

School Accountability Committee – SAC
Chipeta Elementary School via WebEx
March 1, 2022

Attendance

Sarah Scott
Cara Woundy
Danielle Snelson
Ian Ratz
Jamie Wright
Jennifer Layher
Arin Holecek
Rachel McCormack
Amelie Riendell
Becca Philipsen
Emily Woerner
Lindsey Szymaszek
Jaclyn Roberson

Marshall Fire: Partnering with a school to hand out books
Donate books through family read night
Looking for ideas going into the future.

Minutes approved.

Do not have FTE allocations for next year. Knowing how many students are coming back helps make argument for FTEs.

Time to provide input for class placement 2022 – 2023 school year.

Cara Woundy: Zones of Regulation curriculum across grades and classes. 5th graders are learning the skills, but not the language of the Zones of Regulation. Some classes may not know the language yet do to teacher request, but we are moving that way.

In the MLO funds there was a staggered approach to adding a mental health professional. Will add a counselor next year.

-Zones of Regulation are ways to put forth our emotional states without judgement.

Zones of Regulation (ZoR) use four colors to help children self-identify how they are feeling.

Helps children better understand their emotions, sensory needs and thinking patterns. Learn strategies to cope and manage their emotions based on color.

Green Zone: “Just Right” calm, alert. Focused happy, relaxed and ready to learn. Usually teachers want their students in the green zone so they are ready to learn.

Yellow Zone: Heightened sense of alertness This isn't always a bad thing and you have some control of your actions. You may feel frustrated, anxious or nervous. Or it could mean feeling excited, silly, or hyper which is okay in the right situations.

Red Zone: Extremely heightened state of intense emotions. No longer able to control their emotions. This is the zone kids are in during meltdowns.

Out of Control: could feel elation, anger, etc.

Blue Zone: Low states of alertness or arousal. Sad, sick tired or bored. In control, but with low energy emotions.

Strategies:

Deep breathing: Smelling flower, blowing out the candle. Belly breathing, visualizing.

Sensory bottle: Talk about how thoughts get jumbled up and we have to let them settle. Make a bottle with glitter in it. Swirl it up, and let it sit and rest.

Fidgets: How to use a fidget appropriately (not a toy).

Size of the Problem: Small, medium and big. Does response the size.

Inner Coach: Being your best cheerleader and talk yourself through things that are hard, or unfair or unjust. Support yourself.

Sensory Path:

Is there a bad zone: No, students can be in any zone under the right circumstances.

Perspective-taking: How does an expected or unexpected behavior in each zone affect others. Students learn that their behavior has an impact of how others think about them. They start to take responsibility for themselves and their actions.

Question: Why are some teachers using this and others not? It is because teachers have not signed up for it yet. Next professional development Cara will be teaching all staff to help teachers understand the Zones. Others it is a scheduling issue and they haven't been able to schedule the time yet.

Social/emotional needs of our kids have been very high. Trying to find balance for needs of kids.

In general kids are more comfortable being back compared to a year ago. Normalizing school has helped quite a bit. See bubbles of stress when mask guidance has changed. Kids feel the change and uncertainty.

Kids have not been brining up Ukraine/Russia. Talking about doing a blue and yellow clothes, to show support for people of Ukraine. Careful, we don't want to make a big deal of it for kids who are unaware. Want to support kids who are aware.

Other Business:

PTA Meeting: 6:30 Election

Previous PTA Meeting: Decided to not do Silent Auction this year. Too much uncertainty as to whether or not carnival will happen. Election of board candidates.

SAC and DAC at district level

Misc.

Marshall Fire support

D11 Listening Circle 3/3 at Westside Community Center. RSVP, high turnout at first one. Point is to try to engage and get some feedback. Try to have a board member in every small group.

Trying to follow restorative conversations structure. Talking stick, one person at a time, trying to prevent individual from dominating conversation.

A lot of drama at board level. Share your thoughts and feelings with district on the things that matter.

Can see previous bard meetings: [Share Link](#)

Leadership for more introverted students: Let students chose their own opportunities to leader. Importance of offering opportunities for students not ready to claim those opportunities for themselves. Could be a goal for next year.

Revisit HOW rubric and see if it needs revisions. Maybe need to look at how we support students not ready to self-identify into leadership opportunities. We can be more intentional. Link Zones and leadership self-identify.

Agenda topics for closing the year, moving into fall.

Last 11 years we have created a much tighter needs based intervention based on student