

School Accountability Committee—SAC
Chipeta Elementary School
February 6, 2018

Attendance:

Sarah Scott
Treg Joslyn
Amanda Obringer
Megan MacMillan
Scott Bots
Jamie Wright
Roland Zell
Elissa Porosa
Jennifer Layher

A. Call to Order 5:00 p.m.

B. Welcome: Amanda Obringer

C. Minutes from January 9, 2018 approved

D. Administration

1. Attendance

- Falls under Vice Principal's responsibilities.
 - Truancy is defined as 10 or more days in a school year or 4 consecutive days in a month.
 - They are looking for patterns including truancy over multiple school years, impact on academics.
 - Tardies can also be impactful on learning. 5 or 10 minutes once in a while is not a problem, but 45 minutes on a frequent basis can have a significant impact on the child's education.
 - The parents are contacted to figure out the root cause. Try to be as supportive as possible.
 - Sometimes a student has anxiety surrounding school and it is difficult to get them to go.
 - Sometimes there is conflict at school that makes a student unwilling to attend.
 - If there is an issue such as housing or homelessness, the parent may not be aware of assistance eligibility.
 - McKinney-Vento Homeless Assistance Act of 1987 entitles students to bussing to their home school.

- Attendance contracts are a way to outline what all parties are going to do to solve the attendance issue.
- What happens when the above process isn't successful?
 - Rarely, the process is unsuccessful and the student continues to be chronically absent.
 - The case is referred to Student Discipline Services. The district sends the family a certified letter, and Chipeta provides attendance and problem-solving documentation and the case goes to truancy court.
 - Truancy court has become more of a problem-solving court.
 - Try to bring in supports for the family.
 - Elementary school age the responsibility is more on the parent
 - High school age the responsibility is more on the student
- Chipeta has good attendance rates. Most "chronic" absenteeism is due to approved vacation.
- Most parents are unaware of how much school their child has actually missed.

2. Positive Behavior Intervention Supports (Character Counts)

- Level 1 behavior: Level 1 used to be called "goldenrods" because they were printed on goldenrod colored paper. They are now lime green. These are not recorded in Q.
 - Help students learn to resolve their problems together.
 - If a student has repeating level 1 behaviors then they go to the principal's office.
 - Level 2 issues do not follow students from year to year unless there is a situation where continuing support is needed.
- Character Counts is the positive behavioral intervention.
 - You cannot undo a wrong once you have done it, but how can you rebuild trust?
- Children with chronic behavioral problems are on a Response to Intervention (RTI) plan. The same type of plan is used for students with reading deficiencies.
 - Try to identify triggers of disruptive behavior and how we should respond before it happens and afterward.
- Disruptive students are a work in progress, they are supported and they are worth it.

3. Standards Based Reporting:

- Approached Superintendent about creating a report card that reflects standards-based learning.
- Why do we report at all? What do we want grades to convey?
 - A good report card will tell students what they have mastered and what they still need to master.
 - Helps stakeholders make informed decisions.

- If we know a student is consistently unable to compose a piece of writing, but they can retell a story that gives us a lot more information than a reading score of “proficient” or “partially proficient.”
 - Builds a consistent assessment of learning
 - Grades should not be a form of punishment or control. For example, if a student’s work is C or D level, but since they showed up to class, they get a B.
- When we average grades, we take their failed attempts and they become part of the grade. It does not reflect where the child is now.
- A percentage doesn’t tell us much about anything. For example, in English Language Arts (ELA) we have these “big ideas.”
 - Reading Comprehension
 - Interpret
 - Argument
 - Writing information and narrative
 - Writing process
 - Research
 - Speaking, listening discussion
 - Speaking, listening presentation
- Scoring based on standards means that we can see exactly where a student is strong and where they need support.
- State policy on standards-based learning: Students should be measured based on competencies and not their seat time.
- When Grand Junction district 51 implemented competency-based learning and standards-based reporting their graduation rates improved.
 - District 11’s graduation rate is 67%. We need to increase graduation rates and decrease drop-out rates.
- New report cards. There will be no overall scores by content area.
 - Chipeta will be one of 8 schools in the field test on the new report cards.
 - Middle schools are aware of the change. Holmes has been working hard on standards-based learning, but it is difficult to start in the middle. Chipeta students will be walking in to middle school already familiar with it.

4. Parking Lot

- Risk management, executive director and transportation believe the best option is to have buses park on Ramsgate Terrace, have kiss and go and visitor parking at the front of the school and staff parking on the side. They do not want to reverse the current flow of traffic (so cars would enter Chipeta’s parking lot off of Flying W Ranch) so that students are not exiting on the “wrong” side of the vehicle.
 - Principal will point out that there isn’t really a wrong side, with most modern vehicles have doors on both sides.

E. Subcommittee Reports

1. PTA- Meeting was on 2/6/2018

- PTA has nominees for president and someone willing to step up to be treasurer.
- Struggling to run family read night. 5th grade teachers suggested that 5th grade run it. The first meeting was the afternoon of 2/6/2018 with about a dozen 5th graders that are very excited about it. Date moved to March 8th.

2. DAC training March 6th and regular DAC March 15th.

F. Miscellaneous

1. Community Classroom Projects: No update at this time.

Next SAC meeting March 13th (moved from original date).

G. Adjourn