

AAC Topic Recommendations

2019-2020

- 1) **7th Period and early-release/late start scheduling:** This topic was researched during the 2015-2016 school year. The recommendation at that time was to create a plan of research, collaboration, and development between teachers, staff, administrators, and parents.
- a. High School recommendations: Late-start once a week
 - b. Middle School recommendations: work with elementary sites to schedule optimal times.
 - c. Elementary recommendations: early-release once a week.
 - d. Early-Release / Late-Start allows for ongoing professional development, fostering collaboration and professional growth.
 - e. The next steps: plan communications with the community and SMTA, present data to back recommendations.

7th period: suggested to create flexibility in scheduling for students and possibly smaller class size. This topic could be isolated to continue the early-release/late-start focus.

Suggested District participants: SMTA rep (to communicate at each level), communication and/or attendance by site administrators to discuss possible implementation plan.

- 2) **High School Brochures:** A working group, to create the High School brochure(s) as recommended in May 2018 and May 2017.
- a. The 2016-2017 recommendations: increase parent communications of the ways SMHS prepares kids for college and the application process.
 - b. During the 2017-2018 study sessions, AAC recommended two (2) “brochures” (not necessarily paper brochures)
 - i. Parent/Community brochure: showcasing all the SMHS offers, including a flowchart of course offerings (not just AP/Honors, i.e. the math continuum, science, etc.), enrichment, VAPA, etc.
 - ii. College Application and Readiness brochure: presentation of how the College and Career center meets and prepares students each school year.

Suggested District participants: HS admin/HS counselor to direct content of “brochures”

- 3) **Continued review of the AP/Honors policy:**
- a. Review offerings
 - b. Create the flowchart from 6th-12th grades, explicitly defining the prerequisites
 - c. Recommend a parent communication plan to explain the continuum courses, utilizing the flowchart to ensure all messages are consistent.
 - d. This topic may not need the full year and could be completed in the first half of the school year

Suggested District participants: HS and HMS counselors and/or department chairs to assist with flowchart and additional work towards liberalization.

- 4) **Challenge Success** – Work with the HS Wellness Committee to create a program that would broaden the idea of success beyond GPA to include independence, ethics, critical thinking.

Challenge Success: This is a District-wide program from Stanford. La Canada implanted the program in an effort to promote wellness, covering topics such as scheduling, homework, AP/Honors, and creating a climate of care throughout the District. Although there is no money to formally and fully implement this program, the group could read the book that accompanies the program to work alongside the Wellness Committee in continuing to develop programs/plans for District-wide wellness.

Suggested District participants: HS Counselor / Wellness Committee Rep

- 5) **Unfunded Mandates** – This is in reference to many of the unfunded special education services this topic came from a site administrator. I'm not certain the direction the AAC could take with this. I assume the idea might be to look at Rtl, reduction in a need for some of the expensive services.

- 6) **Declining Enrollment** – how this affects SMUSD

Subcommittees:

- Recommend adding members to the sub-committees with relevant background and interest per the topics. These persons would not be members of the larger AAC, but present to give input and assist with research at the subcommittee level.

Additional members would be added in the similar manner as the Homework Subcommittee two year ago. Members were added to HW subcommittee to include additional staff and parents. Staff members were suggested by Site Admin and parents were suggested from PTA's. They would be subject to similar criterion as AAC members (not financially benefitting), but would NOT be members of the AAC, just the subcommittee. Reasoning for this: allows for greater depth and participation specific to AAC topics. Also alleviates the complaint that AAC members are not chosen per specific topics, which would necessarily be wise as the term is 3-years an topics can last 1-3 years.