

Kaiserslautern High School School Advisory Committee
Minutes
18 Feb 20 @ 1600 @ KHS Info Center

I. Roll Call

Voting Members			
Name	SAC Position	Present	Absent
Garrett Bruening	Parent, Chair	X	
Kim Buis	Educator, Vice Chair	X	
Josie Brenner	Parent, Secretary	X	
Kimberly Branch-Ceniceros	Parent	X	
Debbie Dyer	Parent	X	
Glenn Pearrow	Educator	X	
Ken Robinson	Educator		X
Gena Wynn	Educator	X	
Tad Barnes	Student Representative	X	
Advisors			
Jacqueline Ferguson	Principal	X	
Lynn Rice	School Liaison Officer	X	
Sarah Dorosky		X	
Guests and Other Participants			
S. A.	Student	X	

II. Prior Items

A. Facilities update: A representative that can provide an update on the facilities questions of the committee was invited to the meeting. Shante Brown, is the new DSO and was unable to attend. These items (turning off the lights at night, renewable resources and the work order request for blinds or window tinting) were deferred to the next meeting in March.

B. Drug/Alcohol/Tobacco Usage Prevention & Safety

1. *Student Perspective on Restroom Doors and Backpacks.* Mr. Barnes reported on position on the student body.

- The overwhelming response was negative toward the ideas to remove the bathroom doors, no-backpack policy, or communal/cubby storage in the neighborhoods.
 - A student asked whether a no-backpack rule would mean that students could not use a binder. He stated that this would conflict with the organizational habits that are taught in AVID which utilize binders (there are some backpacks that function as binders that are used by students).
- The students stated that they would accept having military working dogs being near them and requested that this be considered so that they can keep their personal belongings with them.
- Chairman requested Dr. Ferguson provide SAC the actual text of the regulation concerning military working dogs interacting with students.
- If they must choose, students prefer keeping their backpacks and use the seminar session for the sweeps over options that mean that they must use their lockers and not have backpacks.

2. *Related Topics.* None discussed.

C. Continued Discussion on Recognition Program

1. Academic Awards Ceremonies:

KHS had the 1st semester academic awards ceremonies on February 4th and February 6th.

- Both ceremonies were well attended by parents. The underclassmen ceremony was held in the auditorium at the Kaiserslautern Middle School. There were challenges with the size of the room and seating. The upperclassmen ceremony was held in the KHS gymnasium. This location fit the attendees better but was less of a formal atmosphere. Certificates were presented for the Semester Honor Roll, Academic Athlete Awards and for the new Raiders awards (by nomination).
- Feedback: Parents in the meeting stated that students made statements that they felt uncomfortable with the ceremony. Some just did not like the attention and others felt that the ceremony was not something that was needed when in high school. Last year, Administration called honor roll students down to the Commons space and provided certificates with much less ceremony. Discussion centered around whether the academic pep rally would be a better place for the recognition, with just the students standing or something of that nature. It would not be an event for the parents, but would be student centric. Many parents in the SAC stated that this would be fine with them.
- Changes to the honor roll awards: Last year, students with 4.0 were awarded off-campus lunch privileges and all who were on the honor roll received the privilege of leaving for lunch 5 minutes earlier. This semester, the off-campus privileges for the 4.0 were continued but the 5 min early lunch was not awarded. After the ceremony, students stated they had wanted the 5 minutes reward to continue. In the SAC discussion, one teacher explained that it is disruptive to

have part of the class leave 5 minutes early. Dr. Ferguson stated she is hoping to look into awards like this to be used for other programs that will help develop school and class spirit. These would be programs where the classes compete and those that win get the awards as a group. While these are good ideas, there were some in the committee that noted that some people get rewarded with the group that did not make any effort toward the goal.

D. Advanced Placement Score Reporting

A parent had asked about the reporting of AP Scores by class at the January meeting.

- Dr. Ferguson explained that there are reports about the level of difficulty of the AP classes available online that include the test pass rates. In addition, letters were sent out to students with information about recommended AP courses based on PSAT performance. Releasing test scores for specific KHS classes could be misleading when making course selections as the teachers change. In the College and Career event on February 26th from 1430 to 1630 there will be a session on AP courses that will explain more about the best way to select classes for success.
- The College and Career night event will also include representatives from local colleges and universities and information about dual enrollment for 11th and 12th grade students that would like to take college courses for credit. Currently, students interested in this program must be accepted by the college, select a course that meets KHS curricular requirements by having it vetted by KHS, and arrange for the class attendance on their own. Students/parents pay tuition as required by the college or university. The process is lengthy and the complexity probably deters students from taking advantage of the opportunity.
- Chairman recommended that if a formal 'dual-enrollment' program is not ready for the 2020-2021 school year, that Counselors provide students a 'how to' guide to help interested students pursue college credit. Such a guide would include historically approved classes and a discussion of options locally available.

III. New Items

A. None.

IV. Reports

A. Transportation Subcommittee (Ms. Buis)

1. The team has looked at the vast distribution of students in KHS. Busses serve 700 students, for families associated with three bases that are 24 miles apart and live in over 100 villages. The DODEA guidance for student transportation is that the pick up and drop off should not be more than one mile from the student's residence. The late bus drop offs at Landstuhl and Sembach do not meet this guidance.

2. Goals of the committee are to help arrange late bus drop offs that are closer to home to encourage student participation in after school activities and tutoring and to provide a transportation option to Ramstein Air Base Kaiserslautern Military Community Center to facilitate student employment.

3. Sub-committee considering surveying students and parents to measure the interest/need for this transportation support.

B. Principal (Dr. Ferguson):

1. Dr. Ferguson shared a presentation on [“Active and Authentic Learning for Generation Z: 21st Century High Schools”](#) (attached) where she discussed different educational models that would best fit the needs of the students while optimizing use of KHS’s unique, neighborhood design. She is asking for feedback from the committee at the next meeting.

C. School Liaison Officer (Ms. Rice)

1. No information to pass.

D. Student (Mr. Barnes)

1. Working on many school events but no other items to pass to the SAC.

V. Review of Calendar.

A. Remaining Meetings at 1600 at KHS Information Center: 17 Mar 20, 21 Apr 20, and 19 May 20.

B. School Advisory Board (SAB) Meetings at 1600 at KMS Library: 24 Mar 20 & 26 May 20.

VI. Read Back of Taskers Arising from this Meeting

A. Dr. Ferguson requests Ms. Brown attend the March meeting to discuss facilities.

B. Dr. Ferguson provide text of regulation concerning military working dogs and students.

C. Transportation subcommittee will consider a survey to assess community interest/planned utilization for added transportation support.

D. SAC will need to start preparing the end of the year report which is due June 1, 2020. Dr. Ferguson will send a copy of previous versions of this document to Lt Col Bruening and Ms. Brenner so that they can get started.

E. SAC members to review the options offered by Dr. Ferguson in her presentation in order to provide comment/feedback at the next meeting.

VII. Announcements: None.

VIII. Adjournment: 1700

Active and Authentic Learning for Generation Z

21st Century High Schools

Departmental Model

- Departments and faculties of different academic subjects are separate and distinct.
- Each department may also have its own head that is responsible for different aspects of the department.
- Educators in that department may report to that head who in turn reports to a higher level administration, such as the principal or head of a school.
- Educational institutions using the departmental model often provide [traditional education](#).

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Integrative Model

- An [interdisciplinary](#) organization that combines, rather than separates, academic subjects, faculties, and disciplines.
- A departmental structure may be in place for each field or discipline, but the physical organization of the educational facilities may place different subject-based classrooms or labs in groupings, such as in a defined area, wing, or small learning community. For example, each grouping may contain co-located classrooms with different instructors focusing on math, English, and Social Sciences near to a [Science lab](#), [Makerspace](#), or [Vocational shop](#).
- Support spaces for instructors, such as offices or workrooms, and for students, such as seminar rooms and common workspaces, may also be located directly adjacent or nearby.

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Examples of Team-Taught Interdisciplinary Classes at New Tech High

- Schools Global Issues: English and Geography
- World Studies: English and World History
- American Studies: English and U.S. History
- Political Studies: English, U.S. Government, Economics
- Scientific Studies: Physics and Algebra 2
- BioLit: Biology and Literature
- Environmental Studies: Environmental Science and Environmental Issues
- Biotechnology Ethics: Biology and Psychology
- Link to Article: http://www.designshare.com/images/chap6_designing_new_learning_environments.pdf

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Project Based Learning Model

- A model that supports students "learning by doing." It may or not be fully interdisciplinary in its organization of subjects.
- Unlike traditional, teacher-led classroom-based instruction, students often must organize their own work and manage their own time in a project-based class, with an emphasis on student collaboration and hands-on work.
- It involves independent research, real-world experiences, opportunities and requirements for students to present and defend their learning, to practice and rehearse. Student projects are at the core of their learning.
- A greater emphasis on student collaboration spaces and workspaces, such as individual study and group seminar rooms, and workspaces such as Makerspaces and rooms with 2D or [3D printing](#) and production. The design is student-centered, meaning it is to support the project work, not primarily the convenience of the teachers (e.g. classrooms).

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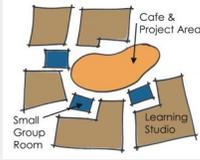
Small Learning Communities (SLC) Model

- Provides a more [personalized learning](#) environment.
- A cohort of students and instructors may stay within a given SLC from grade to grade. Teachers in the SLC usually have common planning time to foster collaboration, development of interdisciplinary projects, and to track progress of individual students across subjects. These include several types, including: Theme-Based SLCs or Focus Schools, usually formed around a specific curricular theme, such as "Success Academy" or "Humanities"; grade-based SLCs or Houses, such as Freshman Academies which are structured to support students transitioning into higher-level schools; Career Academies, developed around a career theme or [Career Clusters](#); Magnet Schools, career-themed SLCs that include accelerated course-work for Gifted & Talented students.
- SLCs are designed into separate clusters or groupings, often with a central common or flexible learning area at its heart of the cluster, with a variety of learning and group meeting rooms opening onto it, including several classrooms or learning studios, a science lab, and potentially a makerspace or vocational shop. A school would have multiple SLCs, often with between 100 and 200 students.

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Example of Small Learning Community (SLC)

- This pattern takes the finger plan and makes whole so that students occupying an SLC (in a finger arrangement or any other such separate grouping) can truly feel that they belong to that SLC.



Link to Article:
https://www.laschools.org/fs-general/download/LAUSD_SLC_final_072805.pdf

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Academy Model

- Includes specific themes or grades-based organizational groupings within a single institution. These are sometimes referred to as "Career Academies" or "Career Pathways".
- The school may be organized along largely departmental or integrated models, with specially courses geared towards the theme or focus of each academy provided within each academy and the students be enrolled and following their academy's prescribed course of study as they take courses in different departments.
- Alternatively, the school may be organized with each academy providing its own core and specialty themed courses.
- A possible common area with each academy's themed spaces adjacent and observables by students in other academies; or in a similar manner to a SLC or school-within-a-school, with each academy co-located with their specialty space. For example, a justice-themed academy may have a fully functioning country courtroom off of the commons, such as along the "Main Street" in the [Jack E. Singley Academy](#)

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Design Models from Innovative Schools

Table 6.1 New Learning Environments in U.S. and U.K. Innovative Schools

	Columbus Signature Academy	New Tech High @ Coppell	The Met	High Tech High	New Line Learning Academy
Primary Student Work Area	Learning studio	Dual subject-matter learning environment	Advisory/project room	Clustered classroom/common studio	Learning plaza
Presentation Space	Presentation room	Large multigroup collaboration zones	Commons	Commons	Learning plaza
Large-Group Space	Multipurpose room	Large multigroup collaboration zones	Commons	Commons	Learning plaza
Extended Learning Spaces	Breakout area and project conference room	Corridor alcoves, project planning rooms, media library, and outdoor benches	Conference rooms, meeting rooms, and commons	Small and large conference rooms, common studios, and commons	Learning plaza, waiting holes, and caves
Specialty Labs	Graphic, media, and science labs	Science	Fabrication	Biotech, engineering, art, music, multimedia, and digital arts	Art, technology, and science
Furniture	Rolling tables and chairs, and flip-up tables	Mix-and-match tables, ottoman chairs, and sofas in extended learning spaces	Cushioned seats, ottoman chairs, and flexible tables	Benches in extended learning spaces	Modular tables and mobile lecture-style amphitheater seating

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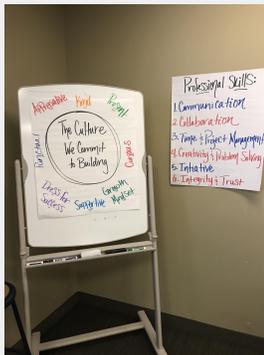
Academy Schools:

- Varied in Size and Staffing
- The larger school had 7 "Academies" in year 2 of implementation
 - Academies: *Arts & Communication, Business & Entrepreneurship, Engineering & Manufacturing, Health Science, Human Services, Science & Technology, Freshman Academy*
- The smaller school had 4 "Academies" in year 6 of implementation
 - Academies: *Business, Communication, Entrepreneurship, Engineering, Manufacturing, Technologies, & Natural Resources; Health Sciences and Human Services, Freshman Academy*
- Open Concept Building



The 4 Cs

- Critical Thinking
- Collaboration
- Communication
- Creativity



How do you know if it's working?

- Students talk about electives differently
- Students report feeling "ready" for the next step
- Attendance issues have decreased
- Discipline issues have decreased
- Engagement in high school program decisions have increased
- Students report feeling "empowered to be professionals"



Thoughts?

