

**Arcadia High School
School Site Leadership Team
Wednesday, October 14, 2015 Conference Room A-1
Minutes**

Meeting called to order at 3:01p.m. by Joan Petersilge

In Attendance: Brent Forsee, Joan Petersilge, Tonya Edwards, Janet Baker, Jennifer Flores, Barb Young, Phuong An, Sharon Sandoval, Debbie Young, Michael Lamb, Ashley Novak, Travis Chen, Courtney Chan, Jeannie Ackerman, Anna Cheadle, Vicky Stiles, Kathy Yamane

Introductions of Room

Snack Schedule sent around

1) Elections of Officers for 2015-16:

- Barb Young-Chair
- Jeannie Ackerman-viceChair/Facilitator
- Kathy Yamane-recording secretary

2) Review Master Calendar (assemblies, testing, how teachers proctoring the SBAC, CAHSEE, CST & assemblies can be fairly distributed.

Discussion material: Teachers with periods 1 and 2 Prep Periods are doing a lot more proctoring than other staff members. Could you balance their loads with less assembly details?

- Possibly flip periods, reverse schedules
- Reversing the days would impact aides in classrooms
- Lots of teachers request and RECEIVE the Periods 1 and 2 Prep Time. It comes with the territory
- Teachers just want equity. Some teachers don't even do assembly duty.

ACTION PLAN: Joan Petersilge will talk with John Finn/John Tung to see if they can make it more equitable, knowing that we would not change the testing time period in the mornings.

3) Cheating Policy Committee update

Discussion material: Cheating committee never got up and running. Leslie Klipstein was the chair of the committee, which never got enough up and running. An and Sharon stated that the purpose of the committee was to review and revisit the Discipline Matrix and look at the severity of the consequences, and to meet with Keith Kerney and the Department Chairs for input into any revisions or suggestions if need be. Jeannie asked if perhaps the WASC committee should

be looking at this. What is the data? Impossible to quantify. Some teachers deal with the cheaters in their classrooms themselves. A teacher last year did not follow the Cheating Review Board's recommendation. Some teachers do not even know that there is a cheating policy. Some teachers are too strict. Could this just be a discussion internally among the different departments. Students responses were yes, we definitely see cheating in our classrooms, and there is definitely inequity in dealing with cheaters. Yes, it is unfair, but in the endrun- cheaters hurt themselves more. Deans only respond if there is a 2nd offense, and cheating on homework counts.

ACTION PLAN: It feels like there is not a passionate call for a "cheating committee" No followup or relevance at this time.

4) Modify by-laws- Re: Voting by email/google docs

Discussion material: Bylaws do not state that we can vote digitally. If the issue at hand is time relevant, the teachers would like to be able to ask all of their constituents to vote digitally, instead of calling for another meeting. In looking through the bylaws, Jeannie and Joan could not find anything in the bylaws about voting.

ACTION PLAN: Put bylaws on the website so all can access it. Send bylaws to parent committee members. Teacher Reps can and will be asking for votes electronically.

5) Teacher Reps: Would like to give unofficial info immediately following the meeting to keep members informed, ask for increased teacher input?

Discussion material: Publish unofficial minutes before the next meeting, an entire month later.

ACTION PLAN: Within the week, draft of minutes will be sent to all members of SSLT in attendance. If the member does not respond, that will be construed as consensus. Any corrections or comments must be sent to Kathy Yamane/Barb Young prior to the publishing of the minutes a week later.

6) SSLT's Role in Appendix E.

Discussion material: According to the bylaws, SSLT is charged with developing a process for decision making within the parameters of Appendix E of the contract. They are to monitor and assess school policies and their implementation. Well, the shared decision making and consensus building portion of Appendix E hasn't been working for the past 15 years. The staff is not trained. The school is supposed to be listening to concerns, address the concerns without feeling retribution. Teachers are supposed to be able to disagree and agree to disagree but still be able to agree on the goals: to the benefit of children learning. Everyone needs to be actively engaged, to participate, to not stand on the sidelines and to clarify misunderstandings.

In particular, one recent problem is that Appendix E is part of the teachers' contracts but even though the parents, students and counselors reached consensus, and SSLT voted to propose the banked minute schedule, teachers, after carefully weighing the options, were not able to come to consensus on the proposed schedule because too many felt they could not sacrifice an additional 3 and a half days of instruction time on top of the the lost instructional time on Collaboration Days—regarding the actual WASC timeline. Taking minutes from instructional time is a contract issue, and that is why the teachers had their own 'consensus' model even though it has impact on all other stakeholders.

This inability to come to consensus impacted the present year's WASC work —resulting in after school work for the entire community. Teachers state that the Consensus Building education is needed. They would like TRAINING for the entire teaching staff—this is their solution. SSLT is charged with monitoring the training and implementation of Appendix E, but the training has not been provided for the last 12-15 years, and no one is having an active role with this part of the teachers' contracts. Joan stated that she was not satisfied with the SSLT process last year and that she believes continuing to use a broken system that could not work (with more than half of the staff never having been trained and having no idea the purpose and process of how consensus building is supposed to work) is not acceptable. "Why should I be a part of SSLT when the decisions it makes are irrelevant. As a body it doesn't matter." (Other reps besides the teacher reps feel like their constituents don't matter to this school) Dr. Forsee said that he has had teachers and others ask him that question and that he does not know how to respond. Sharon Sandoval expressed What is the purpose of SSLT if the consensus we reached within SSLT did not bear any weight? It feels like we are lobbying for our cause instead of being a part of the actual decision-making. Additionally, Sharon was trying to speak on behalf of the community of parents and students (not just counselors) when I said that it feels like the constituent groups do not matter. Essentially, it feels like everyone is being subjected to one appendix of one bargaining unit's contract.

Teachers are pushing for training. It states in their contract that they should get training. However, there is such a turnover in staff that at no time would a staff be fully trained. So what can be done if there is a training session, could there be a training session in between the two semesters for the entire staff this year. (January) Or can the staff come in for an entire day before school begins next year in August.

ACTION PLAN:

Tabled, Next Meeting October 28, 2015, Agenda Item: Can SSLT be trained in consensus building?

ALSO ON THE AGENDA for October 28: New Business- Stipends, what organizations are active at this time and receives stipends.

Meeting adjourned: 4:12p.m.

Respectfully submitted,
Kathy Yamane,
Recording Secretary