

SSC/SDMC
Minutes
April 25, 2016
4:00-6:00 PM
Stage Conference Room

Present: Middough, Potts, Allen, H. Chavez, Sahaguan, With, Brodie, Canellos, Kolber, Peterson, Cano, Shannon, Torres, Yang, Dupuy, Mazzei, Mendelsohn, Jessie, A. Torres, Green, Velschow, Godinez, Jessie Margaret,

4:00-4:10 Open Forum and Minutes Approved

4:10-4:12 Approve the minutes from the 3/28/16 meeting - Kolber was present 3/28; approved, 4:10, as amended.

Agenda approved as amended. (4:11)

4:12- 4:41 Advisory Update

Sara Grace Vann, Advisory Committee Chair

Gathered data from staff, student and parents. Also gathering information from four schools with various models, visited two sites (SMHS and Paly).

Parents: 121 responses, 88% believed advisory helpful

Comments from parents: primary reason was for tutoring and students having access to teachers. Opposition based around wasted time and the variance in implementation based upon teachers.

Parents expectations: 71%- help on homework, 68% guidance on college information, fulfilling 8 Conditions, small school environment.

Other schools:

SMHS tutorial 2xs per week, Aragon- flex time, Hillsdale: 4x per week,

SM v. PA

Tutorial(SM) v. teachers assigned students they already have (no extra contacts), attendance only, no credit or curriculum (part of MOU) and a pass system enabling students to see teachers outside their tutorial. Primarily for HMK and announcements, rallies, etc. Vann and Velschow observed only two students "cutting".

Teachers Advisory (Paly) Highly structured, very expensive, stipend, once a week for 35 minutes, some issues with attendance. PA has 4 counselors, Gunn 8, extra counselor \$\$ used to pay for extras.

For WHS: Attendance should be mandatory, minimal resources (Paly too \$\$), must work with SDTA, "tutorial" model would be a fairly easy implementation, minimize instructional intrusions. WHS has extra minutes in the bell schedule that could be used (SSR and first period).

Next steps: full proposal with bell schedule, protocols, pass system, placement system, union waiver.

After proposal: staff feedback and survey, then implement in 2017-18.

Questions/comments:

Dupuy: 45 minute advisory at middle school, good, except that 'lessons' can be disruptive to students using study time. Best to have a calendar so kids know they will have time for HMK and timeline for passes (her school is slow to track).

Food: Judy

Judy M.- agreed with Dupuy, kids have to know when they have time for HMK, and believes it's possible to get tech solution for pass issue. Time should be longer to allow for make-up time and fewer days (2 50 minute rather than 4 25 minutes).

Matt M- shared SM schedule, modified block, similar to WHS except all classes on Wednesday.

4:41- 5:04 Collab 2, Gallery Walk - Notes from all Collab 2 groups, posted on the wall.
Table groups looked at 3-4 groups each.

Purpose: look at groups, are they worthwhile? Do you have questions?

Reports:

Matt - WHS Connections - project, Pi Day, Art Booms, SOS - revised lessons, Staff Connections - put on social events.

Judy: Notes from Academies more on next steps rather than teaching and learning. Co-Teaching, seemed focused on student outcomes. Senior Thesis: adjusting timelines and rubrics.

Marrissa: Initially detailed and then fell off. Ideas that did not come happen. Would like to see better form to see objectives.

Felicia - Aspirations - has it become "game time"? Should it continue? Same format, or change?

Frosh GATE: Unclear on the objective (nice to have objective, minutes), how is GATE selected?

How many students? Minutes are not very clear, enable groups to revisit before they get to SDMC.

Potts - nice to know what groups are doing, it would be better to share.

Felicia - maybe share out at a staff meeting, this could fuel collaboration.

5:05-5:30 My Voice Survey (Middough, subbing for Burbank)

Question: ***My teachers actively try to reduce student stress.***

Groups had the survey data broken up (ethnicity, gender, grade level) and then came up with questions that they want the students to answer.

Questions:

Torres (ethnicity) -

What methods do teachers use to reduce stress?

Potts (grade level) -

What is the student's interpretation of what the question means?

Do teachers take into account extracurricular events? Ex: musical.

Kevin (gender) -

Was the question nebulous?

Matt S. (college or not?) -

What is being done to reduce stress versus causing stress?

What can a teacher do to reduce stress while keeping academic standing?

Judy (extracurricular)

Give an example of reducing stress.

How many activities are they involved in? Outside of school?

Felicia -

What do teachers do to increase stress?

Vickie -

What causes your stress? School? Home? Work?

Chris -

Food: Judy

Parents should be surveyed, parents are trying and they must understand what is happening and pick up on the cues.

Kevin: allow for short answer or variety box to check off on what is causing stress.

Potts: the time of year the question is asked will impact the response.

Mazzei - what lens - school or personal life?

Jesse - when she surveys at school, she considers it with a school lens.

Felicia - consider what other groups can do to help: consider mentors, counselors, etc.

Potts -

Have students ever been taught how to reduce?

5:30 - 5:32 Site Facilities (Sahagun)

Contract for new STEM, bid is done, \$17 million, done by Fall of 2017.

Came in at budget, will be able to do "add ons". (Mazzei)

5:32-5:39 Orientation Day (Mazzei)

Departments asked to take on specific topic (ex: Turnitin.com for English)

Lessons done by August 5th

Completed first two weeks of school. English felt the proposal did *not* address the issue concern about the interruptions. Dept Chairs reached a consensus, planner SS, Academic Integrity: Science, two weeks no more interruptions. Approved with modifications.

With - Did they understand that not everything could be done on the first day?

Potts - Did they realize the first day changed?

Mazzei- English department gets hit disproportionately since they have all students at all the grade levels, SDMC will have to continue to look at how to preserve instructional minutes.

5:40-5:45 Big Read (Mazzei)

Handout provided

Self-selected, minimum 150 pages, parents review. AS/AP may do required read or choose their own.

Assignment: due August 29th choice:

Option One: Color Poster (examples will be online)

Option Two: 5 journal entries

Two homework assignments

Judy has collected books through library and working with Ann Ken- 1,000 books in stock.

Classes may sign up or they will figure out how to get books distributed.

5:45-5:57 IVP Corner

Wednesday - April 27th - Board Study Session on Student Stress

21 Questions from Board through board brainstorm. Huge variance to questions, but in general focused on causes of stress and to what extent school can reduce stress.

Mazzei looking for volunteers to attend Wednesday.

Dupuy suggested people involved with extracurricular activity.

Chris C. questions focused on teachers and administrators.

Students will attend for Leadership Points ("Powers").

Chris C. and Potts volunteered to attend, along with Kevin Cano (huge applause)

SBAC - students like four days and having a weekend, wished they had known one test only took 20 minutes. Close to 95% completion.

Food: Judy

700+ AP tests being taken - optional, up from ~400 three to four years ago. Pleased that this is more indicative of student population.

Chris - would you consider a 'AP Study Day' for all students?

Mazzei, the cost of instructional minutes would undermine other activities. Judy suggested place that on the agenda.

5:55-6:00 Agenda items for 5/9/16 meeting.

Study Day

Study Session on Stress Board Report

Food for May 9th: Vickie Green, Arlene, and Matt Middough

Process Group Member: Matt Sahaguan

Food: Judy