

Site Council Meeting Minutes
December 3, 2007

Members attending: Carol Pirano, Carol Mullin, Gina Maya, Adiana Barbosa, Lauren Segal, Diana Baker, Barbara Lindsay, Ann Kowlek O'Neill, Edie Chong, Lucretia Lee, Kirsten Moss

Guests: Kelly Noftz, Heidi Kerscher (4:00)

Project Cornerstone - representative, Kelly Noftz gave an overview of the Santa Clara County non-profit program.

Project Cornerstone is based on 41 developmental assets – relationships, cultural pride – support networks for kids, etc.

Number of assets plummet in middle, high school for a variety of reasons

2 million kids were surveyed to see what made them successful – survey results translated to the 41 developmental assets upon which Project Cornerstone bases its program which assesses how assets are important in youth development.

Project Cornerstone uses 3 sorts of techniques:

1. Come out to school to speak (45 min.) – talk about specific strategies, techniques how to turn any activity into assets; infuse already on-going activities

2. Cultural Heritage Program - Invite parents to come into classroom and use books (ie. bullying, short lesson plan) – same vocabulary, language throughout whole school – 8 books read by parents to whole school; peer support. Some books are designed to bring in parents that speak different 1st languages – parent can read Spanish side of page; teacher reads English side). Languages include East Indian, Vietnamese, Chinese.

3 hour program with selected students – expect respect; workshop - work with kids who have been identified as social leaders – common definition of bullying; kids create an action plan, choose what plan to do (school-wide assembly; positive message announcement during morning message); use characterized as springboard; peer to peer acknowledgement.

Practice risk taking – not by-stander if someone is being bullied

Respect- never complains, accepting, find good in everybody, respect – golden rule, say it-do it, honest, willing to try something outside comfort zone, another point of view, global perspective, listens, giving

8 keys to success

4- external assets support, empowerment, boundaries & expectations, constructive use of time

4 – internal – commitment to learning, positive values, social competencies, positive identity

31 key assets

The Price of Privilege – Madeline Levine

Neighborhood connections, making it a safer place

Consistency, redundancy- assets are reinforced everywhere – school, after school programs, neighborhoods

Kids need encouragement every day – bumper sticker

Everyone can be an asset builder

Levels of influence – kinders – sharing

Parents' Daily Checklist:

Ask how my child is doing
Listen to my child
Act responsibly
Be honest
Offer my child opportunities to contribute
Notice what is happening in my neighborhood
Ask what my child liked and didn't like in school
Tell my child about my day
Keep track of what my child is doing
Know when to turn off the TV
Give my child ways to grow in mind, body, spirit
Tell my child one thing to love or appreciate about him or her

Use existing programs to build assets (ie. Jr. Great Books)

Cupertino Courier has article about Cornerstone Program

Ron Smith – from the PAUSD district business office gave a presentation regarding the upcoming proposed bond measure issues.

The last 2 ½ years have been spent developing a 20 year facilities master plan at every site to determine needs district wide.

The proposed bond measure would continue the present bond measure when it expires thus would not raise property taxes higher than current levels.

\$30 million a year would be broken down to list funded items to be used over ten year segments; construction would be staggered

The bond proposal items tried to work from the classroom out to prioritize list.

Planned maintenance was built in from last bond.

Furnishings would be updated.

Technology refreshed – each student computer would get refreshed on 4 year rotation; staff computer on a 5 year rotation

Bond measure – 75 words to describe; broad terms

Getting money, then designing funding items under the broadly defined categories specifically to the amount of money to avoid cuts due to project costs – architects, state inspectors, everything associated with project

This a facilities bond – can only be for facilities not on staff salaries, books.

FUNDED PROJECTS

New windows and shade control – energy savings

improve the security system – broad – additional site lighting, alarms for office, locks

Classroom storage – teaching walls; storage behind white boards – each room specific

Thermal comfort upgrades – go into specifics when we get the money

Infrastructure to support technology upgrades

Providing a new flex room – not counted as regular school site classroom

Conversion of portables to permanent classrooms

UNFUNDED PROJECTS

Playfields and landscaping replacement

Hardscape replacement - concrete walkways, asphalt parking lot, driveways

Utility and site infrastructure replacement – sewers, water, gas mains, reroute utilities underground,

Exterior lighting, dry well drainage

Site furnishing improvements - “wow” factor

Seismic, energy and sustainability reserve

Growth and expansion

- replace multipurpose room

- provide teacher/staff workroom for meetings and visiting faculty

- reconfigure Day Care facilities, including new play area and fencing

Once the district gets money – will meet with sites to decide specifics

Money – needs base; each site will be brought up to the same level

Life expectancy for portables – 25 years; presently about 10 years old – have not had many problems yet, but probably will

Security – each site can determine how these funds can be best used - Carol would put motion lights on roofs – have had homeless person living on roof; kids on roof drinking, etc.

Flex room – over and above growth capacity

If new MP room – can't be built in present space. A new MP room would need to replace old wing – room 16-18 or rooms 25-26 portables; move classrooms to present MP room site.

Air quality has been tested and passed; air circulation, filtration

Thermal quality, storage, flex room high priorities for teachers

Flex room could have movable wall; 2nd story;

Larger MP Room could be used for “gym”.

Site Council members were asked to place a colored dot on the bond issue item of highest priority. The two areas with the highest “dots” were thermal/air quality of classrooms and storage space.

After the bond issue presentation, Carol P. mentioned that another character ed. type program besides Project Cornerstone was the Steps for Respect Program used by Barron Park and Hoover. It was brought up that it would be good for elementary schools to have a common program, so middle school students would all be familiar with the same language and program.

On another matter, it was brought up that something should be done with the information gathered from the Look at Healthy Kids survey.

Since there was not a quorum the approval of the November minutes will be tabled to the next meeting on January 14th.

HOT TOPICS – none

The meeting was adjourned at 5:26 p.m.

Respectfully submitted,
Lucretia Lee

