

**Notes: Monday, July 14, 2008 5:00 pm**  
**Booker T. Washington High School for the Performing and Visual Arts**  
**(BTWHSPVA)**  
**Site-Based Decision Making Team Working Group**

- Compile list of various “constituencies,” their point-people and their mission/objectives, ascertaining areas of overlap and/or synergy.
- Fonda Arbetter is BTW PTSA VP of Communications and Susan Swain is web master: [www.btwhsptsa.org](http://www.btwhsptsa.org) . Compare web site with Web PTN (Texas PTAs free web site vendor) functionality.
- Advisory Board web site: [www.artsmagnet.org](http://www.artsmagnet.org)
- Develop message/marketing piece/survey for distribution to teachers (and others?) at the beginning of the school year clearly stating what SBDM is and our mission, goals and objectives for the year to minimize ambiguity and misunderstanding and maximize buy-in.
- Need a “Grand Unifying Vision” expressing a bright and bold future for the school that teachers, student, parents, can rally around.
- Compare/analyze the various constituent bases – PTSA, Alumni Association, , Advisory Board, SBDM, Guilds and others to maximize buy-in, membership and participation and active communication at every level.
- Name change in the wind for BTW?
- Karon Cogdill: “EA” class could/should/used to be mandate as a summer requirement before freshman year. Strongly recommends to EVERYONE INVOLVED AT ARTS reading Paul Baker’s *Integration of Abilities*.
- Not all teachers at BTW are trained as TAG teachers? (need to understand how to teach to this group in terms of learning style, etc?)
- Legislative action against State Lawmakers (?) -- with respect to testing mandates and curriculum requirements that drive “teaching the test” at the expense of more creative work and “real” learning.
- Tom Chambers strongly encouraged Staff Development, bringing in an outside speaker/motivator, to be held at the “Ranch,” which is still available by donation for such purpose.
- Obtain feedback, testimonials and documentation from BTW graduates on their sense of their “personal preparedness for college” to gauge the strength and effectiveness of the BTW academic curricula.
- How to deal with, and exit if possible, sub-par performing educational production units, i.e. – teachers? (*Clearly this is not an SBDM function but the issue continues to have a significant amount of “Parent Mind Share”*)
- Proposed that SBDM assist with Advisory Board fund allocation (if for students then based on “standards”, performance, *artistic ability*, need?)
- “Private Funds” such as “Rees – Jones, Orich Levy Wolf, etc? Also need “budget transparency” (clear amounts, sources and allocations) and coordinated effort?
- The group/team stresses the need for a collaborative operating approach parents/teachers/community/advisory, etc.
- Develop “Mutual Understanding Agreement” that will govern the dissemination of information by committee members discussed during meetings deemed inappropriate for public disclosure.

**Notes: Monday, July 21, 2008 5:00 pm**  
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**Site-Based Decision Making Team Working Group**

- “EA” stands for Elements of the Arts; “IA” stands for Integration of Abilities. Use of EA and IA was very beneficial but through their demise, “life has been sucked out of the programs” at Arts. (*Clarification on this very important founding concept of BTW*)
- It was strongly recommended that contact be re-established with Brent Hasty (*BTW alumnus*) believed to have achieved his Ph.D. in Curriculum Development.
- More recruitment for students (outside of the traditional Greiner/Lanier circle) can and should be done.
- How does the Advisory Board work, for example, in determining qualification for and allocation of funds?
- Connect with the Washington/Lincoln Alumni Association as a constituent. (They have 2 seats on Advisory Board presently) (Spearhead a biographical history project of those senior members still living.
- Request Paul Baker, who is 91 or 92 years old by now, or his daughter to speak at a retreat or other function.
- Already there is not enough space at Arts?; Principal’s office is tiny.
- There have been issues with “the Move,” back downtown, i.e. – some items never made it over (were likely stolen) while others yet remain at Nolan Estes.
- The intercom system is such that announcements cannot be heard in some parts of the facility.
- Patsy and Gutscheide (sp?) groups still need help with arranging things.
- Appearance: can/should the hallway floors be stained/sealed? Other concerns about acoustics, colors, etc?
- The walls: nothing is allowed – murals, other artwork – on the walls. (*Comment: Seriously? An arts magnet where art is disallowed? Unconscionable!*) Find the decision-maker and process of reaching that decision to see how it can be amended to enable the students to begin to “take ownership” of their institution. (*We have since then learned that after “Punch List” items are completed this will likely be allowed*)
- Drug/*Substance Abuse* Intervention Program: greatly needed, particularly in the wake of the James Kings situation (*it should be noted that no drugs were detected in his system based on autopsy report*). To do nothing is to discount the value of his life through his death. This concept should also provide (private) guidance/assistance to the family as well as the child.
- “Students have no rights.” Define and explain this further. Drill down to implications for the overall health of the school climate, i.e. – lack of trust in the faculty on the part of the students.
- Student reps should meet regularly with faculty to begin to rebuild lost trust that existed in years past.

- Dealing with Bureaucracy: teachers need to request field trips 6 weeks in advance (*DISD rule based on liability issues?*) whereas once upon a time a class could pick up and go to the museum, for example, at a moment's notice if a teachable moment was at hand. Solution – “front-load” permission slips. (“Global Permission Slips” at beginning of year to access the entire Arts Village?)
- More teacher collaboration is needed to identify and deal with students who are slipping and falling through the cracks academically or in other ways. “Treat the whole child” by showing them that as an institution we care about them as people first and foremost and as students second. *“Intervention for Success”. The intervention piece is missing as some kids fail 4 or 5 classes?*
- Bring back the best practice of the “Review Committee” which is a detailed analysis of each student by all Clusters and Academics to understand where they are being successful and where not, how to reach them “save them” before it is too late?
- There is a great need for students’ achievements to be celebrated within sight of their peers, through the use of letters of recognition every 6 weeks, for example, to those students who make noteworthy accomplishments.
- Promote *“Praise and Celebration”* with students on the part of faculty *and entire school community*.
- How do we plug into Academic and Artistic successes for the benefit of the student, with each “side” working together?
- How can we incorporate On-line summer learning, for example, like Irving ISD?
- Can we create banners, for example, to praise current students, allowing them to begin to create a legacy that incoming students can “inherit?”

Possible Tagline: BTWHSPVA, “Nurturing the Whole Individual”

**Notes: Monday, August, 2008 4:00 pm**  
**Booker T. Washington High School for the Performing and Visual Arts**  
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**Site-Based Decision Making Team Small Working Group**

- Harlan, Peggy and Karen are working on the Creativity/Morale Booster Committee to glean a pipeline of creative speakers and resources/ideas for throughout the year-staff development, etc.
- Mark Wagenhurst is heading the "Save the Child-Save the School" Committee to celebrate successes in the academics/arts and find problems with students and fix them before they become issues.
- The issue of lack of trust between students and faculty was discussed again (as a summary of one of the key comments from the last small group session) and possible remedies were addressed.
- Also "Review Committee" best practice was brought up again (appears to have been one of Paul Baker's tenets? Three signature contract between: student, parent, faculty)
- Tracie Fraley will have a Student Leadership Committee, which will meet with her frequently to discuss issues and concerns. She is aware of and has handled many of the unique issues we face?
- The possibility of the repeat of Abondanza (*annual Choir Fundraiser event*) was discussed since it was such a school wide collaborative event.
- The possibility of each cluster presenting 30 minute "performance/Cluster teasers" was discussed.
- Audience decorum training/teaching (in particular at this school of the Arts) was discussed/proposed.
- *Candid comments from our two students were presented: best respect for teachers that made them work/demanded a lot, teachers that are "hard" but fair and care; some students just come to BTW to avoid going to own schools and are "indifferent" (at best) to academics; some teachers may not appreciate that the arts take a lot of time/work/lack of balance between arts and academics?; students would appreciate it very much if all teachers showed appreciation for students' artistic/Cluster accomplishment by showing up at their performances/shows/art exhibitions, etc...*
- *All teachers should be required to go to at least one performance (Paul Baker concept?)*
- "Cafeteria Bulletin Board" of all on-going events at the school or some type of "Community Call Board" at the entrance of the school (that the kids could decorate, etc.)
- "Creations" (is a student directed multi-arts collaborative show) vs. "Taste of the Arts" (more recent annual BTW fund raising event came up)
- The agenda topics for the August 14 SBDM meeting was discussed.

Rubi has many innovative speakers in mind. Reports from various subcommittees will be presented.

- The possibility of forming student study groups was discussed.
- The possibility of reinstating the Review Committee was mentioned. Cluster and academic teachers would suggest "problem" students who need to appear with their parents to discuss student standards necessary to remain at Booker T.
- The necessity for a school wide calendar with visibility for all who entered the school seemed to be agreed upon by all committee members.
- Lily would like to see a collaborative Alumni Concert this school year where the current students could see Alumni perform and Alumni could get to see the students perform....or there could be some collaboration between "past and future"?