held alternately in Spanish and English with translation. We invite all parents to come learn and contribute!

### Agenda

<b>Date:</b>	10/6/21	<b>Time:</b>	4:00 pm
<b>Facilitator:</b>	Jessica	<b>Scribe:</b>	Jessica
<b>Attendees:</b>			
<b>Principal:</b>	Joel Rivera		

#	Topic/Tema	English	Español
.	SAC Roles	<u>Positions – This Year</u> <b>DAC:</b> Ralph Frid <b>Co-chair:</b> Jessica Gribble <b>Co-chair:</b> <b>Secretary:</b> <b>Community Rep:</b>	<u>Posiciones este año</u> <b>DAC:</b> Ralph Frid <b>presidente/a:</b> <b>presidente/a:</b> Jessica Gribble <b>Secretario/a:</b> <b>Representante de la comunidad:</b>
.	Remaining Meeting Dates	2021 Wednesday, November 3 Wednesday, December 1  2022 Wednesday, January Wednesday, February Wednesday, March Wednesday, April Wednesday, May/	2021 el miércoles 3 de noviembre el miércoles 1 de diciembre  2022 el miércoles enero 5 el miércoles febrero 2 el miércoles marzo 2 el miércoles April/abril 6 el miércoles mayo 4
1	Introductions Introducción	Welcome! <a href="#">list of SAC participants</a>	¡Bienvenidos! <a href="#">lista de participantes</a>
2	Report from visiting Staff/Informe del personal visitante	From a teacher: Report on anti-bullying month activities	Alison Jasinski, school psychologist Shelby Roberts,  Bullying: mean or hurtful behavior If it's impacting kids during the school day  Teachers library/media specialist Parents

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			<p>SEL team</p> <p>Bullying prevention begins with a positive school climate</p> <p>Safe, respectful, responsible. Teachers teach what this looks like in every setting.</p> <p>Pride stickers and prize drawings (celebration menu) and being mentioned on morning announcements</p> <p>A table showing how the behavior looks in each arena.</p> <p>Staff training:          Second Step Curriculum,          Responsive classrooms is how the school day is structured</p> <p>More detail on Second Step and bully prevention. They have specific lessons that we're working on as a school (now until Fall break):</p> <p>Recognizing bullying          Refusing bullying          Reporting bullying          How to be a bystander</p> <p>Bring in student voice. Goals:          Enhance bully prevention supports as seen by students. They can give insight. A few years ago the students wanted an anonymous way to report bullying. Committee followed up. Grade levels 3-5, 3 students each grade to be part of committee.</p> <p>Data-based decisionmaking:          1x year polling students          Office discipline referral          Reports of bullying/conflict          How do we refine bullying terminology so students are accurate reporters?</p> <p>W/ bully prevention grant, which Allison is leading, they're able to keep track of specific students and document.</p> <p>Who can report bullying?          Any school staff member (passed on to SEL team)</p> <p>Parents:</p> <ol style="list-style-type: none"> <li>1. Contact teacher</li> <li>2. Make a report online BVSD (quick links)</li> <li>3. Fill out paper in front office</li> </ol> <p>Students:</p> <ol style="list-style-type: none"> <li>1. Can report to any staff member</li> </ol>
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			<p>2. All staff trained to hear report          What happens next?</p> <ol style="list-style-type: none"> <li>1. 2 SEL team members assigned to investigate (child engaging in bullying, bullied child, witnesses, teachers)</li> <li>2. If they determine it's bullying             <ol style="list-style-type: none"> <li>a. Safety plan</li> <li>b. Behavior change plan</li> <li>c. Follow-up counseling support</li> </ol> </li> </ol> <p>Ralph asks: what are the challenges at Sanchez?          Joel: time that goes into investigation is lengthy, esp. when you need a quick turnaround. Allison handles this, but the team is really busy.          Shelby: are you asking how we create a safe environment for students? We built our efforts around our assessment of where we were two years ago when they started the grant work. Built around the holes in bully prevention.          Ralph: kids coming to school with stress, trauma. Get the resources needed at Sanchez so it can actually be prevented. Do we have the resources now?          Shelby: bully prevention and behavior includes a lot of emotion, so tracking was the first step to respond appropriately. Was it actually bullying? Or conflict? Can we support students so there aren't multiple reports on the same thing?          Allison: big shift: teachers doing more teaching of second step curriculum, which helps it work all day long.          Shelby: have a well-rounded community with many types of people on committee.          Obdulia: is it kids in the same grade level or different ages?          Shelby: same grade level. Allison: we look at power in a few ways. Size, student has more friends, etc.</p>
.	SCRIBE/ESCRIBA		
3	Approve minutes		
4	Principal Update / Información principal	From Principal Rivera: How much money do we have? Where did it come from? How will it be used? (high-support dollars plan)	Differentiated funding proposal: High-support, us, Columbine, working with UVA Targeted support Flexible-support

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			<p>10x more funding for schools at the high support level. Funds distributed and split evenly over 3 years, on a per-pupil basis. \$500/student</p> <p>IEPs</p> <p>Free/reduced lunch</p> <p>Emerging bilingual</p> <p>Ended up being \$455,500/year for next 3 years</p> <p>Title 1 \$ are \$350,000/year</p> <p>Staffing ~17 kids per class</p> <p>Caps 31 kids at other schools</p> <p>Building leadership team and instructional leadership team.</p> <p>Data-driven-instruction work.</p> <p>District priorities from strategic plan. How will we use resources to meet district goals?</p> <p>Joel shared the goals and resources supported through the supplemental funding.</p> <p>The reporting / accountability for supplemental funds will continue. The school has moved to two data driven instructional model.</p> <p>The strategy involves working toward the three rock goals with additional funding.</p> <p>Additional para's are involved in the process in order to support goal achievement.</p> <p>Plan is integrated with instructional delivery and SEL development that provide support for at risk students.</p> <p>There are two full time positions for community relations and coordination. For example, student attendance is an area where support is provided.</p> <p>TAG disproportionality is improving for our F&amp;RL and ELL student populations.</p>
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			Teacher wellness with Sage Hobbs is continuing throughout this school year.  COVID absences are being worked with supplemental instruction.
.	SCRIBE/ESCRIBA		
<b>Remaining Topics / temas restantes</b>			
5	DAC	Report from Ralph	
.	SCRIBE/ESCRIBA		
6	Open discussion		
.	SCRIBE/ESCRIBA		