

Agenda SAC 12/8/2025

Facilitator: **Mr. Barry**

Estimated Time	Topic	Lead Person	Method	Notes
10-15 minutes	Welcome & DAB Update	Mr. Barry and Laura Martin	Discussion	<p>Regrounding: The Student Experience “How well do you know....”</p> <p>DAB updates: -ICAP update...well received thus far. Concerns about how extra requirements aren’t accompanied by extra resources. Tracking ICAP activity ensures no students fall through the cracks. High schoolers are serving as mentors to elementary students. Continued promotion of Xello and all it has to offer. Only 40% of PSD students graduate and go to college first year...more important than ever to offer pathways. Working on a guidebook for families.</p> <p>-Choose PSD website: why aren’t charter schools listed? Choose PSD Poudre School District</p>
15-20 minutes	Addressing our Connections Survey data through student leadership	Kristyn Degi	Information sharing & discussion	<p>2024 Connections Survey data reveals a 4.5% decrease in student self-reporting of skill pertaining to relationships, communication, etc.</p> <p>“I’m good at starting a conversation” was our school’s lowest data point.</p>

				<p>Student Leadership responded through the “Day to Break the Ice” activity. Sponsored by RIDGE Leadership...based in tenets of servant leadership.</p> <p>Annual tradition of “Day to Be...” with a student-led message. This year’s idea was to respond to the data. Leadership students studied data and found the same themes admin found.</p> <p>Student Leadership did the following:</p> <ul style="list-style-type: none"> -Created a video featuring student interviews about the challenges they face starting conversations -Coloring pages in Media Center with conversation starters (think “Buddy Bench” from elementary school) -Duck Duo: Meet Your Match day -Day to Break the Ice lesson with 125 student leaders breaking out across classrooms to lead a lesson on conversation types
10 minutes	Open House feedback	Mr. Barry	Request for input from parents	<p>Held on Thursday, December 4th</p> <p>Question: Is the attendance primarily representing freshman or are there people from upper grade levels who may be thinking about switching schools?</p> <p>-Private tours of weight room, athletics in Commons, live</p>

				<p>activities in performing arts wing, academic departments featured across the building, Student Leadership team wearing “Ask me why I choose Fossil?” shirts</p> <p>*Feedback from families: many enjoyed how student-centered the event was; no formal program...more open and welcoming feel; Student Leadership did an excellent job welcoming and including students</p>
10-15 minutes	ICAP expectations update	Mr. Nye	Information sharing & discussion	<p>-Reviewed FRHS completion data to date</p> <p>-Targeted communication campaign for non-completion challenges</p>
10-15 minutes	Cell Phone policies implementation feedback	Tara Rigby	Information sharing & discussion	<p>-Cell phone free during academic time 2025-2026</p> <p>-Last year we said we would check in at regular intervals for feedback and make adjustments when necessary</p> <p>Data thus far:</p> <ul style="list-style-type: none"> -333 cell phone violations -47 2nd offenses -8 3rd time offenses -1 4+ offense <p>Student takeaways from Sociology action research project:</p> <ul style="list-style-type: none"> -Policy strictly enforced -Less phone use in class, more outside of class -More class participation

				-Increase in use of computers in class
10- 15minutes	Course selection and registration	Chris Savage	Information sharing & discussion	<p>Timeline: January 14 - homeroom lesson January 21 - class fair Jan-Feb - meet w/counselor</p> <p>Importance of choosing wisely</p>
10-15 minutes	UDL	Lizzie Newhouse and Dr. Sonja Gedde	Information sharing & discussion	<p>-Intersection of continued staff PD, UIP goals, MTSS intervention learning, student experience vision</p> <p>-Theory originates from Special Education, but like most good instructional practices, these concepts are good for all students</p> <p>-Philosophy of practice: multiple means of engagement, representation, and expression</p> <p>-Proactive framework that supports 504 and IEP accommodations as well as offering a labor-friendly way for teachers to differentiate in advance in the planning stages of their lesson design</p>