

SITE COUNCIL MEETING MINUTES

October 2, 2019

In attendance:

Flora Pollack

Maxine Latterell

Roger Kirchner

Chris Frazier

Sonya Harvey

Anne Meadows

Lisa Zuniga

Trisha Parks

Beth Bundy

Convened: 3:40

Introductions: 2 parents/2 students/2 teachers/1 alumni parent/2 administrators

Minutes from last meeting reviewed and approved:

Discussion as to placing minutes via Sorena on website once approved. Decision to delete embargoed information as to graduation rates from last week's minutes. Frazier explained where and how data was derived and mentioned that in next few weeks the information would be made public. Movement to approve removal of embargoed information from minutes. Seconded.

Agenda reviewed from Zuniga:

By-law review

Committee determination (2 suggested)

- I. Committee make-up and purpose discussed. Zuniga's vision to use data to determine meaning of statistics around graduation rates.
 - * Is AVID the only thing to be considered?
 - * Should course load, gender and other factors play into the data work of this committee?
 - * Frazier offered to pull data as requested. Zuniga cited old data from 2013 and the teaching and learning goals of that time. These seemed worth revisiting.
- A. Suggested meeting times with process of a. Data review b. How to use it
 - Parks sought clarification as to how efficacious this process might be. Suggested it might be more efficient to have individuals go through data first and bring that to committee synthesized.

- B. Maxine noted she is learning about the meaning of by-laws and was not ready to comment.
- C. Parks brought 21st Century School council by-laws to be helpful in process.
- D. Zuniga suggested that learning/instruction be one committee and school climate be another. Roger sought clarification on this as “reinventing the wheel” doesn’t make sense.
- E. Frazier clarified that school climate is a big umbrella and making it more concise would be useful. Parks said that she reads that this goal comes down to building relationships with students. Discussion ensued as to how we would determine what school climate meant and how relationships are addressed in general. Beth mentioned that peer to peer relationships important and there is an overlap between instruction and relationship. Harvey pointed out that facilities and students’ relationship with space matter too.
- F. Parks proposed letting committee proposal season for a month as we want to keep focus on goals already set. Zuniga felt like she wants more than just information on race and gender and feels Avid not adequate if other issues at play. Frazier clarified team that convened to make the goals on Avid strategies and relationships in the first place. Parks wanted to consider if goals or data should come first. Frazier reminded us that we are coming from zero as there was no Site Council in place last year. Consideration that “keeping things simple” is favorable and an effort was made to keep goals at Franklin consistent with District goal and race is a common data point.
- G. Parks wishes to see the Professional Development calendar and have a sense of current practices in order to get measurable goals. Beth mentioned she is not familiar with Avid per-se, but does many things that are “best practices” with Avid flavor. Frazier mentioned that some pre-assessment on faculty Avid awareness has been done but agrees measurement is a bit tricky.
- H. Meadows notes that it is hard for school staff to quantify different variables, specifically relationships with others
- I. Maxine agrees with Meadows as she believes that students are learning every day and that once she met more staff she was able to build those relationships with teachers and classmates but that is hard to show that in numbers
- J. Zuniga states she doesn’t know if meeting Avid use goals necessarily results in higher graduation because there may be other factors that we are not being considered.
- K. Parks says she doesn’t know data on how many students are in AVID and Frazier provided information. Parks wants to see who the individuals in AVID are and points out value of tutorial. Zuniga mentioned that AVID is a choice but discussed that there are lots of other students falling through the cracks. Frazier mentioned that the Franklin goal is best practices, not necessarily just an AVID class. He is advocating ways to bring more engagement via AVID type strategies. He offered to pull AVID data if desired but wants to see implementation. Beth, too, wants to know why students are dropping out and

suggests more Design Thinking process and using empathy to first get information before designing goals. She suggested this process of empathy work might help with goal setting for next year and she offered her skills in this area. Data/Individual Research/Notes on wall and looking at overlap but noted the Discovery--the WHY--is important first step. Zuniga liked this idea and Beth offered to step up. Parks commented that heart and feeling versus our measurable task as SC is at play.

- L. Zuniga likes the action element of FHS goals and Bundy points out the need to talk to students about their stories and experiences. She mentioned story way to understand experience and Anne (note-taker) concurs. Empathy based.
- M. Step-Up and many other groups/programs would be a resource (IAM Academy, Raphael House or the Advocacy Center) Frazier discussed process of conversation with students who choose to leave FHS.
- N. Zuniga proposed coming back to choosing committees and let this smaller group decide what data beneficial. Bundy feels Design work not a separate thing but part of the process. Parks thought it sounded helpful
- O. Discussion of what data we do need. Maxine, as student rep on School Board, said she could get data desired as she participated in Smart Goals formulation.
- P. Harvey took notes as to what data desired: age/gender/ethnicity/attendance. Frazier has all data attendance and can provide data. Flora feels test data can be deceptive as to real information; Bundy reminded that is why empathy model useful.
- Q. Roger inquired how we determine what a student's special needs as to scheduling. Frazier clarified process and how we get to data and alter schedules based on individual circumstances as well as on mental and physical health. Student reps mentioned they are above requirements but have abbreviated schedules.

School Climate: Clubs

Organizations

Franklin Ambassadors

Advanced Scholars

Passion Impact

Athletics

Dance/Music

Robotics

Key ask: "What programs are you in? What gets you to school?"

Students mentioned value for active students to have abbreviated schedules as seniors, especially in terms of their happiness.

II. By-laws

Parks offered to look at these and compare them to the 21st Century School Councils work

Roger weighed in on efficiency in this data dissemination as he likes to use a Word doc.

III. Dates

- Decision to maintain dates for meeting first Wednesdays for year.
- Sonya made available notes from previous years.

A. Zuniga/Parks asked Maxine and Flora how they would respond as to why they come to school. Students discussed how their parents' experiences informed their lives. Beth felt it is a good practice for all of us to consider why we came to school.

B Group discussion on Equity work of last few years and Frazier brought it back to current situation and our efforts that all staff has "focal" students to encourage our intentionality.

C. Teacher Meadows pointed out that our classrooms are composed of students from diverse learning levels, high-fliers, those who are struggling academically, students with 504, IEPs, etc, etc.

Meeting concluded on time at 5:00 pm

Minutes taken by Anne