

Berkeley High School Site Council
March 19, 2013, 4:15 - 6:00 p.m., Room 213, C Building
Minutes

Present:

Staff: Pasquale Scuderi, Anne Busacca-Ryan, Jessica Lopez-Tello, Dave Stevens, Robin van der Vegt

Parents: Rita Himes, Landi Ehnle, Satish Rao, Margit Roos-Collins, Diana Kuderna

Students: Sophia Olaya-Hermes, Shira Rothman

Absent: Janelle Bugarini, Laurie Rodney, Wyn Skeels, Alyssa Pace, Cooper Walton, Farah Otero-Amad

Others present: Ardarius McDonald, Lina Lamirande

Meeting called to order.

Beginning Business Items

- SGC Members sign in
 - Establish a quorum
- Quorum established
- Approve agenda
- Agenda approved.

Review of meeting norms (Information)

Group reviewed the importance of assuming good intent, treating speakers with respect even when one disagrees strongly with their viewpoint, and speaking up to redirect the tone of the conversation if one observes a breakdown of either of these norms.

2012 2013 Safety Goals Progress Report and 2013-2014 Safety Goals

(Information/Discussion)

Margit Roos-Collins, Safety Committee Chair, assisted by Ardarius McDonald, Dean of Students, and Lina Lamirande, Safety Committee members, presented the progress report and goals for next year. Highlights from the past year's progress: The Alcohol, Tobacco, and Other Drugs [ATOD] subcommittee completed a guidebook for helping one's student negotiate ATOD issues in the high school and it was mailed to all families. The Dean worked successfully with teachers to greatly reduce the number of students sent to On Campus Intervention [OCI] without referral slips. Members of the Bullying/Harassment subcommittee, working with the District and others, reviewed options and chose Olweus as most promising anti-bullying training and Jasdeep Mahli, Intervention Coordinator, has now been trained by Olweus to train others on staff. The Disaster Preparedness subcommittee, with funding from the Berkeley Development Group, designed and placed containers in every classroom to provide for basic needs in the event of an earthquake, shelter-in-place, or lockdown. The subcommittee also worked successfully with the

administration to organize a two-hour training for the staff members on the Disaster First Aid, Light Search & Rescue, and Fire Suppression teams.

The Goals and Strategies for 2012-2013 have served the committee well as guidance and there are still a number of strategies left to complete, so the committee proposes very few changes to the Goals for next year. Completed strategies have been removed and some new ones added, but the Goals have remained the same, including the assignment of high priority to the first three (reducing crime and incidents, reducing bullying and harassment, and preparing for disasters).

SSC members did not have changes to suggest regarding the choice or wording of the goals or strategies. Satish Rao encouraged the Safety Committee to move ahead with analyzing two things:

1. The amount of ATOD use students report in the California Healthy Kids Survey [CHKS] over time.
2. Compare the number of thefts and robberies reported to OCI to the number that students report in CHKS to get a sense of the gap between what's occurring and what's being reported to the school.

Implementation status of SPSA Action Items, presented by Pasquale Scuderi (Information)

Goal One: Increased proficiency and performance in academic language

- 1.1** 80 have completed the 3-day Constructing Meaning [CM] workshop so far; school may make training mandatory. Professional Development is being harmonized across the Learning Communities, with the focus on the literacy initiative
- 1.2** Still working on getting teachers to use academic language [AL] strategies. Some increase in posting of daily agendas. They don't always include an AL learning objective. Some teachers are using sentence frames.

Shira Rothman: for a course assignment, she observed one AMPS group of students for a day. What she saw was that in the classrooms where the teachers were organized enough to use sentence frames and post learning objectives, the students stayed on task. Where the teachers weren't doing those things, the kids who were prone to getting off task got into trouble – the same kids who did fine in the organized classrooms.

Sophia Olaya-Hermes: She has also experienced a huge difference in outcomes depending on whether her teachers were implementing these strategies.

Anne Busacca-Ryan: in her AP history classes, and in AP English, the students are getting a common vocabulary for how to frame their work. This year is her first time to use CM but she's liking it.

Robin van der Vegt: her students respond to the posted objectives and agenda. The students look at those, posted on the board behind her, and they refer to them to keep her on task. She also posts weekly agendas and homework on the board.

Pasquale Scuderi: There've been some discussions with the Berkeley Federation of Teachers [BFT] over whether these requirements infringe on the academic freedom clause in the BFT contract, but BFT is generally supportive of having posted agendas and learning objectives being part of each day.

Goal Two: Increased proficiency and performance in mathematics

2.1.1 Common pre-assessments administered in Algebra 1 and 2, Geometry, and IMP 2 and 3 [IMP = Interactive Mathematics Program]. Interim assessments were administered at mid-term [OR MID YEAR ??] in all math classes.

2.1.2 Use of pre-assessment to identify students in need of tutoring intervention is not where it should be. In Algebra 1 first semester, 43% of students got D's or F's.

2.1.3 They've made terrific progress in using Illuminate to help teachers link assessment results to instruction (addressing weaknesses observed from the assessments).

2.1.4 Yes, absolutely: administrators are focusing in their teacher evaluations on teachers' use of the assessments.

2.2.1 and 2.2.2 Did not get to these.

CSTP, referenced in the Action Items, stands for California Standards for the Teaching Profession. They are used in teacher evaluations. To see them, go to the negotiated evaluation form on the BFT website.

Proposal to ask Board of Education to clarify role of SSC (Information/Discussion)

Officers reviewed the results of the SSC Executive Committee meeting held in February: namely that Principal believes implementation is the proper subject of SSC inquiry and remains unpersuaded that SSC should examine the basis for choice of action items in relation to the goals. Officers recommended that Board be asked to clarify SSC role.

(Principal had to leave at this time).

Review of bylaws changes currently before the Board Policy subcommittee and possible additions/changes (Information/Discussion)

Roos-Collins reviewed with members the bylaws changes that SSC had requested from the School Board in March 2012, with no response to date except referral to the Board Policy subcommittee. These requested changes included lowering the membership and quorum numbers. Those lowered numbers are the ones that have been used by the SSC this year, as the BHS Administration and SSC Secretary were mistakenly under the impression that those two bylaws changes had been approved by the Board last spring.

Group discussed two additional potential bylaws changes for submittal to the Board: one, to extend the SSC term to mid-October for continuity of voting in early fall on the SPSA and to fill the gap until a new SSC can be formed. The second was to ensure that there would always be at least two SSC student members who would be returning to school in the fall, so that they would be present to make a quorum for the September SPSA deliberations and vote. Sense of the meeting that these were changes worth making and the secretaries were requested to bring a draft to the April meeting.

Comments from members of the BHS Community (Information)

There was no public comment.

