

San Francisco Community School Commitments, 2015-2016

VALUES	RESPONSIBILITIES	SUPPORT (PD, Time, Resources) May Include:
With other staff, work to build alliances across race, class, school role, gender, and other difference; respectfully address areas of disagreement, discomfort, or expectations not met	<ul style="list-style-type: none"> • Participate in open, honest conversations about issues of race, class, and other differences; • Use restorative practices when needed or requested • Utilize the accountability path as needed with other staff to address areas of disagreement, discomfort, or expectations not met 	<ul style="list-style-type: none"> • Ongoing dialogue and PD around equity, oppression, and justice • Ongoing training in restorative practices • UBC/Accountability Path structures • Principal holds accountability for contractual obligations and expectations
Work with families as partners in the education of all SFC students	<ul style="list-style-type: none"> • Attend whole-school family-centered events (at minimum Welcome Back Orientation, Back To School Night, the Whole School Picnic, and Winter and Spring Project Open Houses) • Meet with all families during conferences (or request support from SAP team if unable to do so) • Complete report cards 3x a year (7/8 teachers complete report cards 6x a year) • Collaborate with and welcome families into the classroom • Participate in SSTs and IEPs for all of your students (K-5)/advisees (6-8) • Communicate regularly with families about student progress and needs; Share communication plan (teachers) and family event attendance expectations (principal) with families at start of year • Include families in the portfolio process by informing families of portfolio expectations and student progress in meeting expectations; ensure all students present portfolio 	<ul style="list-style-type: none"> • DLT meeting time to plan BTSN • Collaboration on effective strategies for family conferences • Translation of documents • DLT meeting time to work on progress reports • Predictable SST schedule within contractual hours or with request for trade off for release time • DLT and WS meeting time to plan family engagement at Project Open Houses • DLT meeting time allotted to craft communication policies • Support from SAP team to effectively partner with families to address student needs • Support from SAP team with scheduling where needed, including translation
Build school community and take school leadership	<ul style="list-style-type: none"> • Maintain a K-8 lens and contribute to school-wide responsibilities (yard coverage, supporting discipline and sub needs, etc.) 	<ul style="list-style-type: none"> • Operations team outlines and reviews process • Teacher-run structure; Principal

	<ul style="list-style-type: none"> ▪ Participate in whole school decision-making processes and committee decision-making processes if applicable ▪ Participate on a major committee (Operations, PD, SSC) and/or take responsibility for an area of whole school work (DLT coordination, art coordinator, ASP coordinator, picnic committee, etc.). Roles do not need to require equal time commitments and are not designated by paid vs. unpaid. New staff take on roles and part-time staff take on proportional roles 	<p>facilitation, accountability, and support</p> <ul style="list-style-type: none"> ▪ Shared decision-making procedures (see “Decision-Making Procedures”) ▪ Business meeting time provided monthly ▪ Predictable schedule for committee meetings; articulated expectations for committee work ▪ Optional Leadership Retreat/Meeting
<p>Engage fully in our equity-based professional learning community by participating in retreats, developing a culture of inquiry, and engaging in professional development</p>	<ul style="list-style-type: none"> ▪ Attend Before School Institute (off-site) and Winter Retreat (1-2 days) ▪ Engage fully in weekly whole staff meetings, DLT meetings, and curriculum collaboration ▪ Collaborate with colleagues to develop and implement research-based curriculum and instruction in alignment with standards, clearly articulated outcomes/expectations and powerful ways of thinking (Balanced Literacy, Projects, etc.) ▪ Develop assessment plans in alignment with PD plan and continuously use data to inform instruction (F&P, writing genres, math performance assessments, etc.); collect, share, and use student work to inform instruction ▪ Participate in ongoing school-wide and DLT development of portfolio expectations and prepare students accordingly ▪ Engage in continuous inquiry and self-reflection 	<ul style="list-style-type: none"> ▪ Retreat location within 45 miles unless otherwise decided upon in spring by current staff ▪ Stipends/extended hours for retreat days ▪ Paid summer work days for planning and DLT collaboration ▪ Clearly articulated PD plan with expectations and timelines by each area of focus ▪ PD meetings and curriculum collaboration facilitated by ILT/PD team and linked to articulated PD plan ▪ DLT meetings facilitated by DLT Lead to plan curriculum/instruction, look at student work, analyze and use data, and reflect on practice. ▪ Coaching from principal, coach, IRF, or peers ▪ Project planning days (1 per project) ▪ ILT/PD team will plan ongoing school-wide and ▪ DLT support for conversation and implementation of portfolios.

<p>Work to build relationships with, between, and among students, particularly focus students</p>	<ul style="list-style-type: none"> ▪ Teach SFC expectations (Be Safe, Think First, Support Community) and virtues. ▪ Create intentional whole class plans (norms, procedures, management, etc.) to support high expectations for learning and meeting SFC expectations. ▪ Use and implement restorative practices including proactive circles at least 3x a week and restorative questions in response to harm or conflict. ▪ Create opportunities for structured conversations with students about difference, equity, oppression and justice ▪ Create and implement action plans (SST process, IEP/504 plans, etc) to build relationships with students and their families to address needs, with an emphasis on equity-centered practice ▪ Participate in a minimum of two annual off-campus learning experiences with students related to curriculum and/or projects 	<ul style="list-style-type: none"> ▪ Within BSI + first month of school, annually revisit common understanding of equity, virtues, restorative practices and SFC expectations ▪ PD meetings to address social, emotional, behavioral realms scheduled to take place in each trimester ▪ Support from SAP and RSP team in collaboration with the classroom teacher to execute action plan ▪ Funds of at least \$500 for each DLT requested from PAC each year
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Norms

- Agree to seek out opportunities to grow as a professional
- Agree to share resources
- Agree to treat others with respect
- Honor agreements

The bolded responsibilities above are extra-contractual and agreement to these commitments is contingent on continued funding (at the same or higher level) for the related supports. If funding is not provided, we will rework responsibilities to fit within our banked time and bi-monthly staff meeting time.