

NOV 1, 2023 SAC Meeting Minutes:

OCT Meeting Minutes: [October 4 SAC Meeting Minutes APPROVED](#)

Roll Sheet Link- Sign In Sheet: [November Roll Sheet](#)

Facilitator - Roll call of SAC members:

Parent Members		Admin & Staff Members		Community Members		Students SGA reps	
Sam Vitiello (F)	P	Dr. Payne	A	Carolotta Stafford	P	Candelaria Beatty(HS)	P
Lauren Bell (S)	P	Ms. Solomon	P			Who? (MS)	
Aubrey White (O)	P	Ms. Gray	P			Zoe Soskin & Jocelyn Li	
Michael Wang	P	Ms. Neu	P			present for MS although	
Kristine Ho	A	Ms. Geiger	P			MS SGA isn't functioning	
Anne Dorn	P	Dr. Alberti	P			yet.	
Marte Smith	P	Ms. Lennon (Present for	P				
Eva Anderson	P	Dr. Payne					
		Admin Team					
		Ms. Harrison	P				
		Mr. Gilken	P				

Agenda- [November 1 SAC Agenda](#)

To submit a topic to be placed on the agenda next SAC meeting please use: [SAC Input Form](#)

Executive Summary of Minutes:

- Several issues raised in SAC by parents and students have been elevated and worked on and we are seeing some positive results. (In SAC update section)
- Transitioning staff - building engineer, equity coordinator, climate staff. (principal's report)
- Implementation of Kooth - student mental wellness. (principal's report)
- HS SGA planning events including a student townhall and friendsgiving on Nov 21
- MS SGA no elections yet for 7th and 8th - had one planning meeting for events. They need support.
- HSA fall membership drive in full swing, \$85,000 worth of grants being disbursed, Sixers night out fundraiser on Dec 15, roof beautiful planning underway.
- Comprehensive conversation about APs with Mr. Justin Gilken. (there is a summary of points under that section)
- FACE office - parent portal training and volunteer clearance training.
- SAC accountability: SAC is synthesizing all the input received from the community via [SAC Input Form](#) and sorting items by topic for committee discussions and presenting to admin and the school community **with our recommendations:** [Volume 2: 9/28/23 - 10/25/23 - SAC Input Form Synthesis](#)
- HS students are not being allowed to sign themselves out for an internship or job without a parent physically present.
- Question regarding the 4 non teaching positions for teachers and position description: SBTL, enrichment, intervention, and climate manager
- This new language in the student/community handbook removes a student's right to due process. Last year, the baseball team forfeited their season because of an allegation that when investigated cleared them.
- No more microwaves in the cafeteria as this is against district policy.

***Please see committee sections for summaries of each committee's report

1. Welcome and Approval of Minutes: - [October 4 SAC Meeting Minutes APPROVED](#)

[November 1 SAC Meeting Minutes](#) for approval

Approval of Minutes for Oct 4th meeting Motion to Pass: Sam Vitiello Seconded: Aubrey White Motion Passed

2. Rules and Norms- SAC - [SAC Purpose / Norms Slide](#)

3. SAC Update: Facilitator:

1. Bathroom fixes are happening
2. Teacher vacancies in 5th and 6th filled
3. Mission and Belief statements will be restored to the website
4. Portal notifications in plain text format
5. Open houses and shadowing opportunities
6. Roof - garden side opened
7. Students fluent in Spanish placed in Spanish 3
8. Homework due at midnight or the next day will be posted in google classroom by the end of the period in which it is given

Facilitator: We want to thank our students who are taking their opportunity to voice their concerns in SGA, SAC, PreSAC and Committee meetings and the parents and staff who are participating in discussions in our committee meetings for your time and input.

Many topics and concerns brought up here at SAC meetings and at various SAC Committee meetings have been lifted up and followed through and we are seeing some positive impact on the student experience at Masterman. Here is an update on some of the progress.

1) School Bathrooms - raised here at SAC last month by Safety and Facilities and we followed up on with admin and district and there was a complete inspection of all bathrooms done by the District Facilities office — along with AS Gordon and Dr. Payne and summary of the repairs and schedule time for fixes is in the Safety and Facilities Committee report. Mr. Gordon has requested from the SAC and S&F committee with him in the next week follow up to ensure all items listed are addressed. Thank you Dr. Alberti.

2) Teacher Vacancies in 5th and 6th grades were raised here at SAC and T&L. The good news is Ms. Kemp started this month and is all settled in for 6th grade and Mr. Beck has been offered and accepted a permanent 5th grade position. He is already in the classroom as a sub while he goes through the District onboarding process.

3) The Masterman School Mission and Belief Statements, a product of an accredited Middle States Process, will be back on the website until such a time a new mission is evolved through the Middle states process getting underway at our school right now. thanks to the work of C&C for all their work on this

4) Climate and Culture also elevated an access issue with school portal notifications and starting last Friday the school newsletter comms will also be disseminated as a plain text notification. Thanks Mike and Aubrey

5) There were many many requests for Open Houses and the Ad Hoc committee for HS admissions advocated for them and we had 3 open houses - 2 virtual and 1 in person and 3 days of shadowing opportunities for our 8th graders to shadow students in 9th, 10th and 11th grades. Thank you Anne Dorn for advocating and Thank you Mr. Gilken and admin for organizing.

6) Limited access to recreational and play space was raised by the Health and Wellness Committee as a mental health issue along the conditions of Masterman bathrooms. The garden portion of the roof was finally opened on Oct 23rd after nearly a year of advocating for it to be opened. Thank you Carolotta and Eva .

7)The issue of HS students who are fluent/proficient in Spanish being placed in Spanish 1 and they have been placed in Spanish 3.

8) The most remarkable story of concerns in committee to action was when parents raised the issue of homework being assigned late in the eve with midnight deadlines. Ms. Harrison proactively reached out to Ms. Neu asking about concerns discussed in T&L committee and she as the chair was able to provide the feedback and this was immediately addressed in the faculty meeting. Administration has shared with faculty that homework needs to be assigned and expectations need to be set with students before the period ends for it to be due by midnight or the next day. Thank you, Ms. Harrison and Ms. Neu! I want to thank all the SAC member parents, teachers, community members for their time and efforts that make all of this possible.

SAC members want to particularly thank the students for their engagement. They are driving conversations, offering their perspectives and adding a dimension to discussions in committees that make it so much more meaningful and productive. We ran a raffle of participants in last month's meetings and the winner is Gavriela Kalish-Shur. I will reach out to you and get you your Masterman swag.

Speaking of which - We thank the HSA for their incredible partnership and are grateful for the swag and all the other things that make SAC function in a more efficient manner. We appreciate the relationship and collaboration with the administrative team to elevate student and community concerns and work towards positive solutions.

4. Update for Principal Dr Jeannine Payne from AP Lennon -

Building Engineer is transitioning:

Ms. Lennon: I do want to inform of some new changes in staffing that is coming up that has just arrived over this week. So our current building engineer who helped lead the roof concerns, Kareema who's leading the work with the bathrooms. So, this is SDP process and we are not going to get into it but she is being transferred. So her last day will be Wednesday and we will have a new building engineer starting on Monday, Mr. Woods, who was transferring from another district school. So he will begin on Monday.

New Diversity and Equity Coordinator has left:

Ms. Lennon: Then also to another transition which we received today was our heights coordinator. Miss Carrie Sampson, who's our diversity and equity inclusion. She usually still sits and supports our SAC ad hoc inclusion team. Miss Marissa did the job last year, but she is also no longer with heights so we do not have that person and she's no longer with that partnership. They are looking to hire a new person for our building. That position leads our affinity groups as we talked about student impact. They do a lot of the work that involves college and career readiness and in supporting that and so and also the different things that we try to make our school more inclusive that person leads that we do not have a position filled for that as effective today. So we will keep you up to date. We have no impact or no influence on who is hired for that position because that is outsourced by heights, Philadelphia Heights.

Climate Staff vacancies:

Ms. Lennon: Also to just a couple of climate updates. We do have a few climate staff. We have one climate staff, who has got another position within a district. We have another climate staff that will be out. We are a bit short on climate staff. We're down about two people and have another person about to go out on maternity leave in January. I did meet with our substitute services, the same people, ESS, that provides the teacher substitute. They also provide the substitutes for climate support staff. We had a meeting today about ensuring that we can get subs into support for our climate staff. As you know last year, if you were here last year, the impact on not being fully staffed and how that impacts climate, recess access, different things like that on the roof. So just wanted to kind of put that out there now and let you know that through our community now but we are working with them. Mr. Gilken tomorrow will also be kind of coming up with a plan on how to ensure we can maintain our staffing soon as a couple of them will transition to

their new position starting the end of next week. So we'll keep you up to date in the school community up to date on climate support staff.

Kooth Implementation:

Ms. Lennon: And last but not least, we do have something exciting. This will be coming out in the newsletter this week. But I do want to mention it because it impacts all students and it also directly ties to one of our committees. Our mental health wellness committee we are having Kooth, the School District of Philadelphia has purchased Kooth, an online application mental health system for every school. We're actually doing a Kooth day where they're coming out to our school next week. Mr. Gilkin can verify that date. But that information will be coming out in writing. We're talking about medical stuff. We don't need a parent permission for students 13 and up to participate with Kooth but for middle school students 11 and 12 years old. We are working out a system because parents have to give consent to have students that participate with the app. But our high schoolers will be having a Kooth day they all get trained on how to use it will have on there'll be a full day event that will be running through assemblies all day for every high school classroom to understand and know how to use the app and Mr. GilKen and Miss Harrison will be leading that session. But more will be in writing. I do want to at least for all family members and community members here. This is a family link for a zoom link to learn more about it. (This was scheduled for NOV 16) I'm going to drop that in the chat right now. And then we're going to drop it in the chat but that is all for my update.

5. High School Update-Candelaria Beatty **SGA November SAC Update**

Summary:

1. House Wars:
2. UMC: to restore townhall meetings
3. Bathroom Messaging: about proper use
4. School Profile:
5. SGA Events: Friendsgiving Nov 21

Transcript:

House Wars Planning:

SGA President: For SGA. Um, the update about our recent admin meeting, is that last week, we met with administration for our monthly meeting. And we talked about planning the next "House Wars" day. And I believe that's going to happen just one time before the end of the school year because it requires a lot of planning, but we want to make sure that we have that kind of like community day, at least before the end of the year. And we're going to be bringing some student feedback to that specifically, too. Think it's Miss Geiger and Miss Fox, who are in charge of planning that and who did a really good job last year.

UMC to organize student townhalls:

SGA President: And then also, we talked about connecting admin with United minority counsel or UMC, which is a couple of students who have been working to restore the town hall meetings.

Messaging about proper use of bathrooms:

SGA President: And then we also talked about like you brought up earlier the bathroom updates, or the bathroom repairs, and how basically we can make sure that you know, students are helping to maintain, you know, a really positive environment and keeping the bathrooms clean, and, you know, treating everything well and, and how you were going to use similar messaging to how we were able to sort of resolve issues with some misuse of like period products and stuff when we got those dispensers installed. So we can just make sure that people are using this, you know, resource properly.

School Profile:

Then we also discussed concerns about the school profile, which I don't know the full details on, but I think was mentioned earlier with the school mission and belief statement, and sort of some concerns about how those are used in

the school profile, which is basically used when students apply to college, and how we can just make sure that's up to date.

SGA events: Friendsgiving potluck on November 21

SGA President: And then we also just talked about the upcoming SGA events, which we've been planning in our weekly advisory rep meetings, which are now in full swing and yeah, so our most recent event was the fall masquerade, which was last week, and it was so much fun and a really big success. And that's largely in part due to all the parent chaperones. We were able to get the teachers who helped out the student SGA volunteers, and everybody involved. It was really fun. We had a professional photo booth, costume contest prizes, and we had a live band, which was really fun. And then she's just next big event is the Friendsgiving potluck on November 21 After school, so more details are gonna come out about that but and then even further down the road is the winter assembly, which we're also looking forward to.

6. Middle School Update- MS Rep TBD

Summary:

1. 8th grade students Zoe Soskin and Jocelyn Li have been proactively attending SAC meetings even though no formal elections have been held for MS SGA for 7th and 8th grades.
2. School traditions organized by the SGA and clubs that are seasonal are being lost because late starts of clubs.
3. AACC, yearbook club, students run and art club are up and running.
4. Masterman Musical this year 'Beauty and the Beast'
5. 8th grade musical has not been approved yet.
6. Shadowing at Masterman

Transcript:

Student: Yeah, they still didn't elect anything yet. So we had our first student government meeting last Tuesday. We started planning like the dance, bake sales, pretzel sales, and other fun activities. But the eighth grade and seventh grade representatives still haven't been elected, yet. And we also didn't have a Halloween contest this year because we didn't elect the eighth grade and seventh grade reps, which was really upsetting from me because I just had a talk with the middle school student run club AACC and it has been established and is running really smoothly.

Student: Okay, yearbook club has also started and we have picked their theme which is a Spotify themed, drawn and designed by yours truly. We started taking photos of the art club, students run, and the soccer team. The musical for the entire Masterman has been announced and is going to be Beauty in the Beast, though on the contrary, the eighth grade musical hasn't been approved yet. Shadowing for Masterman took place last Monday, Tuesday and Wednesday. And the school selection closed last Friday which we were all nervous for I'm sure.

Follow up discussion on MS SGA: Ms. Stevens is the sponsor. They have had one meeting. Meeting, the week of Halloween, was canceled. Elections are by Advisory. Students need support for organizing these elections. Ms. Lennon, MS AP, present at the meeting confirmed that the sponsor is responsible for elections. This is the second SAC meeting attended by MS students asking help to get MS SGA started.

7. Home and School Update- Anne Albert HSA President : [SAC Meeting 11-1-23 HSA President's Report](#)

Summary:

1. Next HSA Meeting Nov 14th - Zoom, please attend
2. HSA Fall Membership Drive: Please sign up and give if you can. Membership is free. Please ask people to join.
3. HSA Grants \$85,000 for different entities within the school
4. Sixers night Out Fundraiser: Dec 15

5. Safety Poster
6. Free COVID Tests
7. Rooftop beautification planning

Transcript:

Next HSA Meeting Nov 14th: zoom, all are welcome

HSA President: Thank you so much to everybody on SAC is doing so much good work for the school. I love hearing all of these updates and seeing how things are moving along and working smoothly and everybody in collaboration. So the first one is to mark your calendars and be aware that our next meeting is November 14. That one's going to be on zoom so you can join us just like this and everybody is welcome.

HSA Fall Membership Drive: Please sign up and give if you can. Membership is free. Please ask people to join.

HSA President: I want to highlight the main thing is that we are in the middle of our fall membership drives. That's ongoing. And this is a campaign that has two goals. One is to connect with as many families in our school community as possible. That's really the ultimate goal. And then in the process also raised a significant portion of our funds through donations that come in when people sign up. So there's an option to join and get on the membership rolls without making a donation and the page where you join has an option to donate. So I want to suggest that there are a few ways that everybody can help with this. The first thing is that if you're on this call and you have not already joined the HSA, I would love it if you could go right now and sign up and do your thing. The good news is that we are putting a link in the chat so that we are approaching 50% of our fundraising goal, which is really, really great news and I'm really really proud of everyone in our community for helping to make that happen. We are farther away from our goal of reaching most Masterman families though so the other thing that I would love to get help with to invite you out to help with and that we're going to be talking with the school administration about as well is in spreading the word so helping us make sure that we're reaching everybody in your kids classes, that we're reaching everybody in the school community through portal notifications if you're on social media, you can share there in your class Facebook group, really signaling that connecting in with the community, whether it's through a donation or just by signing up really helps all of us to build a solid and a solid collective. So that is the main thing.

HSA Grants: \$85,000 being disbursed.

HSA President: So that's money in and the money out update for tonight is that we are this week really really happy to be rolling out our grants for various entities, groups and people around the mastermind community. So we have in our budget \$85,000 worth of grants for this school year that go to various groups. So there are teacher grants. So each individual teacher gets a sum to use department grants so like the math department, the English department for those departments also, fifth grade and sixth grade each counts as an entity, grade level like grade wide grants for community building also grants for clubs so students through the faculty clubs sponsors can apply for these grants and also coach grants and some other things. So the process for these is laid out in the application forms with clear guidelines and we also administer all of those in really close cooperation with school administration. So everything is approved by and goes through them as well. This is not just coming through the HSA and we're really, really grateful to admin for being so responsive and helping us roll this out. So if you are a student looking for that information or if you're a teacher looking to apply for these, we have not pushed it out yet because we are still tweaking language as of yesterday, but that will be coming in the next day or two and then hopefully these funds can start spreading out in a way that we really hope reaches every student at JRMasterman in multiple ways, right? Whether it's through your academics or through your great activity or through your clubs or whatever.

Sixers night Out Fundraiser: Dec 15

HSA President: I will also share another little update that in partnership with administration, we are running an event in December which is the amazing idea of a night out at the Sixers, so we are offering discounted tickets to a game on December 15. And when you purchase a ticket, a portion of that ticket price also comes back and funds athletics at Masterman. You can have as many tickets as you want so you can share that link around and get your friends and your

family and your everybody at your block party on your Uncle Mo to buy tickets as well and then they can also help support athletics at Masterman that link has been going out in the newsletter. If people want it I can put it in the chat as well after I'm done talking. But so again the date for that night out is December 15. It is first come first served for tickets so if you think that you want that. Go ahead and buy the tickets, spread it around, get your family involved.

Safety Poster:

HSA President: I want to flag also that we have shared on our website a flyer that was put together last year by a parent together with relevant staff and administrators at Masterman that gives guidance on staying safe around Masterman and on the on your way to and from Masterman so tips for safety on public transportation around drop off and pickup and also information about who to contact and how to get in touch with someone if you need help or have an emergency so this is a like a one page flyer that went through the went through Masterman admin for approval and was laid out by by a volunteer parent. So we've shared that on the website already and we'll be distributing copies to every student when we send the flyer home about the 76 years night out we'll also put this a safety flyer and in backpacks and advisories in the same day.

Free COVID Tests:

HSA President: So another thing is just FYI, we received through the HSA from the city health department a large number of free at home COVID tests. So these are freely available. We left a box with nurse Bagley in the nurse's office so people can access them that way. And when that runs out, this is a refillable supply. So I want to signal that if this is a resource that people need and want it's available to you through that pathway.

Rooftop beautification planning:

HSA President: I want to just thank everybody who helped out with the roof top social last week. We had a smaller group than we might have, I think because it had gotten rescheduled and there was no school that day but it was a really really lovely group of parents who came together and Dr. Payne joined us and we enjoyed the amazing view of the skyline at twilight and we are looking forward to planning more of those and having more regular social gatherings for parents and families. Looking ahead, one of the next big projects that we're embarking on is to get back into beautifying and furnishing the rooftop areas that are accessible so we know that there's a need for furniture and there's a desire to rebuild the container garden that was up there. There have been requests for various kinds of activities and games. The HSA has dedicated funding for the roof that we really want to spend. So shortly we're gonna get to work on creating a plan for that. And if anybody wants to be involved in that help out, make suggestions. Look at rooftop furniture however you can help out or if you're an architect and you know the right thing that is safe and effective and weatherproof to put on an outdoor terrace, please be in touch. You can always email me at president@mastermanhsa.org. Thanks, everybody so much. Thank you.

******Special Guest: Mr. Gilken: on AP course load concerns for Juniors this year.**

1. Historic perspective
2. Limits if old system
3. Masterman's new system of AP course selection
4. Students opting for course overload
5. Self study APs
6. Highschool lunch should ideally be in the middle of the day, current schedule of late lunch is exacerbating the situation
7. Colleges don't compare the AP course load of Masterman students to other schools: School profile
8. Not all AP courses are equal in workload and school profile info on AP course load:
9. Push out school profile info to families and what it means.
10. How can we support the juniors now?
11. More Counseling and AP load conversations on the front end:

12. Juniors had to take AP language elective to qualify for many competitive schools

Mr. Gilken:

I would just want to go over three quick things regarding our AP course selection process that might answer some of the questions and the concerns that have come up. Talk about the historical perspective of how we got to where we're at right now, the system, the overview of the current course election system and discuss a few recommendations that Ms. Lennon and I have talked about in the last couple of days for moving forward.

First historical perspective.

Gilken: The system that I inherited as dean at Masterman was a system in which kids applied, kids basically put their name in for different AP courses, and teachers got those names. And then the teachers of those classes, chose their rosters and gave those rosters back to the dean and then those kids were selected and put on the waiting list for those classes. And something that emerged in 2000 when the Instagram site black and Masterman was very active was that many people in our community, specifically those students, black and brown students brought up the fact that they didn't get access. They felt as though they didn't get access to some of our most selective, most sought after classes and we took a look at the numbers and for at least the 2018-2019 school year. Our black and brown population in Masterman High School was about 19% of the students. And our black and brown population in our AP classes was about 10 and a half percent of the students so there was a discrepancy there. So what we did was - So long story short - For the last 22 years I've taught either AP Language and composition or AP Literature and Composition or both. And for a while in South Florida, I was a trainer for the college board for AP English teachers. So I reached out to some contacts that I had at College Board to talk about what they suggested and what AP is advocating across the country in schools like Masterman is increasing access to these classes. The idea is that students should, if they want to get the chance to take some of these college level courses while they're in high school for free, to see how they can do right to test themselves against it. Now at a school like I was at prior to when I was at Masterman which is 3200 students a large community school this idea of giving a student one AP class within their coursework, to give them you know, an idea of what college may look like, looks differently than what it looks at Masterman.

Limits of Masterman's old system:

Gilken: Well, we were sitting at Masterman when I was hearing Masterman's prior to the most recent concerns what I was hearing was the concerns about equity.

I was also hearing that our previous system which limited students to two classes as 11th graders and three classes and seniors put them at a competitive disadvantage to some of their counterparts from schools in and around the city. Because course selection is one of the biggest criteria, one of the biggest factors in college selection. Not only how did you do in your classes, but what classes did you take? So we have students who are applying and I know it shows up on our school profile that we have limits and things but we would have students who were applying to college with four or five AP classes, whereas somebody from Central may be applying to college with 10 or 11 AP classes. Right. And so there is some disparity.

Masterman's new system:

Gilken: So we created a system that was a student and family driven choice system where students ranked the classes that they want. And what Mr. Roche and I do because he's the kind like all the cogs in the machine. Mr. Roach and I created a system where every kid got their first choice AP class and almost every other kid and almost every kid got their second choice AP class. And then what we found was as we expanded our AP offerings, there were more spaces for kids. And so this year and because we added a second AP elective Lane in the 11th grade with AP Spanish, AP French and AP seminar. This year, we do have a handful of students who have chosen to take four AP classes, and I'm gonna get into some ways that we can mitigate that towards the end

of this we can make it a little more manageable for our students. But you know, we have students who have chosen that now. One of the things that is on our form when kids make their selections is there is an area where they have to attest to the fact that they and we we put this form out on the Google Classroom pages, you know, we give it to the kids we tell them to take it home to their parents. There is an area where they attest that as a student they have sat down with their parents to discuss their course selections. The previous system was no different. They just had a signature. I have been a high school dean in some capacity for 20 years. One of the things that I know is that sometimes that happens sometimes those parents actually see those things and sometimes those parents don't, right but we get them back no matter what happens. So you know, and so and what we tried to do was we tried to sort of tried to give an even allocation of our classes to the kids, but there were some kids that based on the way they rank their choices, they ended up in their junior year with four AP classes. And that is the system that we had.

Students opting for course overload:

Gilken: To give a little data point on that, even though we've increased the course selections in 11th grade and less so but increased the opportunity for some of our 12th graders I still have right now, Ms. Harrison and I are right now processing 141 self study AP requests, so I know there are students who are struggling with their AP course load I hear from them I'm trying to get some of them tutors. I'm trying to work with them. On the other side of that. I'm also hearing from students who want more who are willing to lean in and self study. You know, we are denying these kids who tomorrow and Friday will realize and will find out that their self study selections, we're not going to allow them to do it. Because they're already at the maximum course load for 11th grade. They're already at the maximum course load for 12th grade. I have a student who is taking four AP classes as a senior and wants to self study for three additional ones. And even though he actually has the capacity to do it, I'm not going to let him do it. He does a lot of sports. and I'm going to say okay, of these three, pick one, pick the one that you want that is most important to you. And we're going to do that and that's where we're at with this system.

Highschool lunch should ideally be in the middle of the day, current schedule of late lunch is exacerbating the situation

Gilken: Right now. I think one of the things that is exacerbating the course load for many kids right now and I've talked to Ms. Lennon about this. We've had a lot of conversations. One of the things that is exacerbating the course load for many kids is that they go five straight 8:15 first period starts, they go first through fifth period before they have lunch. So one of the things I've talked to Ms. Lennon and Dr. Payne about is that high school lunch needs to be in the middle of the day. Ideally, from my perspective, high school lunches, fourth period, you go three, lunch, then three, advisory you go home, right and because that would and that's something that we are hopefully looking into for next year and moving forward, because that gives our high school kids who have these intense schedules that break in the middle of the day. So you know, our high school kids can eat anywhere on the building, including the garden side now. So the idea is that if I'm a high school kid, I've got a test in the morning and maybe another AP class and then at lunch. I can get with my friends on the roof and sit on that nice furniture, we're gonna get up for the garden side. And we can take a look at those notes for AP gov or AP Stats or AP English whatever it is, and we can study together and feel a little more prepared and I think that just structuring the day and that pause will help ease the course load the the weight of the course load for some of these kids. That's what we're doing right now.

Questions from chat:

Gilken: I see there's some questions in the chat. I just want to take a quick look. Students make their selections through a Google Form. There's a ranked Google Form for 11th grade and a ranked Google Form for 12th grade through which students make it. They say this is my first choice AP class. This is my second choice AP class.

This is my third choice AP class, so on and so forth. And then from there, Mr. Roche, and I build you know, Mr. Roche, really, but we build the schedules.

AP self study:

Mr. Gilken: So Friday, every kid who will like I said, there's going to be a handful of kids who are either not approved for any self study class because their course load is already too heavy, or they're going to have to pick a self study course we're going to meet with the kids who are approved for self study. And we are going to give them a form that we're going to ask them to take home to show to their parents, so their parents have an understanding of the added responsibility, added academic responsibility that these kids are voluntarily seeking. And then we're going to ask for that back because we have a deadline of November 15 to get everybody registered for these classes.

One of the things that we saw last year was a percentage somewhere around 15 to 20% of our students who were eager to self study in November, were less eager in April and we allowed them to not take the test. They basically came to me or Ms. Harrison or their teacher and said, 'Hey, I wanted to self study for this. I know I'm registered for this, but I'm not prepared.' And honestly, we have said in the past like oh, if you'd say you're gonna self study, but then you don't self study, you have to pay for the test. But we don't make anybody pay for the test. Right? That's, that's not something that we do. But we do want the students to thoughtfully go into this process. You know, it is this idea of discipline and understanding what you're undertaking, like for example, if you were a teacher, and you said, I will write 31 letters of recommendation, right, then you better have a system where you do one a day for 31 days, or you better have had a system that you mastered when you were in grad school at Georgetown, where you undertook every assignment 72 to 48 hours before it was due and knew you could get it done. Some of us are the former, some of us are the latter. Right? There's no judgment on what your system is as long as 11:59 everything is in. Same thing for the self study. If you are saying I want to self study computer science say if you're saying I want to study macro economics, what we're asking you to do is to show us what your system is what your plan is to do that because we are hearing that students are overloaded. We know that they're overloaded, right. And one of the things that I always said when I was an AP teacher is this is a rigorous class. This is a college level class. I also would say this to my students on the first day and my parents when they came for, for back to school night. I understood that my class was one sixth of 1/3 of my students' day. That's not to say that my class isn't important. That's to say that I understood that there was a difference between volume and rigor. My class was going to be hard. But it wasn't going to overload you hopefully. Now there were times that I would ask students that my assignment because it was a big assignment took priority. But there's a lot of nuance here. My point being is that we've gone to a student directed, a family directed course selection, we want our kids to be able to take the most sought after classes. And so that's where we're at right now.

Colleges don't compare the AP course load of Masterman students to other schools: School profile

Parent: First of all, thank you for that very long explanation, which I think is merited. I think it's important for those coming into this. I just wanted to add something which I heard twice, and if it's incorrect, I know that there are teachers who teach APS whatever. So one thing that students and parents should consider is that every school has a profile, which means more is not necessarily more. So when Masterman has a profile that goes to every college when the student applies, we'll say our maximum number of APS is x. So you're Masterman students are not competing with Central or any other school. So in other words, if Masterman says our maximum number of APs is three, and you're taking three even if some kids are taking six and self studying, that college cannot sort of hold you at the standard of Oh, well. Why didn't you take six because Masterman says our max is three you can petition for more. And that happens, but I'm just sort of saying that to reduce this potential anxiety where people think, oh, either my child or my student has to take as many APS as possible whether in the classroom or self study. So if I'm someone who actually knows more than I do, could just confirm that that might help some parents

and also just to really understand that not all APs are equal, some have a tremendous amount of work. And some, you know, are much more measured in how the work happens. And even though APs are stressful and a lot of work, they're not all the same level of stress. So I don't know if that's helpful. I just wanted to share that. And thank you.

Not all AP courses are equal in workload and school profile info on AP course load:

Push out school profile info to families and what it means.

Mr. Gilken: Both points are very helpful. You're exactly right about the school profile. And that's one of the things that I am hopeful that we can push out amongst our parents and our student community, one the school profile and the other thing that I hope to push out among our parents student community is that colleges much much much they much prefer seeing students taking the AP class and much less are concerned about the scores on the AP tests. And so we do have students who I think are undergoing self study under that, and I've talked to them about this, and I'll talk to them about this on Friday under the guise that this is going to give them a leg up in the admissions process. When in some way it may not right I mean, if I take AP comps, I take AP Calc, BC self study and I take AP Physics self study and I score five, five and five, that may give me a leg up to be honest on the on the admissions process, but not nearly as much as someone who has taken those classes. That is the thing. Then the other thing I will say is you're right that, the workload, the content of not all APs are not equal of some APs versus other APs. You know, if I'm teaching AP US History, here I have tons of content that may show up on my test. Whereas if I'm teaching AP English language and composition, my test is more of a skills based test. You're applying a set of skills to a piece of something that you read. And so the workload, does vary. One of the reasons that we have everyone currently taking AP English language and composition is because a few years ago, so many, we've always in the last two years, we've only had five students who say that they don't want to take it. And then when we talked to them, they said I'll be in that class and you know, because we always offer kids the opportunity to be in the class. But being a class as an English class, basically like a differentiated class, and you're not doing the AP assignments. So that's something that we have offered over the years and they take it. The other thing, I think about AP English language and composition, and I see that the David is here, and he taught it for years at Masterman before me is the writing skills that are taught in APLAC, the academic writing skills, the use of evidence, the explanation of that evidence, the analysis of that evidence, the sort of insight, support and purpose academic writing that is taught in that class will then apply to all of your AP and all of your college level classes is a set of skills that apply to everything. It is akin I use a lot of sports analogies is akin to me, requiring every boy that plays on my lacrosse team to take this running class, because this running class is going to give you this set of skills that whereas it's not necessarily what I need for my lacrosse team, it will make them all better lacrosse players. The writing skills that are taught in APLAC to literature is really used as a catalyst for the skill set. Then shows you how you should write, helps you write your DBQs in your history classes or even, some of your science based classes that need you to do this evidence based writing. So that's some perspective there.

How can we support the juniors now?

Facilitator: I want to thank you both. Particularly, thank you, Mr. Gilkin, that was very thoughtful, deep knowledge about what's going on. I think the issue was actually, in the Pre SAC meeting, it was raised by students. So I think you know, going back to your original thought of how do we support them to master this course load and do well. I think that really is the most important thing. What I hear you say, and I know all of this is and everybody's getting used to it. Maybe the teachers don't know that most of these kids are doing four APs. You know, they're used to 11th graders taking two. So you know, just to look at the whole picture and see how we can support students and what the SAC or the HSA can do in terms of helping support that.

More Counseling and AP load conversations on the front end:

Mr. Gilkin: I agree, I think structure the day will help support that I think some counseling from our counselors to sit down and talk. Maybe have them push into the longer advisories every day now. Maybe have them when we get to the core selection process, push into different 11th grade 10th grade and 11th grade advisories and have had the opportunity to have more conversations about okay, this is what you are undertaking. I think our students in the best way possible are always so eager to challenge themselves. And then when they are in the middle of that challenge they are feeling as though okay, maybe, maybe I've bitten off more than I can chew and trying to talk to them and counsel them on the front. I've had those conversations and that's difficult at times, right to specifically tell a Masterman kid I don't think you want to take all of these classes.

Juniors had to take AP language elective to qualify for many competitive schools

Parent: Thank you so much. I think all that context is really helpful. The one thing I just wanted to raise is that by removing French 4 and Spanish 4 from the high school curriculum, it really necessitated that any student wishing to continue world language was forced to take an AP level course in 11th grade. And I think that that is definitely impacting some 11th graders going from Level Three to AP on top of you know, they're taking the same class, some of them with seniors who had the benefit of taking a whole another year of world language. I'm hoping in the future you can bring back the progression so I just wanted to raise that. Thank you.

8. FACE Update- MiMi Gravely

- Parent portal training and volunteer orientation workshops in process of being scheduled for Masterman

FACE Liaison: Good evening. I am Mimi, just quick updates. The family engagement course workshop catalog is finally finished. So I'm in the process of setting dates so that I can get some workshops going for you guys. Also just a reminder that I do parent portal training if you need it. Also volunteer orientation. I'm in the process of setting dates up for you guys for that as well. But again, you don't have to wait for that. So if you want to ever email me if you need support, I am here and I'll put my email and cell phone number in the chat as well. Email: mgravely@philasd.org, T: (267) 718-1880

9. Committee Updates & Reports:

a. Diversity, Equity and Inclusion - Co-Chairs: Carolyn Gray and Lauren Bell

Meeting time: TBD

Ms. Gray: *So once again, the DEI committee doesn't have a report. And we just learned that the DEI person from Heights will not be working with us and so we are awaiting a new appointment there. The previous person, Carrie, I did have an opportunity to sit down and talk with her and collaborate on things that could possibly occur. And it just came as a shock that she would not be with Masterman. So we'll see what happens in the meantime, I think that Miss Bell and I will probably have a conversation where we might be able to have something for the next time.*

b. Teaching and Learning - Co-Chairs: Kim Neu and Sam Vitiello

Meeting time: Second Mondays @ 8-9

Summary:

Committee update: **Summary:**

- Staffing plan and teacher retention and recruitment
- Homework protocols (covered at the top of the meeting)
- Language pathways: Committee Recommendation of French as the 2nd language pathway for HS
- Reasons for French Recommendation:
- Mid Year Sabbatical and Retirement Staffing Plan

- Plan to address learning loss of 5th and 6th graders who were without a permanent teacher for the first couple of months of school.

COMMITTEE REPORT: [SAC Teaching and Learning Committee Meeting Report: 10/09/23 @7:30pm](#)

Ms. Neu: *I can summarize it. For the most part the people coming to the Teaching and Learning committee meeting are very, have been very, very concerned about filling the teacher teaching vacancies which I understand, you know, we're pretty good with at the moment by making sure we keep all of all the teachers in place and and maybe looking into, you know, why did why did teachers leave? You know, how can we make sure we retain the best teachers? How can we make sure we get the best teachers at the school and how important that is? The other thing that the Teaching and Learning committee discussed a little bit was that if because the high school is expanding, if we're going to add back in another language, what would that look like? And we looked at the results of the surveys from last year, which show that the majority wanted French as the additional language so we plan to share that information with the administration. But you can fill in anything else.*

Sam Vitiello: *Yeah, and a couple of other reasons were also cited for French. We had more than 22 parents in this meeting. The other reason was 8th graders are currently taking French and it's not a language I course, but they are getting instruction in French. We've also had issues hiring teachers. We know that Madam Heimann is an alumni, and she is a really great teacher. And it will be nice to keep a good language teacher. They are pretty hard to find. The goal is to keep someone who understands the students and has demonstrated excellence in our school to stay with our students and stay at the school and continue that programming.*

We understand there's still concern about mid year sabbaticals and retirements, and we will be following up on that well on what the plan is. We know for sure that there's like two and it comes up in every committee meeting and we will be elevating that. Lastly, I don't know Ms. Lennon, if you all read our reports fully because they're lengthy and they have a lot of information in them. One of the things that we've done is detail that there's a lot of concern about learning loss because of no permanent teachers in the classroom. And I know that fifth and sixth grade parents have been super concerned about what their kids have missed in the last two months, and how it's going to be made up. They are asking how are their kids going to catch up with the cohort of the fifth and sixth grad in general? So if some kind of communication, first of all a plan on how it's going to be done, because these are both new teachers, they also need to get to know the school, get comfortable. How is the catch up going to be done and share that with parents. That would be fantastic. Thank you.

Ms. Lennon: *Yes, just real quick. I did have Lennon chats, lunch with the fifth grade and sixth grade parents. So the next conversation once our two new teachers get acclimated, that will be the point of conversation. We wanted to let those families know on those calls. Let's get a month in, let them get acclimated so we then can have that conversation but I will be putting something out next week. On the next meetings with Lennon at lunch with Lennon. I want to talk about that.*

c. Health and Wellness - Co-Chairs: Carolotta Stafford and Eva Anderson

Meeting time: First Wednesdays @ 6-7

Committee update: implementation of buddy system, Snacks for students,

COMMITTEE REPORT: [Summary of findings from SAC Health and Wellness Committee: 10/3/23](#)

Carolotta: *We didn't have our meeting before because of the timing the movement. Yes. So our next meeting will be after this one. And we'll have more to report but very quickly, we just want to say thank you, and you can certainly jump in at some point. Thank you to all the wonderful things that were announced at the beginning of the meeting because that's like half our list of stuff. So we're good. The roof stuff was great to say bathrooms is great. And you know, just hearing about the mental health programs that the kids can have something that's going to be accessible for that. That's half our list some other things I just wanted to jump on. We still want to do the buddy system. So we're gonna be working with Dai, as they get some more*

assistance will attend their meetings and also climate culture because I think it was Stacey Coiler that Eva said had brought up the buddy system. So we want to talk about that and get some movement on that. Even was really important about the umbrella bags and maybe being able to provide an umbrella station or something so they were not tracking water throughout all throughout the building and worried about your kids falling and stuff because water but you know, that's a smaller thing on our list, but we still want to make certain that we get taken care of a couple of things that I'm interested in, I mentioned and sent the email I'm not sure who saw it or who's the responsible party for letting me know when I can bring these things there but I donate offered to donate some water bottles so kids who do not have water bottles in the building can get a water bottle and then they'll have access to healthy water throughout the day. Also the kids were talking about doing something around physical activity, I know it's going to be cold, so probably not going to have to do a whole lot of stuff outdoors. But if we can get some space indoors, I can come and bring my fun stuff so that the kids can have that. We've got Limbo potato sack stuff basketballs, footballs, the carnival style games where they can do all that kind of cool stuff. I've got a dope chair. It won't cause as much trouble as a dunk tank. We can totally keep that contained. And I'm certain we'll have I also do something called a mobile rage room for kids that get an opportunity to work out some anger and aggression. So just let me know when we can talk about dates, putting these things on the calendar, so we can get that stuff. And then teen cafes I mentioned teen cafes. I did send an email to Sam about teen cafe that we had done it Ben Franklin around the corner it was open to mastermind students to come as well. We will continue to do events with Ben Franklin kids around the corner. But I'm looking to do some events at Masterman for our teams there and it is a team leadership program so I can train the kids to do it and then I just come in and bring all this stuff so that they don't have to worry about those things provides a meal kids get raffles also at the end and I sent something I'm not sure if people had an opportunity to participate but it was a citizen, students citizen diplomat program. The deadline was October 20. If some of you young people didn't get an opportunity to participate this year, there will be an opportunity. Next year that's all I got. Our moody our meetings have changed a couple of times, but I think we are finally settled on the second Thursday of the month at 7pm. However, please note the November 9 meeting will be at 745 because of scheduling conflicts. So like even if you got something please add. If not, we'll see you next month.

Eva Anderson: Thank you Carla. Thank you so much. First of all, thank you for all updates. There's a substantial progress we are so trailed, especially about the roof access. Please encourage your student to go out there have a and we try to animate in a difficult, stressful school day. We'll do everything to help them as kind of automation our meeting moved to second Tuesdays we try not to overcrowd calendars, please swing by we are collecting ideas how to jumpstart the body party system for all those who struggle socially and need help. So everyone is welcome. We can't think of you please clap. Thank you.

d. Climate and Culture - Co-Chairs: Aubrey White, Michael Wang

Meeting time: Third Mondays @ 7-8

Committee update: Summary

- Mr. Gilkin as Climate Manager attends those meetings and answers questions and helps elevate the discussions.
- School Mission and Belief statements will be restored to the school website
- School Communication: identifying as from Masterman, clarifying and communicating school policy in a consistent way across the board like attendance protocols.
- Bathrooms:
- [SDP SchoolExperience Survey Result for J. R. Masterman 2022-23 presentation and analysis.](#)

COMMITTEE REPORT: [SAC Climate and Culture Committee Meeting Report: 10/16/23 @7pm](#)

Aubrey White:

Climate Manager attends all meetings: *First, I want to say how Mr. Gilkin who has the formal role as climate manager at the school joins the Climate and Culture committee meetings. And so a large part of what happens in our meetings is what people say, and what's next, and then we understand it better because Mr. Gilkin is present to address*

it. So I just want to like say - Hey, come on out to these meetings. You can ask questions and learn about various topics related to Climate and Culture in the school from a person who's directly responsible as an administrator at the school.

Mission and vision statement: *What we talked about last time, we did talk about the mission and vision statement and restoring that on the website and the to make sure to share that with all of you that will be put the school went through a process with Middle States to have community input on a vision and mission statement, that vision and mission and will be put back on the website where there's even email correspondence about it today. So that's very much in the works. Very soon, the school will be undertaking the next Middle States process where community input will come again, and there will be a new vision and mission statement. So I just wanna make sure that we're saying both of those things clearly to y'all, that the vision and mission statement from the last Middle States process will be posted on the website. And then as this next process is underway, we will share about it through these channels and we're sure Ms. Lennon you all will share about it in other channels. Just want to make sure everyone knows that there will be another process for that.*

Communication - so we talked at length about communication, any of the things that come into the input form or that are raised at this meeting that have to do with communication. We talk about at Climate and Culture is actually a topic of great interest. We've had 13 inputs to the SAC about school communication, and many of those, we've been able to immediately move on. Examples are really working with anyone who has the ability to post on the portal so that they are identifying Masterman in their post. I know occasionally we still get them sometimes in the athletics department. I feel like that's the one where still sometimes we're missing them. But for the most part, you can really see that effort from everyone who can post on the portal that they're now identifying Masterman in the message, I do. Masterman families or Masterman community so that we know the message is coming from Masterman SAC. The other thing that we talked about that Sam mentioned at the top of the meeting was making sure that there is a plain text version of everything that's coming from the administrators. We talked about communication in general, just because we know that's really important to folks. And then we talked about the attendance, we realized that there were conflicting messages coming from different sources about what we're supposed to do as parents when our students are absent. Are we supposed to send an email or we're supposed to send a note and so we just raised this and Mr. Gilkin is working to make sure that messaging is all consistent and all the places that were sending it and we discussed that I want to make sure that it is the same. I'm not gonna speak to it here because I don't want to be like another conflicting message. But we've always discussed that we know that there are conflicting messages and we're working on making sure that it's consistent and then the last topic was this really important bathrooms topic before we shifted to the survey. Michael, I'll pass it to you to talk about the school experience survey.

SDP SchoolExperience Survey: Mike Wang

[SDP SchoolExperience Survey Result for J. R. Masterman 2022-23](#)

The Office of Research and Evaluation administers the annual Philly School Experience Survey (PSES) to Philadelphia public schools in the District to measure six key topics related to school improvement: 1) School Climate, 2) Instructional Environment, 3) Family Engagement, 4) Professional Capacity, 5) School Leadership, and 6) Diversity, Equity, and Inclusion.

Survey Findings: With the exception of Instructional Environment, where the school rates well above other schools and School Climate where the school rates on par with other schools (which used to be much higher than other schools), all other areas are rated below or well below Network 1 and other schools.

Survey response rate: With this survey we have Students participating at 82%, Teachers at 75%, Parents at 24% and Support Staff at 25%. This shows that the data collected is pretty representative of the school experience particularly when it comes to students and teachers. As a base line any survey with a 30% response rate is considered excellent.

Mike Wang:

- **Good evening, I am pleased to present the findings of the recent Philadelphia School Experience Survey for the last school year. This comprehensive survey was conducted by Office of Research and Evaluation and administered to all Philadelphia public schools in the District to students, parents/guardians, teachers, school support staff, and principals/assistant principals**
- **The survey measures six key topics, which we will detail through the presentation. 1) School Climate, 2) Instructional Environment, 3) Family Engagement, 4) Professional Capacity, 5) School Leadership, and 6) Diversity, Equity, and Inclusion.**
- **Based on the survey response rate, the data collected is pretty representative of the school experience particularly when it comes to students and teachers: In any survey a 21%-30% response rate is considered good and over 33% excellent.**
- **With this survey we have Students participating at 82%, Teachers at 75%, Parents at 24% and Support Staff at 24%.**
- **The SAC's and the Climate and Culture Committee's goal is to enhance the overall educational experience for our students. We are looking at this survey to identify student needs, together with what we can do to support teachers and school support staff.**
- **As you know, the purpose of the SAC is to hold substantive discussions and make recommendations that are data driven. So the purpose of this presentation is to take a moment to pause to acknowledge the survey data, and reflect on it. And then hold meaningful engagement and discussions here and through the various SAC committees.**
- **So due to time constraints today, over the next few minutes we will briefly take a look at the key observations and look at where we need to improve.**
 1. **School Climate** – These data points examine areas affecting the school environment: **school mission and vision, respectful relationships, student safety and support, and challenges to student learning.**
 - a. School cleanliness was identified as an issue by the students. The SAC has worked closely with the SDP and made a positive impact as the District has begun making needed repairs to the bathrooms - including repairs to bathroom fixtures.
 - b. **The Admins wanted to prioritize student wellbeing and belonging. While students responded that they feel a sense of belonging, Support staff responded at 67% that student mental health is “a great challenge” to student learning. The SAC will continue to examine and address this area.**
 2. **Instructional Environment** – These data points examine student engagement and how students, parents/guardians, and teachers feel about the quality of teaching and learning at their school.
 - a. **Mostly Positive feedback from all stakeholders but there are a couple of areas where 20% of students have indicated that their learning needs aren't being met and requires further exploration of the challenges students face. (Is this due to**

lack of permanent teachers in the classroom and the use of subs over long periods of time?)

3. **Family Engagement** – *These data points examine how schools reach out to and communicate with parents/guardians, what parents/guardians think about these efforts, and how parents/guardians are getting involved with their child’s education.*
 - a. *It is cause for concern that **31%** of parents are unaware of meetings and events at school, **38%** do not feel welcome at school, and 60% of parents do not feel the school gives sufficient information to help their child succeed in school. These issues will be further explored by the SAC together with the Administration, as the SAC has been raising parent concerns to the Administration..*
4. **Professional Capacity** – *These data points examine how school staff work together, what types of professional development teachers receive, and if teachers feel supported in growing and innovating in their classrooms.*
 - a. *The survey responses place Masterman below its Network 1 peers and the other schools in the District.*
5. **School Leadership** – *These data points examine how school leaders communicate and implement their school vision, how they manage their responsibilities.*
 - a. *The survey responses place Masterman well below its Network 1 peers and the other schools in the District.*
6. **Diversity, Equity, and Inclusion** – ***How often issues of race, ethnicity, and culture are addressed in schools***, *the extent to which all students and staff feel they are valued members of the school community, how integrated and fair school is for students from different backgrounds, and the extent to which schools promote an anti-racist professional culture.*
 - a. *The survey responses place Masterman below its Network 1 peers but slightly above the other schools in the District.*
 - b. *The Support staff responded at **33%** that they do not feel connected with other adults in the school.*

Conclusion

- *SAC gathered data where the tally of red responses, ‘disagree and strongly disagree / moderate to great challenge’ is high as a priority to address this school year and it is in the other document linked on the agenda.*
- *Again, the purpose of this presentation is to place a pin on this discussion to briefly share the data from the survey. There are other areas, especially in the student and teacher surveys with a lot of red that will be shared with the relevant committees and school leadership for further exploration and discussion to address this year.*
- *Finally, an organization is only as good as the people who are involved, so please attend upcoming SAC committee meetings where the substantive work will be done.*
- *You can give us your input via the SAC input form and in committee meetings.*
- *If you have any questions please reach out. Thank you.*

SAC Priority: Student needs will be SAC's first priority. Supporting teachers to meet student needs will be prioritized in tandem with that. SAC has reviewed the survey to set priorities for this academic year. You can access it here and give us your input via the SAC input form. [SAC priorities from SDP SchoolExperience Survey](#)

SAC Input Form Synthesised: Family/Community Concerns: Aubrey White (SAC Organizer)

The document linked below is a synthesis of input from the Masterman community via this [SAC Input Form](#), emails to SAC members and chat from last meeting that has been schematically collated for a big picture overview and a place to highlight issues followed by **recommendations from SAC** based on your input.

[Volume 2: 9/28/23 - 10/25/23 - SAC Input Form Synthesis](#)

We plan to do this monthly in time for each pre-SAC meeting so that all community input and concerns are presented to school administration in a wholesome package.

Last Month's synthesis: Volume 1: 8/30/23 - 9/27/23 - [SAC Input Form Synthesis, 9/27/23](#)

Facilitator: In the interest time Climate and Culture agenda was to share the current input form for this month and what was in there. Can we table that? Let's see, if there is an appetite for people to see it at the end of the meeting or break and can we move on to the next.

Aubrey White: Yes, I will put it in the chat.

Facilitator: The link to it is there in the agenda, it's now in the chat, you can take a look, Aubrey showed you in last month's meeting how it works and how to look at it. What we, as a SAC, want to do is stay accountable to everybody. We want to show you that you are giving us input, we've got your input, we're reading it, we're collating it. We are distributing it into committees for discussion. We are elevating it to administration, and we're reporting back to you on what we're doing with it. We want to make sure that everybody's voice is heard and we want you to know that it is and we're doing the best we can to make that happen. And it's an enormous effort. Thank you, Aubrey, for taking that on and doing it. We really appreciate that.

Safety and Facilities - Co-Chairs: Joe Alberti, Marte Smith and Kristine Ho

Meeting time: second Tuesdays @6:30

Committee update:

1. Bathrooms: Many issues that were reported are being addressed.
2. Building engineer transition: sad to see Ms. Kareema leave.
3. Spring Garden Street: traffic congestion and dangerous situations in the morning for pedestrians and bicyclists.

COMMITTEE REPORT: [Safety and Facilities Committee Report Nov 1 SAC meeting](#)

Dr. Alberti:

Bathrooms: Many issues that were reported are being addressed.

So I know many of the things that we had talked about were already addressed. Bathrooms primarily. I know as someone who has gone into the bathrooms in the school for the last week or so, I've noticed three garbage bags had been removed from toilets and urinals because they've actually been fixed. One, I know had been on there for over two years. So it's kind of nice to see things getting changed and fixed. There's also signs that appeared above the bathroom sinks about 'for handwash use only' for the sinks in the bathrooms now, so that's great as well.

Building engineer transition:

I know it is really sad to hear that Kareema our building engineer is leaving because she was really phenomenal. She was so incredibly responsive to any email ever sent to her. She would act upon it immediately and email me back within an hour and saying that whatever I asked for was done. And so it is really a big loss for us to not have her anymore after next week. There was a window stuck open in the library and now that it's colder, having all that cold air blowing in is not ideal and I emailed her yesterday at like three o'clock in the afternoon. I came in this morning at eight

and it was already closed and fixed. And so hopefully, Mr. Woods will be equally amazing for helping to fix things. I know I've been encouraging staff to email Kareema for anything that we needed or should be fixed. Because it really is making such a difference inside the school. So I know she's not on here but just a great shout out to her for all the great work that she did in the school.

Spring Garden Street: traffic congestion and dangerous situations in the morning for pedestrians and bicyclists.

And then I know the other thing a parent raised about Spring Garden Street. And I know this is probably one the banes of my existence at Masterman is just how awful Spring Garden Street is at arrival and dismissal. It is really, really unsafe. And I know we've sent out the flyer before to families. And quite honestly like from my perception of it and talking to Dr. Braff bikes to school. I know a 10th grader who bikes to school as well. We all come up Spring Garden Street. It's really bad behavior on the part of drivers of students to school, so people were dropping their kids off in the lanes of traffic and in the bike lane. There's a school bus that drops off kids in the lanes of traffic in the bike lane. There's another van shuttle that just parks outside of the school at arrival and dismissal time and doesn't really move at all, preventing families from getting close to the curb to drop off and pick up the kids. So I'm not sure what the solution is for something like this, but it is definitely a complex and not good problem to have with many students, you know, endangered by having this drop off that's happening on Spring Garden Street.

Facilitator: these traffic things have been brought up for several meetings now. Maybe we should like try to find out who to work with, maybe in the city or whatever. Try to figure if we can have another crossing guard or we could have somebody directing traffic in front of the school because I know other schools have that. With 1200 kids coming to the school and the same issues every year maybe we should start thinking outside of the box for solutions in terms of what spring garden street looks like in the mornings.

e. Ad Hoc Bell Schedule Review - Co-Chairs: Ester Roche Curet, Elana Solomon, Carolyn Gray, and David Neale

Meeting time: First Mondays @ 7-8

Committee update:

1. 4 Fulltime teachers moved into administrative roles:
2. Graduation Credits: Many juniors will not meet graduation requirements if they are not rostered for Gym in their senior year. Current schedule has no Seniors rostered for Gym.
3. Junior Seminar: Not enough college application prep particularly to first generation college bound students and immigrant families.
4. Senior Science labs scheduled during HS lunch: Unrostered science labs during lunch for AP science courses for seniors.
5. Forensics Senior elective: unpopular and compulsory
6. HS and 7th graders 5 consecutive periods without a break: mental/physical health impact

COMMITTEE REPORT: [SAC Ad Hoc Bell Schedule Review Committee Meeting Report: 10/2/23 @7pm](#)

David Neale: I'm happy to talk and then I'll let people jump in. I just shared the report in the agenda, but I just shared it as well. So I'm not going to share a screen or anything. What I want to do is just take a moment to point out the few things that have come up this year that were unanticipated that had been discussed in the meetings that we didn't know were problems when the year started.

Four Full Time teachers moved into administrative roles:

One is like it's two combined things. There have been four full-time teachers in Masterman who have been shifted to other more administrative positions. We have a school based teacher leader, we have an enrichment teacher, we have an intervention teacher and a climate manager. Those four teachers, one of them is teaching two classes and the others are not

are not teaching rostered classes anymore. We hired three teachers or we're in the process of trying to hire three teachers to replace those.

Graduation Credits: Many juniors will not meet graduation requirements if they are not rostered for Gym in their senior year. Current schedule has no Seniors rostered for Gym.

But if you remember we also let go of it of a gym teacher. That has become a problem because the juniors as of now looking at the schedule will hit graduation next year without having enough gym credits to graduate. And so we're worried that this we know of that case. But we don't know if there are other instances like that what where cuts in staff, or cuts in class offerings. are going to help people.

Junior Seminar: Not enough college application prep particularly to first generation college bound students and immigrant families.

We did have in the chat a lot going on earlier about the college application guidance. We had a junior seminar class. It's different than the AP seminar class offered to juniors and that class only met one period a week. But because of the A/B schedule, we don't have the opportunity for one period week classes anymore. And it really was just a kind of class about what college applications look like. I had students when I taught that class who were first generation college kids who did not know the terminology of what a major was, or you know, what it meant to have credits coming from AP classes. And so there was a lot of time spent with kids whose parents didn't have access so that they could learn more about the process.

Senior Science labs scheduled during HS lunch: Unrostered science labs during lunch for AP science courses for seniors.

Additionally, a problem that we've noticed that's pretty significant is that there are three senior AP science classes. And because of the AP schedule there's not a sixth period for science every week, like there used to be, which means that the science labs are officially gone from the roster. Except for the fact that the science teachers have a science lab roster during student lunch. So there are students who have all of their classes, if five classes are around in the morning and then once a week lunch rolls around, instead of getting a little bit of a break they have a science lab that they have to do. And so you know, that's about half the seniors who are missing lunch one day a week, which is certainly not particularly helpful for poor mental health issues.

Forensics Senior elective: unpopular and compulsory

Also there we found out at our last meeting, that there's an elective for all seniors but it's mandatory and as a forensics class. And it just seems to be kind of an arbitrary class and there are students who don't have any interest in science who are, you know, stuck in this forensics class and that, you know, it seems ironic that they've lost access to you know, so many other classes that we've encouraged but they get an extra one added because that's where there's freedom, the teacher roster.

HS and 7th graders 5 consecutive periods without a break: mental/physical health impact

And so then, the last thing I wanted to point out here is that, we've complained a lot and it's not a new complaint about the five consecutive periods for both high school students and seventh grade students. Frankly, the students seem to be okay with, you know, my seventh grade son is okay with eating lunch in the morning. But the administration has said at multiple meetings that they would establish a formal snack like policy for the school and that's not happened. I know my son has a class on B days, that meets the sixth and seventh period in a science lab. And then he's got that same teacher for his advisory and they are not allowed to eat in the science lab and so to have a second period lunch at 9:15, and then no opportunity for six, seven period and in the last 45 minute advisor period is problematic. And so there's a lot more in the report that I posted, and we meet on this next Monday night. So look for a link for that and feel free to join us if you have more questions. And you know, I know I talked too much but if Esther and Elana have anything to add, you guys feel free to jump in.

f. AD HOC Bylaws - Co-Chairs: Elana Solomon, Nichole Geiger, and Michael Wang

Meeting time: Third Thursdays @ 7-8

No meeting has occurred yet.

Committee update: Mike Wang

g. AD HOC HS Admissions - Co-Chairs: Anne Dorn and Jen Lennon

Meeting time: Third Sundays @ 7-8

Committee update:

COMMITTEE REPORT  **Ad Hoc Committee for High School Admissions October Report**

1. What was the racial breakdown of this year's ninth grade class? (Important to know how satisfied or dissatisfied the district is with its progress on equity goals to date.)
2. Lots of concern about accommodating next year's expanded ninth grade. Maybe the best way to help is to do some forecasting at the school level of how large the class will be. We are planning on gathering some feedback from the community and design a survey to estimate what capacity would be needed.

Yeah, so I guess the first question I have is it's something I've asked a couple of times with the you know the whole purpose of the new admission system was to make the racial distribution at masterman and Central more equitable. So I wondered if anybody knows the composition of the current ninth grade class. So that seems like a really important metric for how the admission system is going. And I haven't been able to find that out. So if anybody knows it'd be great if you could let me know.

The other thing we're working on is, so of course, the current eighth grade class is very interested in the promise that the district has made that all qualified eighth grade students can stay for high school if they want to. And there's the question, how will this work given that the current eighth grade class is larger than the current ninth grade class? What's the district going to do to keep this promise and AS Gordon attended our committee meeting on October 22. And he said that, you know, they've looked at a lot of options, but not he had, he couldn't really share any information as to the progress, which is, I'm a parent of an eighth grader myself, and it's very frustrating just not to know what's going on. So I thought about what we can really do to help ourselves while the district tries to figure out what they're going to do. What we can really do to help ourselves is just to find out how many parents, how many families are really committed to stay. So if we have you know, if there's not actually a huge percentage of the current class that even wants to stay, or if it's not their first choice, or, it could be that we're worrying about something that's just not going to be a problem. Or it could be that we're worried about something which is a big problem, which would be good to document and we can share that with AS Gordon and say, you know, when you attend these meetings, you have to let them know that this problem isn't gonna go away. There are a lot of us committed to staying here. So I just thought that our next committee meeting, I think it's the third Sunday in November at seven o'clock. So we'd like to just sort of talk to families and find out how we can figure this information out because this is information that we all have, if we all put our heads together we can really figure out that piece of the puzzle. There's so much that's out of our control, but that piece is something we know and is in our control. So that's November 19, 7:00pm, and we'll try to figure out how, how many people the district should expect to accomplish

Lennon: I mean, the other part of the update I shared with Anne but you know, just the close out school selection as of today, just raw data. We had almost 4000 applicants applied to Masterman for the 24-25 school year across all grades. And obviously we all know the most applied grade was our ninth graders. Applying right now. We currently have over 1400 applications, and including, you know, some of our students, not all and so, obviously we don't know if they're eligible or not eligible, that's for the district. But also the next one, the next step as far as Masterman goes, as is when appeals. So right now they are going through appeals to School district Philadelphia will go through the appeals process and then they will get their final number of applicants for the lottery sometime in late December, January. But, but for our families, if you apply to schools that need auditions or interviews, you are still in the interview process. You're still in the application process. So please make sure that you follow up with those schools that you applied for, but

we are not one of those schools. So our next round is the next scrutiny to our application system is the Appeals and the individual review process that happens at the district level.

Anne: and I should just remind everyone, most of the schools with auditions will reach out to you to schedule the audition, but SLA is an exception to that you have to reach out to them. They will not SLA, SLA Bieber Do not contact you you have to contact them everybody else will contact you but not them.

Parent: Can I just share real quick with any parent that's waiting for the audition? They did not actually reach out for auditions to like right after the holiday season. It was like January 1st. And you had two days to be there. So just to keep an eye

10. Old Business:

A. Schedule Issues: 7th Grade lunch/snack:

Still no plan

B. SAT and PSATS:

These went well

C. From last year 2022-23 (tabled at last meeting)

(Minutes from last year's SAC meetings are still being reviewed and should be complete by next SAC meeting)

- Lack of consistent instruction and assessment of students in the classroom due to no permanent teacher: 7th Grade ELA and AP English for 4.5 months and associated learning loss.
- Roof not being fully open for students to access during recess: Opened on Oct 23
- Building Security -

1. Back door being open in the mornings prior with no security presence.

2. Lack of security personnel during school events - what is the process to request security for after hours? Do we have enough funding for security personnel for after hours?

Facilitator: Last week, we tabled this, but you know, we have kind of covered the lack of consistent instruction, and the roof is now open. But there were two things that came up in almost every SAC meeting starting winter last year we just wanted to acknowledge that. This has been an ongoing issue for many, many months now. And the building security I'm going to punt this to you Dr. Alberti. The big question of the backdoor remaining open without any security early in the morning. When students are coming in for their extracurriculars and the lack of security at school events. I know we've talked about the lack of security at school events. I don't know how it's changed this year. It's just something we bring up in our meeting with administration because they are the ones who have influence on that.

D. School Website and Procedural Instructions: multiple parents

1. School website was updated only on 9/23 to reflect current faculty and current bell schedule. We had several comments regarding this. New secretary's contact info is still not updated. Community requests that this be done before the school year begins to enable a smooth transition.
2. Instructions on how to and who to inform at school when a **student is ill and will be absent**.
3. Instructions on the procedure **to sign students out** for doctor's appointments etc.
4. The **Community Handbook needs updating**: The contact info for the attendance secretary is for a different school's secretary.
5. A list of course offerings from 9-12th grades was supposed to be on the website by Sept 18 at the start of the school selection process. Prospective HS student applicants would like this information in order to make their school choice as all other schools give out this information. Could this please be updated.

6. School Profile: This is something college advisors are requesting to counsel students on where to apply to college. When will this be made available on the school website?

- Website update info and timeline will be provided to SAC after Ms. Lennon's meeting with webmaster on 11/7
- School Profile is part of website conversation with webmaster
- Mr. Gilkin in charge of community handbook updates
- Ms. Lennon will get back to SAC after climate meeting with Mr. Gilken on 11/7 to update SAC on absence protocol policy

Facilitator: The next point is the school website, this has been brought up many times so we would like a date on when it'll be updated. When will the course selection for high school be updated? When will the policy for absence be shared with families? And when will the community handbook be updated with all the right contact information for the different people at the school? Also, the school profile - when will that be updated on the website? Can you give us some guidance on Ms. Lennon, in terms of when these things can happen?

Ms. Lennon: Website information will be updated. I can't let you know until our actual scheduled meeting is tomorrow with our webmasters. So I can let you know I have an answer for that after her and I meet so she can give me a timeline because she is also a teacher teaching four classes a day. So but she is getting tasked with the update so she and I will work that out in our meeting tomorrow. The profile, Ms. Elana Solomon, can drop it the link in the chat now. The school profile, all students have access to, the counselors have access to the school profile, but the only thing is that it wasn't on the website. So that's also part of the website conversation. But again, as we mentioned, that is accessible, you just have to ask your school counselors for it because if they attach it with all the applications that went through today, and also Ms. Elana also has a copy of it, she'll drop the link. And then what was the other comment?

Facilitator: the procedure for the absence protocol we're getting a lot of emails, who do they need to write to?

Ms. Lennon: Mr. Gilken, with Aubrey and their committee. He's the one in charge. He's always our attendance so he will update and he's also in charge of the community handbook. So he will provide the update on that. I will when we meet in our weekly climate meeting tomorrow, I will make sure we get an update for you with that, but as far as I know, early dismissal was shared in the portal and Dr. Payne's update two weeks ago, one of the last portals either last week or the week before there was a whole page in the newsletter regarding early dismissal policy around that, but as far as attendance policy, I will again Mr. Gilken will be putting something out.

11. New Business:

I. Signing out for jobs/internships of HS students:

There is some confusion about whether parents need to sign out students every time they have to go to a job or internship in person at the office for HS students during Extended Advisory

Facilitator: We've heard some, there's a lot of confusion around when do parents need to come in to sign out their kid. So if students have internships, or jobs that they're going to for extended advisory high school students, they're allowed to do so. So what we've been told is that parents need to come and sign them out every single time they have to leave the building for a job. So just trying to get clarification so do parents need to sign out high school kids that are going to a job or an internship, every single time in person for them to be able to do this during extended advisory?

Lennon: So Mr. Gilken is working on a permission slip. So once you sign that form, it's an internship so there is a process that he is developing and creating for anyone that has a job or an internship because there has to be a verification process and documentation from that job or internship. Once we receive that as a school and they

verify it with the company or companies or wherever the internship is, then you will not need to sign a student out because there will be an actual permission slip and there's a whole system for work. This basically we're going to be using under the workers release under worker student work roster. And there is a district protocol around that. Facilitator: That's great. So at the moment, they're required to sign them out until the verification process happens. Is that why we're hearing about it? Yes.

Do you know how long it will take for us to put this system in place?

Ms. Lennon: We were just in meetings and conversations, especially when we have not had this volume of students that are needed. So for Masterman, this is very, very much new. And so we are actually in consultation with other schools that do it all the time. So that is we just got guidance from other schools. And then the last thing we have to do is get the verification from Assistant Superintendent Gordon. And once we get that final approval once he approves our protocol then we will roll it out. So I'm hoping by the end of next week, we can get some communication out there. Because it's been in my email every day. So we're working on it.

Question regarding the 4 non teaching positions for teachers:

Parent: I just have a question about what is happening with these new positions. There are four of them like the school based teacher leader, the enrichment teacher, the intervention teacher and the climate manager. What exactly are they doing? Because it seems like these teachers were taken away from rostered classes and I know in the fifth grade that this is an issue. I think Miss Ballou was one of these teachers. So I'm just curious if anyone could kind of update me on what the role of these four individuals are and why we took them away from rostered classes from teaching rostered classes.

Ms. Lennon: Well, I want to make sure our language is clear. No one took them away. They actually wanted to come out of the teaching position. They applied for the position. So we created a position and they actually chose to do it.

Parent: I am sorry, I didn't mean to use that language. It just seems like Why were these positions created then?

Ms. Lennon: We also filled as they mentioned all four we created four additional positions that we did not take away outside from the gym teacher's position from that.

School based Teacher Leader (SBTL)

So the SBTL school based teacher leader, every school in the district is required to have one there's a standard district every school in Philadelphia has a school based teacher leader. So we needed to create one. There's a whole guide, they basically support all of the teachers with instruction, curriculum and implementation, all types of things as regards to teacher support. So every school we were actually one of the last schools to have one and so that's that position.

Intervention Teacher:

Intervention teacher mentioned again, quickly because of our students and how are they are performing specifically in our fifth and sixth now who are now our sixth and seventh grade students? As you are aware that we did not have criteria for the last, the last incoming set of students last year set of students when it comes to PSSAs, and so therefore, we wanted to support all students who are not achieving at grade or above level, which is the majority of our students. So we wanted to prioritize because there was a significant number of students who needed intervention and support to get them back on grade level. And they obviously support that.

Climate Manager:

And then for the climate manager. Again, one of those positions again, all school districts is an administrative position. And that position was created to have someone centered on student life. Focus, Mr. Gilken, who everyone has mentioned here, he basically was that role and we just kind of officially made him that role. But that it's someone dedicated administrator, dedicated to handle climate, culture, attendance, and to oversee student life. And so that is that position.

Enrichment Teacher:

The enrichment teacher so the gifted teachers not enrichment instead the gifted teacher. We have a significant amount we actually have not been fulfilling the needs of our students with GIEPs. So we have one of the largest amount of students that GIEP is gifted individualized plans, and we have not as a school collectively, that

implementing those plans with fidelity, so through more of a federal need to make sure that those students are getting that support. And again, this is also for students that have GIEPs, we did not have a teacher dedicated to support those students and fulfilling those requirements under federal law. So we created that position and she is working to support those students.

II. Community Handbook Updates: Jen M.

What is the process for updating the community handbook?

Parent: I am a parent of a high schooler in 11th grade and an alumni and I am the chair of the Home and School association athletics committee. So my topic relates to my passion for athletics, so I'll start there. Like you're going to circle back about the GIEP that you mentioned this morning, my son who graduated had a GIEP from fifth grade through 12th grade at Masterman. But they were never serviced because of budget related items. That which I know is of course, was federally mandated, but nobody cared when you don't have money. So it's good to see that there's more money in for servicing some of these students. So that's the first I've heard of that. So thank you for sharing that information.

But okay, so here's my thing about athletics that I wanted to bring to the table. In the community handbook, I read there seems to be I believe, some additional language in the Student Handbook this year, and it relates to athletics and so I wanted to bring it up as a concern because there was a lot of voices and advocacy on this particular topic last year by dozens of parents and dozens of students and it was raised to the level of Dr. Watlington and there's lots of records on this and the noise on this particular topic continues even today. So the statement in question in the Student Handbook, which is on or the community handbook on page 18, on athletics says specifically, students, teams or clubs, who are part of an active investigation, so I just want to focus on active investigation may be prohibited from participating in scheduled activities until the investigation procedures are completed. Now, the reason there was a lot of noise on that last year, I don't want to re litigate things and we can take this off and I can put a whole case study together on this fine, but because students were harmed as a result of punitive measures taken against them immediately prior to an investigating, investigation, even starting, and then for even closing and at the end of that investigation, they were cleared, but the damage and the punitive measures against those students were already implemented including an entire team including students who were not even part of the alleged incident. So there was a lot of grievance around that and that they did not believe that that was appropriate. And just to further map that student's issue of an active investigation against a current situation with a staff member who well, I guess it was a year long investigation of a staff member who was under an active investigation. When you asked the district asked the lawyer, the top lawyer of the district and you asked, is there a punitive measures against this staff member as part of an active investigation? And the response is no because an active ongoing investigation quote, is not considered documentation of unsatisfactory conduct or performance meaning innocent until proven guilty. So when I see that this is in the document, and that students are being held to a higher standard and a punitive standard, when you map that up against staff, it just more highlights the grievance that they've had before the grievance that still exists today. The grievance of soccer parents of girls basketball, I mean, there's a lot of grievance on this topic, and it impacts coaches, students and so I felt like I had to bring awareness to this topic. I don't want to take up more time. I can bring data or whatever we need, but this I can't urge enough that it needs to be removed because it does not meet even the demonstration of the relationship first model, which is also noted in the same community guide. It doesn't have that relationship first model because you're guilty before anything happens. So I know that sounds like a soapbox. But it's not just me. It's like dozens. It's several sports. It's a lot of people, it's students. So that's why I bring it up

Facilitator: Thank you. Miss Lennon, can you answer that because at the top of the I'm just looking at the handbook and it says any change in language and the handbook will be communicated to students. So was this particular change communicated to students?

Ms. Lennon: There was no this is the same handbook that was originally given out so that wasn't changed. But what she I think Jen, currently you're just lifting that that was already in there to make a change, correct?

Facilitator: No, I think Jen, Jen said at the beginning this wasn't in last year's handbook and I'm looking at the last year's handbook. It wasn't there. This is something that is in the current year's handbook. That has been added from last year's handbook. That has not been communicated to everyone. So

Ms. Lennon: So this, I just said that. So what I'm saying is, the handbook was updated for this year sent out for this current year and you're lifting the current year's concern, and I do agree with you. I do agree that that needs to be looked at carefully, especially in light of, you know, things that are happening in our athletic department so I do agree with you. That you know, I have Mr. Gilken look at that when we take a deeper dive in it collectively as an administration, and you know, we'll make a decision.

Parent: Okay, great. Thank you. Um, I just want to also add that you know, my belief in athletics is that you know, on a positive note, it's to help build community and I want to be a part of building community and using sports as a way of doing that. In fact, the district website itself lists athletics on their number two objective for athletics in the school district is as a way to build community and because in his new role, Mr. Gilken, Climate and Culture, the athletics committee is partnered with him and we actually have a meeting with him tomorrow, it's not going to be on this particular topic, but just wanted to throw that out there that we do recognize, you know, there's a cultural piece and a content piece to athletics as well.

Facilitator: As a follow up to that, is there a process for the updating of a handbook and how the community gets to know. Can changes like this be made without community engagement? So these are larger questions and we need to have a discussion about it, because I know it's hard to answer it right off the bat. Do you know of any established process well?

Ms. Lennon: I believe the last parent had a question and this is why it was essential for us to have a climate manager to be able to, this is the first year so I will say, bear with us and bear with Mr. Gilken. But I do think that this is something specifically even for the climate and SAC that the SAC ad hoc committee for that because I think it would be a great subcommittee conversation is to establish a protocol as a community. So I actually would say I say yes, and I think the community should help create that protocol. And what that looks like. Right now.

Organizer: Um, can I just ask a clarifying question? Oh, yeah, my clarifying question. I just wanna make sure I understood this because I heard you. I heard a genseet. I heard what you said. And I'm not sure if I was tracking. So this excerpt that you put in the chat was not a part of last year's handbook. Then there was an incident where that was the action taken by the school, which the community was very distressed by and then we added it to the handbook, but it was added at the start of the year. So it's not considered a change because it changes like within the school year. Do I have all the facts? Right. Okay, so I was taken aback because I know there was such concern in response to that, like my heart rate is actually really up right now. I'm so surprised that our response to that concern from the community would be to formalize it. So I really thank you, for raising this. I do think it's something to take up in Climate and Culture and I'm, I am distressed by this. I mean, people were very distressed by how that played out. And I'm surprised we doubled down in this formal way. Thank you for raising it.

IV. Microwave Use: Lauren B.

Parent: I know there was an incident with the student cafeteria with a microwave. My daughter loves to use microwaves and I was wondering if there was a plan to bring them back. Or is there what happened with that?

Ms. Lennon: To be honest microwaves aren't supposed to be used unless it's used in like a, you know, cooking preparatory process like along with the lesson, guide and support. So this luxury of having the microwaves to be honest, we were excited for the fact that you know, we have students using it, unsupervised different things like that. So that, you know, teachers aren't even allowed to have microwaves in their rooms, right. So, microwaves is an electrical issue. So I don't want to highlight a practice that isn't actually supposed to be in place, according to district policy. And so I will let the fire marshals respond to that. Because I don't know if we should continue a practice that we're not even supposed to have. But I do think if there's a way or creative solution to this to bring them back and students bring their own lunch, right, how can we utilize that? Maybe we can work with our kitchen

staff. We have a new food and service manager. We also need to look at the protocols that are allowed for so I think I don't want to not I don't want to take them away. But I also don't want to actually spend time creating a practice that is actually against district policy, so that we can be creative and the solution to it. But to your point, yes, one student put it and that's why it has to be monitored and supervised. The reason why we had the fire or the incident was because the student put something that wasn't that was not microwavable, and then the microwave caught a flame.