

## School Site Leadership Team Minutes

April 10, 2013

Arcadia High School, Room C1

Chairperson: Oliver Beckwith [obeckwith@ausd.net](mailto:obeckwith@ausd.net)

**Members Present:** Oliver Beckwith, Vania Fong, Alex Ye, Vicky Stiles, Caroline Lefever, Katherine Chen, Francisca Araiza-Kasama, Niroo Dev, John Tung, Brent Forsee, Michael Feraco-Eberle, Christa Heinrich-Josties, Jennifer Oku, Winnie Chin, Jennifer Lashier, Catherine Merel, John Finn, Julianne Curry, Robert Ilgenfritz, Terri Darr, Kathy Yamane

**Guests:** Leslie Klipstein

**Minutes** from March were distributed via email, approved by consensus and posted by Alex Ye.

**Meeting called to order: 3:10pm**

**3:10-3:11: Welcome/Updates: Oliver Beckwith**

**3:11-3:24: Proposed Special Schedules, PEP/Pops/STAR: John Tung**

Tung: Spring PEP Assembly (Colorguard, Percussion, etc.) – Proposed Schedules (Drafts 1+2, May 30)  
Due to construction, the North Gym is not available. We can place the assembly in the stadium and have one assembly instead of two. One option is to have it during Period 2 (around 8:48am). Another is to have it during Period 3 (around 9:30am). It might be a bit cooler out if we do the earlier option. We need SSLT to move on one of the two stadium options.

It's actually a reduced amount of time out of class, even with longer passing periods (8 min. vs. 7 min.), which means we have slightly more class time per period (35 min. vs. 40 min. now). This is the same loading/unloading time we use for the All-School Assembly in the beginning of the year. Cancellation isn't an option. The mood of SSLT (both students and teachers) is that the early-morning option is better.

**Approved 2<sup>nd</sup>-Period Schedule (Proposed) by consensus**

Tung: Next up is the Pops Assembly on May 24<sup>th</sup> in the PAC. We kept the same timeframe as the Winter Assembly, which worked well, but we really did need that much time to pack and unpack everything and everyone. Periods are basically 32 minutes long, except for the 80-minute second period.

**Approved Pops Assembly Schedule (Proposed) by consensus**

Tung: Next we have STAR Testing and Senior Seminars. I sent an e-mail out to staff seeking recommendations to changes from last year's schedule, but received nothing but positive feedback, so we'll do what we did last year. On Tuesday after testing, we'll do Period 2, then 1 (so students with free 1<sup>st</sup> periods can go home); 0 period will continue meeting before school as usual. On Wednesday after testing, we'll have Period 3, then 4; on Thursday after testing, we'll have Period 5, then 6.

**Approved STAR Testing / Senior Seminars Schedule (Proposed) by consensus**

**3:25-3:45: Vision and Mission Statement Committee Formation (Action): Oliver Beckwith**

Beckwith: (Reviews handout comparing published Vision Statements/Mission Statements of AHS and AUSD) The proposal is to create an SSLT-led committee to start the discussion on how we're going to fulfill our WASC goal. What we have available to SSLT is that we meet on the second Wednesday of every month. The fourth Wednesday of every month is a separate day that we can use as well. If we were going to have meetings, the dates this year would be April 24<sup>th</sup> and May 22<sup>nd</sup>.

Francisca: Do the statements have to be congruent?

Beckwith: No. At the end of the day, we might come to the conclusion that nothing needs to change. But it comes under the bigger goal of the balanced connection to Arcadia High. We need to think about how we help students create balance. We discussed this at the last meeting, with Link Crew as an example of something new.

Francisca: The vision might be outdated...

Beckwith: Do we create people that do the things we've outlined, such as become leaders? I think we do...it's an example. We need to hash things out, bring it to dept. heads, and ask whether we're all on board with this...

Curry: I'm a little confused about what our purposes are for today.

Beckwith: Let me clarify. I'm looking to get a committee started.

Curry: To meet on those two days?

Beckwith: Possibly. We're here to have a discussion, to get ideas about how to form this committee. Do you all think that we'd be best off having just the teachers from SSLT on it, for example, or should I send out an e-mail opening it up to other teachers?

Curry: I think it would be a good idea to open it up.

Beckwith: And parents – would you be open or available to doing something like this?

Yamane/Dev: We could talk to PTA tomorrow, and we can just do it ourselves as well.

Beckwith: And we need to have classified representation...would you like to take this back to them?

Darr: I'll shoot it out there to the team.

Beckwith: And counselors?

Chin: We can be involved.

Beckwith: And admin – no, you just have to be part of this. And students, what about you? When's the next House of Reps meeting where you could ask someone to participate, or would you want to participate yourselves? Would you like to have student leadership do this? Would you like to discuss it? We could also start this now and continue it on next year...

Ye: These two (points to Fong and Lefever) will be continuing on...

Beckwith: And I think, when we do this, it's going to be important to have everyone involved and communicating where we're at, communicating what we're trying to do. I would think that if we worked on this at some point in the next year, we could be done with this, and address this WASC goal.

Darr: So the consensus is to involve...

Beckwith: The entire body, the entire community.

Darr: SurveyMonkey?

Beckwith: After we get our group going.

Yamane: PTA's already elected its reps. Francisca and Niroo will do it.

Darr: How big of a committee are we looking for?

Beckwith: About this size.

Darr: Really?

Curry: I think that might get unwieldy. Perhaps two representatives from each group?

Ilgenfritz: Should we involve dept. chairs to see if they can announce it? Do we want to represent each department, or anything of that nature?

Finn: My recommendation is to keep it fairly small if you want to keep it really effective, and to utilize people who aren't currently already involved in a lot of things, with maybe you as the chair.

Beckwith: And I'd be facilitating this. So that's eleven or so with administration involved – I don't think that's too unwieldy. With your permission, then, we would meet in two weeks, perhaps even in this room – since it's a little bit of a smaller group, maybe even the Fishbowl (Conference Room 1) at 3 o'clock. We'll start this conversation then.

**SSLT approves the creation of the committee by consensus**

### **3:45- : Team Time Proposal (Discussion): Oliver Beckwith**

Beckwith: The last time we discussed this, Dr. Forsee wanted to take the time to meet with teachers. How did that work?

Forsee: I would say a total of maybe 30-35 people attended – not a lot of numbers, which makes it a little bit harder to gauge – did people not attend because they were busy during their preps, because it didn't matter, because they already knew what they thought? Those are all guesses.

With the people who were there, there's a lot of passion, and the school has a lot of history with this issue. The biggest thing seems to be that people don't want to be told what to do during that time. I did commit to this: my vision of collaboration is not everyone doing the same thing at the same time. It can be differentiated – sometimes two teachers can work together, for example. I don't think using it for the same thing every single time is necessarily a good or appropriate use, but that means that what collaboration looks like in October can be different in May.

I have no intention of coming up with tasks to complete or forms to fill out to validate that time. I feel that collaboration does happen here, but that it happens on people's own time because we have no structured time – people are using their duty-free time instead, and I don't think that respects the staff. I think there are things people want to accomplish with each other that they could try to do if they had, say, an hour they could schedule in advance, instead of trying to fit it into an already full schedule. There's also the possibility of banking enough time to make a minimum day for the day after Back to School, or the ends of quarters. There are ways to use the time strategically, in other words, in some ways, and ways to use the rest of it on collaboration.

Beckwith: Plan A creates about 900 minutes of extra time. We've talked to students about whether they'd find an extra minute to get to class useful. And we talked about our staff meetings, with the attendance issues there, and whether those could be helped by having them at 8 in the morning.

Plan B would be a combination of giving students an extra minute to get to class with teaching an extra minute. This will give us 1800 minutes in a year which will allow us the early staff meetings, more collaborative time, and a late start day after Back-to-School night. Of course both proposals have the clause at the end about trust and professionalism. Teachers are the best judge of what they need to do to make their classroom better.

Forsee: A model that I'd like to talk about is Google. They allow their employees' time to work together – not top-down or directed, but creatively. Do all projects result in breakthroughs? No, and some things may end up being mundane. But some of them end up being very creative, and I feel like we're almost trapped in the equivalent of a hamster wheel – there's this permanent cycle that doesn't feature any time to breathe, let alone sit with a colleague. And while you wouldn't always be working that way, the opportunity matters. I think it's important for us as a staff to have that conversation, so I got out of it what I wanted out of it.

Francisca: My child attended school from 7 to 4:30 at her last school; she was fine. People can adapt. Kids adapt. If you have to extend a day – as a parent, our kids will adapt.

Darr: I know surrounding school districts have late start days on Mondays, and I know teachers there seem to like that structure.

Beckwith: So we have two proposals here. We're certainly not going to just choose A or B in this group. Is it OK if I share this with the school?

Curry: I don't know if we're ready for that. What I heard in the meetings is that there's a lot of energy and charge behind this. If we don't want people to just vote it down, we need to extend the conversation and – I hate to put it this way, but – sell it somewhat. If we don't put benefits to this out on the table, people will reject it.

Beckwith: Quite honestly, these are ideas based on talking to people all year, or three-fourths of the year. I'm interested in extending that conversation.

Klipstein: I think we all know this is coming. So the sooner we have some concrete things to talk about, complain about – the likelier something's going to get done. Instead of just talking about *what might be coming*, I'd love to have something concrete to discuss.

Dev: It's hard to digest everything in here, but if it's what Dr. Forsee's talking about, let us parents know as well.

Lefever: Is this something that would be implemented next year?

Beckwith: For this to happen next year it would need to be voted on this year by teachers. It has to be a 70%+1 for it to happen.

Klipstein: Is that the process? SSLT votes on it, then staff?

Beckwith: No. Staff votes. If it's negative, we'd have to come back here and vote as a bloc to say that we can't do this. Because of the composition of this committee, we'd vote as the teachers did. If the teachers

said they wanted it and no one else did, we still wouldn't have consensus. It probably wouldn't happen, but those are just possibilities.

Ilgenfritz: It sounds like it's a steep climb as a next-year proposal.

Beckwith: Yes, but I'm with Leslie. I'd like to put it out there with teachers.

Forsee: Since right now it's just rumor for people...

Beckwith: And I'm sure I'll hear from a few people that they're unhappy. But I'm willing to put it out there.

Klipstein: Are you soliciting alternative proposals from staff?

Beckwith: If you have something else, bring it, by all means. None of this is in cement. I'll happily share anything with this body. People will get to know that one way or the other, and I won't pretend I have all the answers. I know collaboration is good, that it will help our kids, and that it will help the teachers who end up having to collaborate by the copy machines like I did today.

Darr: So will you put on this proposal an option for people to submit their ideas?

Klipstein: I've had three people tell me ideas – they don't know where to take them.

Beckwith: I'd put in an item soliciting feedback. And everyone's free to contact everyone on this committee.

Ilgenfritz: If we went back to the old six minutes that we had, it's worth looking at why that didn't go over well the first time. Because the six minutes are right there again in Proposal B. I want, in my head, as an educator, to know that we're not just doing the exact same thing that didn't work before. So let's take a look – a quick or not-so-quick one – at why we had such discord over the last one. That might alleviate a lot of headaches and problems that we're still having.

Beckwith: I've received very clear feedback regarding peoples' desire to NOT go back to directed collaboration – Bill Citrin being forced to meet with Nancy Edwards, etc.

Dev: Can you at least put the proposal online so that we can see it? We'd want to see the feedback too.

Beckwith: If we take suggestions and come up with something more, I'll certainly send a copy to SSLT. Should I invite others?

Darr: We want to hear it from the horse's mouth. Anyone who has a suggestion can come here and speak, or send it to us directly.

Forsee: What if we create a Google doc? It may be too tough to get everyone's schedules lined up.

Beckwith: OK. I'll work with Michael on getting that started.

#### **ACTION ITEMS: NEXT MEETING**

- Pending...

**Oliver Beckwith adjourned meeting at 4:13pm.**

Respectfully Submitted,  
Michael Feraco-Eberle  
Secretary, SSLT