

**Menlo-Atherton High School
Shared Decision-Making Site Council**

12/7/2023

Unapproved Minutes

Approved on: 1/18/24

MEMBERS Present: Shionda Nickerson, John Giambruno, Elizabeth Santana, Erin Walsh, Stephen, Ready, Elisa Nosedal, Amala Raj, Sara Leslie, Ella Thomson, Silvia Torres Garza, Joanna Maldonado, Stephanie Cuff-Alvarado, Tina Lin, Zahara Agarwal, Eric Wilmurt, Randy West, Nichole Barlow

Guests: Andrew Stuart, Shu Rosenthal, Michelle Dehaaf, Lena Chane

Members not present: Tricia Barr (parent), Lupita Ruiz (parent)

Opening: The regular meeting of the SDMSC was called to order at 3:30 pm

1. Reviewed minutes from previous meeting

Motion made by: Elisa Nosedal

Seconded by: Amala Raj

Approved #: 18

Opposed #: 0

Abstention #: 3

MOTION PASSES: 3:40

2. Open Forum:

- a. Shoutout:
 - i. Finals focus week email from Karl was very helpful
 - ii. Looking forward Feel Good Friday
- b. Message from the Academic Department: low staffing and can use and NEED as much extra support as possible
- c. Condolences to Lucy, the community came together and the avenue of communication and opportunities to leave messages was helpful for those who wanted to share their condolences

3. New Course Proposals

Clarification: Is adding a course a trade off?

- All elective courses, the more elective courses available, to lower potential numbers in other courses

- Must balance staffing and shift allotment of staffing according to ability and availability to teach
- Start with less or smaller sections

Service Learning

Maribel Maldonado's letter, supporting more institutionalized service learning in combination with AVID and provide more accessibility to service learning for students who might otherwise not be able to access those services. How to do service, WELL. This class would be to teach and guide the students how to properly add value, rather than do harm if the help is not done with necessary background knowledge.

Service is a valuable tool that can give students a sense of belonging and purpose, connection and teaches resilience, studies prove this. It is a proactive and preventative

Service learning center provides students the ability to harness positive energy toward positive change,

Service proposal will be pulled as a class due to the nuances of offering credit for the hours of service.

Do we WANT to give credit for hours?

How can we promote, credit, validation,

Next steps: how can we continue to find pathways to

The course was not fully defined, and is not yet formalized and therefore will be a pilot program with a variety of students, outside the realm of course to allow students to build a plan to implement and execute service learning.

- Motion made by:
- Seconded by:
- Approved #:
- Opposed #:
- Abstention #:
- MOTION PASSES:

AP African American Studies

Stefanie Cuff, Chloe Montgomery, Mallory Byrne

The course would allow opportunity to learn Black History, AP elective, college board approved course

To apply lens through multiple disciplines to learn and approach African American history

Develop multiple fields, historical, literary, visual learning

Opportunity to expand on what they learned in Ethnic Studies at a college level.

No prerequisites for 11 and 12 graders

Group Questions and Comments:

- The more APs we offer, the more potential stress this can add to students, we need to consider the mental health of students. Rise of 504 due to anxiety and stress, often grade related.
- When we add AP, what lesson are we giving to students about their decision making and college career making decisions?
- An opportunity to diversify our access to AP by offering AP with no prerequisite
- Will students make the conscious effort to take AP based on interest, rather than pressure or fear based decision making
- Question: then why make it an AP? Why not just regular elective course?
- Student: Opens up AP track classes to those students who might not already be on that path, therefore this is a positive first step. GPA bump.
- Some student yet are not viewing History as potential social science career opportunities, this could open the door to it
- As it is an elective, and not a History credit, the stress levels will differ.
- How is the teacher going to be prepared?
 - Professional development? Training? Institute? For a new teacher to take an AP course.
- This course would be an opportunity to dig deeper into the history and understanding of many of our students and many of our demographic, providing a course where students feel seen and can identify with the history and feel currently relevant.
- This course will inspire students. These courses can be rigorous and inclusive, regardless of career choice, you need to know this history to know how to interact with the world around you.
- Student: so excited about course and wishes student had opportunity to take this course
- How would the grading differ to AP World or AP US history?
 - Diversify the way of evaluation
- Motion made by: Amala Raj
- Seconded by: Zahara Agarwal
- Approved #: 17
- Opposed #: 0
- Abstention #: 4
- MOTION PASSES: 4:28

Ceramics 4

There is not currently a distinct Ceramics 4 course anywhere in the district.

Group questions and comments:

- Creates an additional pathway for the few students pursuing a 4th year of ceramics.
- Students prefer to have Ceramics not as an AP because it serves as a source of art/creativity/serenity.
- Planning on being an F elective, but not yet submitted to the UC A-G
- Can students start Ceramics at M-A not at level 1 and not be a senior in Ceramics 4? Yes!

- Motion made by: Elisa
- Seconded by: Erin
- Approved #: 19
- Opposed #: 0
- Abstention #: 2
- MOTION PASSES: 2:19

Dance & Culture

First dance class at M-A in 30+ years! Sequoia, Carlmont, and Woodside have dance classes. At those schools, it starts as a part of P.E. then advances to Dance 2, Dance 3, Dance 4. We want to have it be a VPA first, so as not to step on PE's toes. course is dancing for art's sake, for artistic relevance, for self-expression. This is an avenue for students to see themselves in a course: delves into different cultural dances, the significance of those dances, and how they have transformed into the modern day.

Concerns: 1) We do not currently have a dance teacher, so would need to search for and find a teacher. Prop 28 funding is intended to be used to expand and add to our programs, and this is a great way to do so. 2) We do not have a distinct space because P.E. uses the dance studio.

Group questions & comments:

- Would not be offered next year.
- Would offer line dancing and other American traditional dances (square dancing)
- P.E. credit? Since we want it to be a VPA, it will be a VPA.
- Would this be Dance 2 after freshman year P.E.? How does it work at other schools?
 - At other schools, the dance teacher has a P.E. credential and teaches Dance I in P.E. and Dance 2-3 afterwards
 - At M-A, it would be offered for 9-12 alongside P.E. as a VPA.
- F elective? Yes
- Prop 28?
 - Specific to the arts
 - 80% of the money must be used for salary
 - Lots of plans for the money!
- How much of this is movement, how much is books? Are changing facilities needed??
 - While we do have more space for dance, we are currently down a P.E. teacher and this would put pressure on Bianchi/the current staff.
 - 25% lecture, 75% dance. Need to explore further about changing facilities!!!
 - Need people to manage changing for both boys and girls
- May not need to be approved tonight!
 - Motion made by: Amala Raj
 - Seconded by: Erin Walsh
 - Approved #: 17
 - Opposed #: 1

- Abstention #: 3
- MOTION PASSES: Yes

4. Review, Examine, Discuss our [Best Practices Sheet](#)

Policy vs Practice

- Tardies?
- Passes?

6. Adjourn

Motion made by: Randy West

Seconded by: Silvia Torres

Approved #: 20

Opposed #: 0

Abstention #: 1

MOTION PASSES: **Yes**