**Earl Warren Elementary**  
**Transition Meeting #1**  

<table>
<thead>
<tr>
<th>Item/Time Limit</th>
<th>Action/Activity</th>
<th>Facilitator</th>
<th>Follow-Up (Task, Who, Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome- Purpose (5 min)</td>
<td></td>
<td>Carolyn Olsen</td>
<td></td>
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<tr>
<td>2. Ice Breaker (15 min)</td>
<td>Introductions and 3 things about each person</td>
<td>Group</td>
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<tr>
<td>3. Review/Addition of Meeting Norms (5 min-15 min)</td>
<td>Hand out and review with team</td>
<td>Carolyn Olsen and group</td>
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<tr>
<td>4. Charting Activity: What programs, activities, culture, goals, traditions etc. define your school. Each school goes to chart paper and identifies: 1. Current School Culture/Traditions 2. Academic/Curricular programs 3. Professional culture and staff development (What we do now...what we want to try in the future, for all) (40 min)</td>
<td>School teams Post-its on chart paper</td>
<td>Carolyn Olsen, Manuel Huezo Mary Jett</td>
<td></td>
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<tr>
<td>5. Identifying commonalities between schools (15 min)</td>
<td>Teams highlight</td>
<td>Principals</td>
<td></td>
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<tr>
<td>6. Identifying the most important things to keep from closing school. (20 min)</td>
<td>Teams use Sticky dots to ID</td>
<td>Principals</td>
<td></td>
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<tr>
<td>7. Next steps (10 min)</td>
<td>Group</td>
<td>Principals</td>
<td></td>
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<tr>
<td>8. Next meeting</td>
<td>Group</td>
<td>Manuel Huezo</td>
<td></td>
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</tbody>
</table>

**Participants:** Transition team members from Joseph Bonnheim, Earl Warren, and Peter Burnett Elementary Schools
## Transition Team Meeting #1
March 18, 2013

### Meeting Norms

| Leadership | • Agree to provide needed guidance when asked  
|            | • Allow others to voice opinions and assume responsibilities  
|            | • Encourage the group to move toward their goal  
|            | • Facilitate meeting  |
| Decision-Making | • Listen to the opinions of others  
|                | • Identify possible courses of action  
|                | • Is willing to make a choice when the group needs to come to a decision  |
| Trust Building | • Contribute to a positive atmosphere  
|                | • Disagree respectfully  
|                | • Follow through on commitments  |
| Turn Taking | • Listen when others are talking  
|             | • Offer supportive statements  
|             | • Invite responses from others  
|             | • Acknowledge others who have spoken  |
| Active Listening | • Ask clarifying questions  
|                | • Stop other activities to listen  
|                | • Silence cell phones  |
| Conflict Management | • Listen to the views of others  
|                  | • State views without becoming defensive  
|                  | • Accepts the group’s decision graciously  |
Chart Activity

1. Describe a typical day at your school. Focus on the structures in place that define your school culture.

Suggestions for inclusion:

- Start time
- Classroom opening procedures
- Primary grade start of the day
- Intermediate start of the day
- Recess and lunch
- Support staff
- Use of parent resource rooms
- Meetings times and structure
- Programs that welcome parents
- Community partnerships
- Fund raisers
- Field trips
- End of the day activities
- Discipline policy
- Conflict resolution
- Parent nights
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