

SAC Agenda

Nov 10, 2020

<https://jeffco-k12-co.zoom.us/j/84789517906?pwd=R21GK2JYbkFyQ1QwaVlITHMvYVAYUT09>

Meeting ID: 842 3821 6554

Passcode: Leopards

I. Non-Survey Responsibilities

1. Family Seminars (goal to pick one per trimester, Zoom this year)
 - a. Love and Logic (out, closed)
 - b. Positive Behavior
 - c. Visual Learners
 - d. Others?
2. Diversity and Inclusion Committee

II. Family Survey

A. Timeline:

- **Nov 10: SAC meeting** to discuss and strategize major changes (See Section B), Identify areas in question, (begin survey restructuring)
- **Dec 1 or 15: *Possible SAC meeting** to propose/ agree on specific questions if unable to complete at first meeting. SAC chair edits survey to reflect SAC recommendations.
- No later than Jan 3: Survey distributed by email to SAC members for testing *This date is before the return to school date of Jan 6 for those who prefer to review before the end of break. SAC members are asked to test the survey as though they are taking it as a parent for multiple children.
- **Jan 12: SAC meeting** for corrections/ edits following member testing; Survey gets sent to Board for review
- **Feb 2: **Possible SAC meeting** to review Board recommendations if significant requests are made by Board, submit final version.
- Feb 15: Board Meeting: Board approves final version
- March 5: Lincoln Loop announcement
- March 8-19: Distribution (tentative)
 - March 8: Homework passes in Monday folders, School Messenger with link.
 - March 12: School Messenger Reminder w/ link
 - March 17: Final reminder w/ link
- April 5: SAC members receive data reports and comments by email to review for highlights/concerns.
- **April 13: SAC meeting** to assess results and make key recommendations to admin/ Board and outlines report to the community
- Week of April 19: SAC chair meets with administration for community responses
- Week of April 26: Report to community

B. Major Survey Edits

1. Changes to Response Choices
 - a. Try to fix consistency and increase options where needed
 - b. Change to Ranges, 1-10? Per office request
2. Add PreK (own section or put in with k-4?)
3. Movement of questions to specific grade levels, wording changes
 - a. Consider what can stay in the General Section
 - i. Mentor program,
 - ii. Office Staff
 - iii. Alumni
 - iv. Admin
 - v. Board
 - vi. PTO
 - vii. fundraising
 - b. Consider what is specific to grade level and needs to be copied to Pre-K/ K through 4, $\frac{5}{8}$ page, and $\frac{7}{8}$ pages (* or do we ask the questions in the general section but make them multiple parts? In PreK 1-10, In K-4 1-10, In $\frac{5}{8}$..., in $\frac{7}{8}$...)
 - i. Atmosphere/ Environment incl Diversity, SEL support, safety
 - ii. Academic Rigor (any questions regarding strengths of curriculum?)
 - iii. Communication incl website, teacher emails, Loop/office emails, communication from admin,
 - iv. DSS & ALP
 - v. Specials
4. Incorporate Distance Learning
 - a. Where do we put this? Have them complete the same questions, plus these? Have them complete different questions entirely?
 - b. Full time Distance Learners (specific to GRADE level)
 - i. How well informed were you regarding your learning environment choices?
 - ii. How satisfied were you with the structure of your student's Distance Learning
 - iii. Do you feel your student had the same education as if they were in the classroom? If not, why not:
 - Structure of instruction
 - Structure of feedback
 - Loss of interaction with students
 - Loss of interaction with teachers

- Student motivation
- Technical challenges
- Other?
- iv. What have been your biggest challenges?
- v. How could the Distance Learning option be improved?
- c. Families who went to Distance Learning in cohorts
 - How was the transition?
 - Was your student prepared?
 - Were they successful?

5. Any additional questions about Communication, Safety, Family Involvement relative to Covid?

6. Incorporate any of the CDE questions such as:

- a. The school asks my opinion about issues and concerns?
- b. It is easy for parents to bring up issues or concerns with the principal, teachers, or counselors?
- c. I receive help or information from my child's teacher(s) about how I can support my child's learning at home?
- d. I feel welcome at the school?
- e. I have a good relationship with my child's teachers?
- f. I know the school's process for resolving complaints or problems?
- g. I have received training and support from the school and my child's teachers on how to review and discuss my child's homework.

7. Sections to Drop?

Drop off/ pick up
 Watch DOGS
 After school programs
 Clinic?
 Athletic Program?

8. Move the final questions?

What sets Lincoln apart?
 How satisfied?
 Seminars (remove?)
 Add: Can we use your