

JRM SAC Agenda for December 6, 2023

October 4 SAC Meeting Minutes APPROVED.pdf

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

Facilitator - Roll call of SAC members:

<i>Parent Members</i>		<i>Admin & Staff Members</i>		<i>Community Members</i>		<i>Students SGA reps</i>	
Sam Vitiello (F)	P	Dr. Payne	A	Carolotta Stafford	P	Candelaria Beatty(HS)	A
Lauren Bell (S)	P	Ms. Solomon	P			Marissa Maisano (HS)	P
Aubrey White (O)	P	Ms. Gray	P			Who? (MS)	
Michael Wang	P	Ms. Neu	P			Joselyn Li attended the meeting	
Kristine Ho	P	Ms. Geiger	A				
Anne Dorn	P	Dr. Alberti	A				
Marte Smith	P	Mr. Gilken (Present for	P				
Eva Anderson	P	Dr. Payne as School Admin)					
		Admin Team					
		Ms. Harrison	A				
		Ms. Lennon	A				

Sharing of Agenda- [December 6 SAC Agenda](#)

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

Mr. Gilken stood in for Dr. Payne at this meeting:

Intro by Mr. Gilken:

What a Climate and Culture manager does is there's a couple of things one is operational. Right. I sort of try to set policy for entry and exit of the school for transitions, for lunch and recess. I oversee any of the behavioral work that we need to do in regard to the dean's office, and any sort of situations that we do is one of the one of the leaders that one of a handful leaders in the building for our relationships first unit so we do a lot of restorative work, when there's conflict and work with students. The culture part is, you know, we're trying to make our building a more empathetic and more open and more welcoming environment for all students. You know, sometimes succeeding sometimes not. Things as simple as we had our first sort of seasonal sports pep rally last Friday for the Fall athletes, we're gonna have one and winter we, you know, starting just kind of new traditions, overseeing spirit and things like that. Just basic stuff. And yeah, that's the climate manager side on the Dean side. I'm involved in course selection. Our advanced placement, all programming. I help students navigate situations with teachers if they arise. Help students with just some social emotional stuff, college applications. I wrote 30 letters of recommendation this year. Scholarship apps. help oversee clubs and student life and assist with athletics. Just like it's a lot of stuff. But you know, the beauty of climate manager is that it is the admin role that is primarily student facing, and so I spend most of my day with students and I like it.

1. Welcome and Approval of Minutes: [November SAC meeting minutes APPROVED](#)

Approval of Minutes for Nov 1st meeting Motion to Pass: Sam Vitiello Seconded: Kim Neu Motion Passed

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

3. SAC Update: Facilitator

Pre-SAC Meeting Wed, 11/29: [View 11/29 pre-SAC meeting Agenda here.](#)

Pre-SAC Meeting Update and General Updates:

- The meeting lasted 2 hrs and 42 mins. There were many outstanding topics from previous meetings that were addressed and we had to end the meeting after item 24 on the agenda.
- Committee reports and updates were not discussed.
- Outstanding matters from pre-SAC meeting 9/27, SAC meeting 10/4, pre-SAC meeting 10/25: Handbook and web updates, staffing plan for mid year openings, 7th grade snack, new teacher introductions, EC hour cuts, (please refer to agenda for more info)
- Outstanding matters from the SAC meeting 11/1 will be part of the **Old Business** section of the meeting.

4. Admin Update from Mr. Gilken-

NHS Tutoring: We have teachers in place to supervise dropping tutoring in the morning. So that is going to begin hopefully the week before winter break, if not as soon as we get back from winter break. So we've got that scheduled to be Mondays, Wednesdays and Thursday mornings. We're working on space to also have it two days a week during advisory. Advisories right now is tight and we may end up having to do it in the lunchroom. And I would supervise that or possibly the SBTL Ms. Shapiro, or the intervention teacher Miss Ballew or some combination of the three of us can do that. So that's a positive. We started one to one tutoring probably about six weeks ago matching students, but we didn't have space or personnel for dropping tutoring because the EC money for NHS was unfortunately greatly reduced. We're able to pay teachers to cover drop in tutoring three mornings a week. Right now and that's going to begin soon, I'm working with the NHS president and Co-President to put together a schedule of tutors for the morning and for the afternoon. While at the same time we have students working with in one to one relationships with students and assigning more every day. So that's something that's going on.

College Admissions: 4 of our students were matched to Yale, Princeton, Northwestern and another college through Quest Bridge. Quest Bridge is a program that matches students with some very selective colleges and universities. There's about 40 that have a relationship with Quest Bridge. Many of the Ivy League schools, Stanford and a few others and if you get matched, you are also provided a full scholarship for four years. Tons of kids today found out they got admitted to Penn State. Another one of our students got a full scholarship to a program with St. Joe's - a pharmacy program that I think covers like seven years. That was a full scholarship. Our college outcomes for 2024 have so far been really, really lovely. And I believe December 15, maybe next Friday may be a big day for some kids.

Upcoming Winter Concerts (Ms. Neu): So this week coming up on Wednesday is our middle school concert at six o'clock and the following week is our high school concert at 6:30 on a Thursday. We recently just put out our cast list for Beauty and the Beast which is going to be amazing. And that's always the first weekend in March. But we'll keep reminding everybody and I hope all of you can join us. Thank you.

5. High School Update-Events Chair Marissa Maisano,

[SGA December SAC Update](#)

So I'm Marissa Maisano, I'm a junior and event chair.

SGA meeting with Admin:

On November 20 the SGA had our monthly admin meeting with Dr. Payne, Ms. Lennon, and Mr Gilken and we were able to talk with them about the student response to bathroom repairs and then just our upcoming events through the year.

Friendsgiving:

On Tuesday, November 21, we hosted our annual Friendsgiving potluck, which was lovely, it was amazing. There was so much great food and we had a Thanksgiving craft and it was just a great way to promote, you know, positive holiday spirit in school.

UMC HS Townhall:

This past Monday, the United Minority Council posted their first monthly townhall with Dr. Payne during advisory, which was a way for students to ask questions directly to Dr. Payne in a large form space and give feedback directly to administration and this is going to occur once a month during advisory.

Upcoming events for SGA:

On the same day as the Middle School winter concert we're going to be having our gingerbread house competition from 3:30 to 5:30. It's in the cafeteria and it's open to all students both middle and high school. And we have individual and group signups. It's \$10 for individuals and \$20 for a group and students can bring money to Madam Heimann in room 214 during advisory to secure their spots or they can also pay at the door. We have a max of 40 participants, either groups or individuals and SGA is going to provide all supplies. We packed up the bags today with everything and there's going to be gift cards for the winners. We encourage everyone to sign up as soon as possible.

Because like I said, we only have 40 spots.

Winter Assembly:

On the day before winter break December 22 we're going to be having our winter assembly which is going to be second and third periods for all high schoolers. And we're going to have just some holiday performances. Sweet 16 is going to be performing. We have two student bands that are going to be playing and we also have a performance from the KPOP Dance Club.

International day:

Which is going to be January 26. It's an annual tradition that SGA runs and it's basically an all day event for the high schoolers where we like to promote everyone's different cultures. We have a fashion show, which is also performed for the middle schoolers and like a dance bit and then we have workshops where students can sign up to run like half a period long workshop like sharing about their culture. Normally everyone brings in some good food. So yeah, it's a great event. It's honestly one of my favorites. And yeah, that's it from us. If anyone has any questions, feel free to put them in the chat.

Bathroom Etiquette:

Facilitator: SAC and SGA will work together running a program for talking to students about the proper use of the facilities, we heard from Mr. Woods, our new building engineer, that certain types of behavior in our bathrooms, which are old, create facilities issues, like he said, if students stand on top of the toilet, then the bottom seal gets broken. And that's how we have those leaks. And that's where we see little pools of water in the bathroom. So we as a SAC we're trying to figure out how to work with the SGA like you know, get a team of people together to put together kind of the the language and like the you know just how to address this especially with middle schoolers because their SGA is not up and running yet?

SGA: I know that like last year when we had the period products were implemented. We did an assembly for the middle school, like on the proper use and also for the high school. . So I think something similar to that could be good. It was just like a little slideshow and we can work together and figure that out.

6. Middle School Update- MS Rep TBD (Jocelyn Li)

Student: Our class will have elections tomorrow. MS SGA has only met two times since the last SAC meeting, which is an issue because it's been a long time and it just keeps getting pushed. We only had two meetings and we're not planning anything. Nothing's been planned. But some middle school classes already held their own bake sale.

Facilitator: Students have come to every SAC meeting for support and I know that Miss Stevens is new and it's hard to run an effort like this without any prior institutional knowledge, or knowledge of how the SGA runs. So what kind of support can we get Miss Stevens and what kind of support can we get the students? I think those are the two questions.

Stacy Koilor: I did connect with Miss Stevens and she mentioned that she had two general meetings last week, and they're hoping to hold elections this week. She also mentioned that Ms. Harrison offered support to get things going. So hopefully that will happen this week. And then she'll reach out if she needs any other resources. But it sounds like maybe it's in motion now.

Student: I was gonna add that we have an eighth grade musical and we are starting to like Choreography and we're meeting up with stage crew members from high school. The Yearbook Club was also going really well. We have collected a bunch of photos that we've worked really hard to organize into little like groups. The students run club - they finished up their season with students participating in half marathons or full marathons.

7. Home and School Update- Stacy Koilor - HSA Vice President

[HSA December SAC Update](#)

Just want to remind everyone about the HSA website MastermanHSA.org and if anyone is not getting the newsletter you can sign up on the website, we want to ensure that everyone signed up for the newsletter.

Auction Planning:

The next HSA meeting was scheduled for December 19, a general meeting. What we'll do instead is have that serve as the auction meeting to really get the auction planning started and we really really need help and support and guidance. So if anyone has a specific interest in helping with planning the auction or has experienced expertise in an area that might support the auction, please, please let us know and contact fundraising at Masterman SAC hsa.org with any offers or anything that might be helpful related to the auction.

Membership Drive:

The membership drive is continuing. And we actually have a really fun activity in place to increase membership. So the advisory with the highest increase and membership will receive a piece of already and so it actually is for any advisory that reaches 90% of its students so every advisory that gets to 90%. HSA membership as part of the drive will get a pizza party so we're hoping that this will increase the number of members. We've asked teachers to post in the Google Classroom so hopefully that comes across. And then for parents also if you can, if you can be sure to become a member of HSA if you're not already a member and then ensure that your student completes a form. I'll drop the link to that form in the chat as well so that the advisory gets credit towards having the pizza party.

HSA Grants:

HSA grants that are underway. So we have teacher grants, coach grants and department grants. There we've received many requests already and we've already started to fulfill those. The grants committee is still in the process of reviewing submissions and finalizing the process around providing funding to the various needs so we'll provide an update later related to the or in the next HSA meeting.

Teacher Appreciation:

We had treats, gift bags and coffee provided to our teachers at the school on conference day. So we hope that went a long way to help with a very long day with report card conferences and we'll continue to do things like that throughout the year and we are also sponsoring the staff holiday party next Friday on the 15th the staff will gather at Yards just down the street from the school and have food and drinks and really have an opportunity to connect outside of the classroom.

Sixers Night Fundraiser:

The next item that I have is done please don't forget night out at the Sunday Sixers the opportunity to purchase tickets was extended to December 15. A portion of the proceeds will support JRMasterman athletics so please purchase tickets and find out we have less than 20% of the seats available. I'll also drop the link to that in the chat. Let's just see here.

Seeking Volunteers:

We always need volunteers so if anyone is interested in volunteering please let us know.

Climate Staff Opening:

There is an opening for a climate staff and we received the position information from Mr. Gilken. Thank you Mr. Gilken, we will include that in the newsletter and we'll continue to highlight that need but if anyone knows someone that's interested in looking for a position in our school as part of the climate staff team, please reach out to Mr. Gilken and let him know and I think that is it.

8. FACE Update- MiMi Gravely FACE Liaison for our school.

Ms. Mimi: Good evening, everybody. I'm the family engagement liaison for Masterman this year. I'm there physically on Wednesday. I have seven other schools. So in a nutshell, I do parent trainings, which is the parent portal and the volunteer orientation. I also do workshops which I am hoping for this month, I didn't pick a date yet, but it'll be attendance matters and pretty much you guys learned in the district policies regarding attendance and what is excused and what is not. And then I also the least favorite part of the job is parent concerns. So God forbid you run into a situation where you're not getting much response from a teacher. You go to the next chain of command, you're not getting much response. Then you contact me and I will take care of it. So far, Masterman is good on that level. No complaints.

Two updates. Well, one already gave you the attendance matters that I'm trying to do this month. And then the other update, was it was brought to my attention that the Middle States survey. We wanted other languages, Spanish and Chinese specifically. So sooner than later it's already in the works that when you click on I think it says input and when you click that it's English, under that will be Spanish and then Chinese you will click on the language that you need for you to access the survey in that particular language.

9. Committee Updates & Reports:

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

Meeting time: TBD

Committee Update: Connecting with Ms. Robinson to ensure continuity of past programs.

Ms. Gray: I had a conversation, while of course the DEI person has not been hired, but I did receive information about a gentleman who might be able to offer some services. He works in a DEI program, but I've not spoken to him yet. But I did. I did speak to Marissa. And that was very early and we talked about how we might support the students. And her thinking was that maybe we could look at those students who came in and find which students might need additional support. So we were waiting for the report cards to come out and the report card conferences. I spoke to Dr. Payne about access to that data and she said that that would be fine because I personally wouldn't be able to access it. And she said it would be fine. So that I think might be the next step, how we might be able to help students and families and hopefully this person will be insightful in terms of what we can do to support this the students and and just how the grades how those students grades looked and how many students failed and how many students need additional support and what kind of support they need. So I think I'll be getting that information maybe probably within the next week, so that we can support those students and get them on board if possible for term two. So that's all that I have

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

Meeting time: Second Mondays @ 8-9

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

Committee Update:

1. The District Bell Schedule Survey has the choice of 2 start times 7:30 and 8:45, both of which will affect students in a negative way. An earlier start would impact before school activities and would mean a very early start for students with long SEPTA commutes; and a later start makes it more unsafe for students having to take themselves home from after school activities, particularly sports in off campus locations. Since our students primarily rely on public transportation SEPTA and do not use the yellow bus, we as a community are advocating that the start time for the school remain the same to preserve programming for MS and HS and for the safety of our students.

Mr. Gilken: I know a little bit about that and what I will say is this, that early time would be so difficult for so many of our students, specifically those that come from the far northeast, even with our 8:15 start time right now, I know that there are kids who you know are leaving home well before seven maybe even earlier than that, so that that time is tough. The 8:45 start time is prohibitive for athletics.

Ms. Neu: I think the big important thing is who was going to advocate and say that our school is not taking yellow school buses. You know, we shouldn't have to change our start time. Every school does not fit into the same mold because it really would be a problem to start that early. But starting late, even right now it's a dangerous situation for our kids that aren't allowed to leave for athletics at 2:30 like they used to and to make this even later would be terrible. So definitely I think that we need to get someone to advocate for us and I don't you know, if the admins don't do it, I guess it's us.

Ms. Vesce: I also know as I spoke to Mr. Otarola. And even if we have the later start time kids are still going to get out at one 1:15 for sports for scheduled games and events. Because the start time of the events still must, will remain the same because of officials. So kids will be missing a significant amount of school for games, meets and events when they're traveling. So that's something you know where I know the athletic department has been speaking to 440 about it, to try to figure out what is best and how we can remedy it, but I don't think they have any answers as of now.

Sam Vitiello: Maybe we do need to do something, maybe the SAC and HSA write a letter or something to the district. You know, pointing out how either start time would be detrimental to the school. You know, we should take some teacher input, particularly athletics and morning extracurriculars before we do that because they can speak to what the kids would lose.

2. Discussions about Extended Advisory, what is the impact of extra instructional minutes in Math and ELA - how is it being utilized, effect of drastic reduction of specials and what curriculum content they are missing.

Sam: A major topic of conversation was what is the purpose of extended advisory and how it's just failing most of the kids in the school. The biggest plus that parents see is that kids are able to finish their homework at school. This is particularly middle school, and they have a little bit more free time when they get home. But otherwise, no one feels like anything of substance is happening for those 45 minutes and in looking at it from the angle of all the specials that students don't get anymore and how they were programmed before and now it's just a waste of time. Parents are not happy about that., equity and World Language pathways. And so we do know that one of our first meetings at Teaching and Learning topics were brought up where students fluent in Spanish were in Spanish one, and we had brought that up in a SAC meeting and now those students have been placed in the appropriate level of their, you know, their, their fluency and their capacity for the language. But it also on the other hand, what it does is they don't get the three years of language education that they need in high school to qualify for certain colleges, you know, certain competitive colleges, so when we, so we really if we're really talking about an equitable school, we need to talk a talk about equity for all students. And for that purpose, you know, it needs to be two language pathways that will both allow for either three or four years of learning and you know, that on the transcript for these students to qualify for these competitive colleges, so that was the substance of our discussion in the Teaching and Learning meeting. So Mr. Gilligan if you want to add anything to any of this like you can or we can move on like to the next committee

3. Why a language other than Spanish is important for true equity to give students fluent in Spanish a pathway for 3-4 years to qualify for competitive college admissions.

Sam: Equity and World Language pathways. And so we do know that one of our first meetings at Teaching and Learning topics were brought up where students fluent in Spanish were in Spanish one, and we had brought that up in a SAC meeting and now those students have been placed in the appropriate level for their fluency and their capacity for the language. But on the other hand, what it does is they don't get the three years of language education that they need in high school to qualify for certain competitive colleges. We if we're really talking about an equitable school, we need to talk about equity of opportunity for all students. And for that purpose, the school has to have

two language pathways that will both allow for either three or four years of learning that can be recorded on the transcript for these students to qualify for these competitive colleges, so that was the substance of our discussion in the Teaching and Learning meeting.

- c. Health and Wellness - Co-Chairs: Carolotta Stafford and Eva Anderson**
Meeting time: First Wednesdays @ 6-7
Committee Report: [📄 Health and Wellness Committee Report \(11.9.2023\)](#)

Eva Anderson: Health and Wellness is currently working and looking for sponsors to jumpstart the buddy initiative. We would also like to advocate to restart clubs in limbo. Those clubs have wonderful potential to help students to connect and share common interests. So we are working on also the Septa bus stop problem. There is a substantial number of students who take SEPTA number two, and for them, it might be a joyride. But if they tell parents how it looks like the parents may be scared. Bus is overcrowded. Students are standing behind the yellow line. It poses a very, very serious risk and I would like to look for possibility to lobby for at least one or two more buses that can take them because if they would like to get home safely, they need to wait at least 40 minutes for a bus that is empty.

- d. Climate and Culture - Co-Chairs: Aubrey White, Michael Wang**
Meeting time: Third Mondays @ 7-8
Committee Update: 1. Climate Staff, 2. SchoolExperience Survey Discussion, 3. School Communication.
Committee Report: [📄 SAC Climate and Culture Committee Meeting Report \(11/20/23\)](#)
[SDP SchoolExperience Survey Result for J. R. Masterman 2022-23](#)
[SAC priorities from SDP SchoolExperience Survey](#)

Aubrey White: At our last committee meeting we talked about several topics at length.
SDP SchoolExperience Survey:

One thing we committed to it, this last SAC meeting was to dive into the SchoolExperience survey results. So we did spend a central amount of time talking about student wellbeing and teacher well being, primarily. One of the things that kind of came up was this idea of students having an adult take interest in the building. I wanted to lift that up in this space to say that we want to keep raising that number and so thinking about ways that it's letting students know like who is your Dean, who are your counselors, like go to your advisor, teacher, that kind of thing.

We also did speak about teacher morale. We really care about that as families. We really want to find ways to support teachers and to raise the teacher morale at Masterman.

Another topic that we discussed and if you see the link, you'll see we also put some screenshots in there. We had worked as a Climate and Culture committee to refocus on the vision statement that the community had previously created as part of the Middle States process that is now back on the website. And in light of that mission statement, which is about supporting advanced intellectual study. We were looking at how we're doing as a school in supporting our current students. So we did look at the PSSA results because those have come out in the last month and we're just really concerned that we have a number of students in the middle school right now it's 80% of the middle schoolers are proficient and advanced just as a sum total, which means that there's one in five middle schoolers who are not scoring proficient on the PSSAs and we really care about this. We want to have our students be able to succeed. We want to be able to support them in advanced intellectual study. So we're just bringing that up to say if this is the mission of the school let's sit with this. So we spent a lot of the time at our last meeting kind of just looking at hard things in the face. Honestly, it's hard to sit and look at it and say, Okay, this is where we are with some of these things. But we've made a commitment here to do that and we did that as a committee.

Michael Wang

School Communication:

So that's kind of a two part piece. So the first part is the actual transference of information from school to parents. As far as meeting our committee we talked about issues that parents are having to open emails from Dr. Payne in a Google Drive. Since that has been addressed by Dr. Payne. So she has since started to email us in plain text as well and that is very much appreciated. We also discussed the actual content of the communications. So that part was about you know, just kind of giving more relevant and detailed information within the communication that's helpful to parents, things of that nature, that's something we talked about as well, at the last meeting.

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 the 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.

November: 10/24/23 - 11/29/23 - SAC Input Synthesis, Volume 3 (11/29/23)
October: 9/27/23 - 10/24/23 SAC Input Form Synthesis Volume 2 (10/24/23)
September: 8/30/23 - 9/27/23 - SAC Input Synthesis, Volume 1 (9/27/23)

SAC input synthesis:

Thanks, Michael. And that's a nice segue into the other responsibilities that Michael and I carry, which is taking all the input. I think a big part of the Climate and Culture of the school is to make sure that families know there's a vehicle for their concerns to be lifted up, that their concerns are heard, and that they're addressed. And so what we do is we take all of the input from the input form and sit with it and try to synthesize, just trying to pull together the themes so that we can see them and one thing that has emerged consistently over several months is communication, which is one reason that we've brought that up in our committee as well. So we do want to just keep saying here that like we do, we do continue to hear that and it's a conversation that we've continued to have with different members of the administration. And we're really grateful for some specific changes that have been made like the plain text version and identifying Masterman in the email, and are working on some of those larger ideas of like, have more context or learning about things a little bit earlier, and we've had this conversations as well, so we will continue to have them and we do appreciate everyone continuing to let us know what's important to you for us to bring to the committees.

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

Meeting time: second Tuesdays @6:30

Committee Report: Safety and Facilities Committee Report Nov 1 SAC meeting

Committee Update:

1. Bathroom fix updates. SAC did a walkthrough on November 6, 2023, most fixes have been completed. Three issues identified:

- i. Skeletal maintenance staff from 7:30 to noon leading to difficulty monitoring all bathrooms for supplies and issues. Most staff work after school.
- ii. Set up a communication protocol so students can notify bathroom issues immediately upon noticing the issue to building engineers office
- iii. Implementation of education programming for students around behavior issues in the bathroom that create facilities problems.

2. Traffic congestion in the morning

3. Desks

Sam: So a lot of things have been systematically addressed. And this was a very good thing and we got to meet Mr. Woods. He's amazing. He was very, very nice. It was his first day on the job. The HSA has been helping us appreciate the custodial staff. They brought them coffee and doughnuts to show our appreciation. It's been great that we can do this as we need to appreciate everybody in the building. And so one of the things we noticed and maybe Mr. Gilken, you can help us with that. There was a very skeletal custodial staff between 7:30 in the morning and noon. There is just Miss Smith. And that's it. There is nobody else to help her and, and that and most of the bathrooms running out of toilet paper happens before noon. So we are wondering if we need more custodial staff or can we do a different way of scheduling them and who has the authority to do that?

Gilken: Ultimately Mr. Woods ultimately schedules his staff. We do unfortunately for a building our size have a bare bones staff. So we basically have and if it was a month ago, one of our new custodial staff members Jamil might not have been on. So we basically have Miss Teresa and Jamil with Mr. Woods in the morning now then we have Mr. Alex who's on the second floor who kind of it's like a stretch shift like in the middle and then we have Ms. Denise and Miss V in the afternoon and it's tight because they're you know they're between the floors. But I believe now in terms of time overlapping with the students we start the day with three we add four, two leave and two more come on, two leave after two more come on. So at any given time we should have three custodial people in the building. Yeah. And part of it is just a chain of communication, right? The adults don't go into the bathroom so the kids go in. They see there's no toilet paper. They report it to the teacher. The teacher calls the office. The office then gets on the radio or radios me. Unfortunately there's not a solid, right.

Sam: That was the second point. It was like he was saying to us if the kids notice and I could get if I could get the notification right away, I can fix this so much faster. And also we went into a third floor girls bathroom with no toilet paper. We knew as we were walking in as the

girls leaving said to us, don't go in any of the stalls. there's no toilet paper anywhere. And he was saying that this is not acceptable. Then Miss Smith was explaining that only she's responsible for it in the morning and she was walking with us. So, we need to sort of figure out that communication piece. So some students are not going to tell the teacher right.

Gilken: That's the thing, right? Some kids go in, they notice that they don't say anything, they leave and that's something we have to, I mean, that is what that is a conversation between admin and parents and you know about streamlining that process. Right. And also communication with students. I will say the bathrooms on the second floor, the bathrooms on the third floor. Those are probably the four bathrooms that are the most trafficked, right? Because that is where we have the most classrooms so that is another thing that we can look into in looping those more than the others because frankly, there's just more there's just more foot traffic in those spaces.

Sam: Right and as Mr. Woods gets to know the building and stuff I'm sure that you know he can also get a read on it. But as parents, right, we're committed to working with the SGA on language and you know, of respect for using these facilities and how to use them correctly so that we don't see the same problems happen over and over again. But you know, on the other end, like who in admin should you know, should we just work directly with Mr. Woods? What should we do? You know, because we want to figure out this problem.

Gilken: If you guys could work directly with Mr. Woods, that'd be great. Here's another thing to consider. I've been at Masterman for six years. I've been a dean for five of those years, climate manager for one. I've worked with six building engineers in six years at Masterman. Because Masterman is a building engineer, waylay station. What I mean by that is, we are large enough so building engineer pay is determined by the student body, right? So we are a step up from the K through fives and some of the K through eights. And we are a step below the Northeast and the Central's and some of these other larger schools. So often people miss Karima and others, they come to us and then they move when another job opens at a larger school with a larger salary and so they move and so part of it. We're struggling to get continuity in leadership in building maintenance, right. Like we've had so many people come through. So it's one of the things that we're struggling with is when we get a person they get a system, then they're out and then it's like new systems. So that's something that we have to be aware of too, and maybe set some sort of system protocol. And again, this is the first year that we've had a climate manager. So I was at least able to provide because I do work directly with Kareema and now I'm working directly with Mr. Woods. So I'm able to provide a little bit of a bridge of continuity between those people as well. So that's something that I'm hopeful about but you know, one of the things that we do need to get to is we need to you know, I can talk to Mr. Woods about this or we need to look at patterns which bathrooms run out and why. Right?

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

Meeting time: First Mondays @ 7-8

Committee Report: [SAC ad hoc schedule committee report 11/06/23](#)

[Teacher Survey Results Presentation: Impact of new bell schedule on teachers](#)

David Neale: So basically, the committee polled the teachers that are currently at Masterman and asked them a series of questions and we compiled the responses and results and just put them up here. So we made some of these there's not really a whole lot to talk about with these. Other than the fact that they're just fairly self explanatory. Again, there were 23 responses here. They're probably in the neighborhood of 50 to 60 teachers at Masterman and so it's not all encompassing but it's a fairly decent representation and we can see some trends here. And again the presentation is linked on the agenda.

One of the issues is contractually you're not supposed to teach four periods in a row and virtually everyone who responded is because they're having to because of the A/B schedule, there's not a lot of flexibility. The ongoing issue is that there's not a whole lot of free time to meet with students largely because many teachers in the building teach with middle school and high school, and lunch periods were the primary periods to meet with kids. And when it was a five day schedule, almost every high school teacher had two or three lunch periods free a week, and every middle school teacher had two or three lunch periods free a week and now with the A/B schedule, there's there just is not as much flexibility and so there are a lot fewer teachers who have their students lunch period, that's free.

And you'll see common throughout inability to sponsor clubs, for the same reason that many of the clubs are during the lunch periods. And so, if you're teaching middle and high school, you know, with the A/ B day, it's really hard to have a period that your students are free for lunch, and so I don't want to go through.

Whether it's positive or negative, you know, there are a lot of people who think that I'm not starting today with the advisory is impacting students. And particularly, I think middle school is getting, you know, that was the consensus that they're getting really impacted because kids need a place to ground themselves before they start the day.

Also commentary, it's not surprising that the lunch time is an issue, particularly for seventh grade with second period and high school with sixth period. Because both of those allow for five consecutive classes for students. And I know last time we were hearing Mr. Giken spoke about how, you know, high schoolers with all of their AP AP classes really should have a lunch right in the middle of the day. And, you know, seventh graders, you know, need downtime, you know, the five consecutive periods of class maybe has a whole lot to do with it with

a bathroom Google doc change and things like that. So, so again, the comments are absolutely worth looking at. And the club situation for high school isn't looking too good either particularly from the point of sponsor availability. Feel free to jump into this at any point and you know, dig in and then, you know, write Ester or me or Elana, if you have any questions about anything.

Ms. Neu: I was just gonna say and the club situation kind of works against the middle school as well. Like certainly the high school clubs you have the sponsors have problems because they don't have the high school lunch, but in my situation like, because my lunch period would be different. On different days of the week. You know, there was always at least one day where I had the fifth grade lunch free or one day where I had the eighth grade lunch free or something like that. So this year, I have kids saying, you know, I really want to do something with the musical, but I can't say after school, is there some way I can participate? And last year in the previous year, what I did was I said okay, one day a week during the fifth grade lunch, I'm gonna have anybody who wants to help me make props. One day a week during the sixth grade lunch I'm gonna have one day a week when people want to help me make props and then I was able to do other little things like I sponsored like a little dance club. There are always kids that can't take lessons because the lesson teachers are full and I've already started their beginner groups, and now it's two months into the school year. So we can't put someone in a beginner group and then when that would happen, I'd say we'll come during your lunch and I'd catch them up to where they needed to be and put them but now I only have the high school lunch. I'm thankful to have the high school lunch, but I can't do anything for any of those middle school classes. So I just wanted to give an example where it affects the middle school as well.

Ms. Solomon: We're moving on to the solutions. Part of it is to come up with suggestions for moving forward for next year with curriculum with the bell schedule with the fact that we're maybe bringing in more ninth grade classes. So if you'd like to come, our next meeting is going to be the second Monday in January of next month only because of the crazy schedule. But we'd love to have people there. Like now we've talked about the problems. We know the problems now we're working on solutions. So please come.

- g. AD HOC Bylaws - Co-Chairs: Elana Solomon, Nichole Geiger, and Michael Wang**
Meeting time: Third Thursdays @ 7-8
Committee Report: [SAC Ad-Hoc Bylaws Committee Meeting Report \(11/16/23\)](#)

Mike Wang: So myself, along with Miss Solomon. Miss Geiger co-chair that committee. Couple of parents also attended a meeting last month. So what we did was we went through the current bylaws section by section that was developed back in 2021, by parents, teachers and face representative. So every three years it is recommended that we give out the review of the current bylaws and make changes and updates as necessary. So that's kind of what we did at the last meeting. So we kind of went through the whole bylaw in the areas where you know, maybe some best practices from our school's bylaws and as well as this SAC constitution can be used as a model, and we walked through some areas that may need an update or change. That's kind of it.

- h. AD HOC HS Admissions - Co-Chairs: Anne Dorn and Jen Lennon**
Meeting time: Third Sundays @ 7-8
Committee Report: [Ad Hoc HS Admissions Committee Nov Report](#)
Committee Update:

1. Committee Meeting follow up: Has the school website been updated to make it more clear how to request transcripts be sent to outside schools?
2. How is the planning going for the meeting with district officials about accommodating the larger ninth grade class? Should we do a survey to gauge parent sentiment?

Anne Dorn: I see there some remarks in the chat people didn't know about the new 2 ninth grade classes. So yes, they have promised that all qualified eighth grade students who want to stay for high schools can stay. So obviously they need to accommodate more students. And apparently the planning now is they're expecting that they'll need about two more classes.

Facilitator: I think saying that this information iss official is making me uncomfortable. It is like the SAC is telling people that there's going to be six ninth grade classes. That is not the case and I don't want that to be the case. It's just people talking and sort of what people are hearing and asking about. So there's nothing official that we don't know the answer. We do not know and the SAC does not know how many ninth grade classes that will be next year. Is that right?

Anne Dorn: Yes, the planning process has not been completed and in fact we understand there was a meeting today so it seems like there's a lot of you know that the school district has a lot of layers of bureaucracy. And Assistant Superintendent Gordon has been coming to SAC committee meetings and talking to us and being very available. But he said a lot of what's going on is even above his level, a lot of the planning. So today there was a meeting that he was invited to. So I've asked him for updates that I haven't heard yet. Yes, but the information is kind of trickling up and trickling down but Miss Lennon has said that they have told them to plan for two more. So that's not the final word. But it is you know that's the information that's trickled down to her paygrade but they have made the commitment that everyone who wants to stay can stay all of the students who are not currently enrolled in masterman but live in the zip codes that are given priority they can all come you know they've made this commitment so it's not entirely clear what's going to happen. So it's not at all the case that they've decided they're going to add two more and that's the end of that. It's an ongoing process and we're trying to get updates and trying to encourage them to come to a decision quickly. Because we've said AS Gordon we're not going to be comfortable accepting admission to a school turning down if you've got admission to central you get admission to some other school you want to go to a turning that down before you even know what's really going to happen. So they've definitely the people that are in contact with us are filtering right up to the to the higher ups and we're trying to get answers.

Someone in the chat as well is asking if more shadow day opportunities for new students accepted. I guess we'll certainly ask about that.

Facilitator: I've already talked about it. With Mr. Gilken and Dr. Payne. He said he has no bandwidth for the next two weeks, but the first week of January he's going to start planning to put something together.

So if I know I'm the parent of an eighth grader, I'm very anxious about how this is going to play out. So I certainly want an outside option for my son. When you get that admissions offer and you turned down all the other district schools to stay at Masterman I would like to have a backup just in case this planning process goes in a way that I'm not comfortable with so we talked about private schools already. We've talked about other district schools. The next point I was going to make is that the next meeting of my committee is December 17. We'll talk about applying to charter schools for people who are not familiar with that. We're going to have a charter school meeting. So we'll focus on schools that students from last year's graduating class recommended as something they applied to and thought would be a good choice for them. And if anyone has any other schools, they want to put in the chat any charter schools they're interested in, that they'd like to hear about, I can reach out to anybody that you'd like.

And the third point is the question we've been asking all year is the whole point of the admission system was to adjust the racial balance of mastering to be more similar to the racial balance of the school district as a whole. we're wondering how that's going and a parent made a very nice graph and sent it to the facilitator.

Facilitator: We have not had a chance to verify the graph yet. It was sent by a parent who encouraged us to verify the data independently.

Anne Dorn: So we haven't had a chance to verify that this is exactly correct and we will and then share it widely for both 9th and 5th grade.

10. Old Business:

a. Cut in EC hours for NHS: How does this affect students in need of tutoring and the ability of NHS scholars to tutor students? Hours have been cut to a third.

Monday, Wednesday, Thursday mornings will be drop in tutoring and we're M we're trying for two afternoons. We're just trying to identify when and space.

b. Request for transparency around how clubs are being affected by the new schedule:

Clubs were off to a very late start this year. There have been issues with club sponsor availability. There has been a lack of sponsor continuity that is affecting the functioning of clubs. There are proxy sponsors so some clubs can function. There have been issues with scheduling club time with the 6 period A/B schedule, with 6th period lunch. All clubs meet less frequently and for less time. There has been conflict with other activities like AP lab during club time. There is less EC money for clubs. When factually incorrect information like we have the most clubs in the history of the school is shared in meetings with SAC it makes it difficult to build trust and have faith that future decisions will be made in the best interest of students. We request open and transparent dialogue about how clubs and other aspects of student life have been affected by the schedule so we can foster trust and problem solve in a collaborative way with students, SAC and admin.

c. Request for more shadowing opportunities for current 8th graders who qualify for Masterman:

It was great that the shadowing opportunity was made available. The snag that parents weren't aware of as there was no communication went out to them meant that many students missed this opportunity and there is a request for more before students need to accept their HS offers.

Gilken: We'll have a very tight window between when acceptances come out and when people have to click the button. And so we will facilitate something in that window. For anybody that wants to come in the building. I don't know what it's going to look like yet. We will probably be soliciting parent volunteers because we're going to need people to help us receive students from parents who are from outside of the school to come into the building. And we're going to need people to help us sort of reunite students back with those parents as they're leaving the building. Because right now, we're kind of at capacity in terms of support staff for our own stuff. But but you know, I'll sit down with Miss Geiger I'll sit down with Miss Nelson, some of the counselors, the admin team, and we'll have a window available for anyone who has been accepted to Masterman to come look at Masterman whether it's a half day or full day for a little bit before they make a decision on whether or not they're going to come to Masterman.

As far as the kids in the building - that's easy. I have to look at the calendar when the decisions come out. When do people have to click the button and make their acceptances look at all those things. Adding additional shadow days for kids who come to our building every day that's easy. I have the high schoolers already who would do the shadowing, who would be the hosts and really it's a matter of kids meeting in the auditorium with myself or miss Geiger or Ms. Nelson or a group of us meeting with the kids in the auditorium in the morning connecting them with their shadows and letting them know when they return to their regularly scheduled thing. That's easy. The more difficult piece will be the kids from outside.

d. The addition of this language in the community handbook:

[Masterman Community Handbook](#)

page 17 under **Athletics, Music & Arts, & Extracurricular Activities.**

- *Students, teams or clubs who are part of an active investigation may be prohibited from participating in scheduled activities until investigation procedures are completed.*

This was raised by a parent. 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.

Also, according to the student handbook page 1/2 :

“Disclaimer:

This document is subject to change. Updates to the Student Handbook will be provided to the students and changes will be made to the online version of the document and will be included in any subsequent printing or publishing of the document.”

Ms. Lennon clarified at the SAC meeting that this was not considered new language and did not go through student review because the wording was added in the summer months (meaning it was not new this school year - as it was added prior to the school year starting, but agreed it was different from last school year).

- i. Is this in compliance with district policy and student rights?
- ii. SAC researched both other schools' handbooks and could not find similar language in other handbooks?
- iii. Community is not comfortable with this addition as anyone can prevent Masterman students from participating in competition by simply lodging an allegation and it erodes student trust in the school.
- iv. Is there a process of taking community input/informing the community when new language is added to the community handbook.
- v. The student dress code was changed without student input before the 2022-23 school year. Students had to work on it for a whole year before the wording was revised at the start of this year. It would be good for there to be established processes when making policy changes that affect students directly in formally taking their input and concerns into consideration before changes are instituted.

Facilitator: The addition of the language in the community handbook. So this was raised at the end of the last SAC meeting. We did bring this up in Pre SAC and what Dr. Payne shared with us was that this language was a combination of Dr. Domers and in also speaking to the athletics office. And it was in fact in reaction to the incident from last year that we all don't want to talk about because we don't want to rake through the coals again. Dr. Payne said the language was added to address that, and that's what happened. We think that the next step is possibly contacting the new person in Dr. Domer's position, which would be AS Gordon, and also the office of athletics, but the language goes beyond athletics. It goes to clubs and other areas of student life. We want to know if this in sync with the district policy. So of course we have parents here who do the research and have looked at handbooks of other schools. This language is not in any other school's handbook, any other high school that they looked at like Central doesn't have it, Palumbo doesn't have it, Carver doesn't have it, none of them have it, in comparing school handbooks. So, this is something that we have to follow up on. So if anybody has anything to add to that, please raise your hand.

Gilken: I can say two things on that.. All of those other schools do not have that in their handbook. I would be curious if those schools experienced what we experienced last spring, whether or not it'd be added to the handbook or not. As you mentioned, I added that to the handbook at the direction of my boss's boss at the direction of a couple of my boss's bosses. And I know that it is now that language is now once again in the hands of my boss's boss, because one morning a few weeks ago, I was woken up at 5:45 from a text from AS Gordon about that, to give him context on the whole situation. And as soon as I receive direction from my boss's boss again, I'll remove it. I have no stake in that language. I am the person who probably felt most deeply about that situation. Because that group of boys who are involved, the teachers on this call can tell you that was, those were my boys. Those were boys that I had my arms around for since they were eighth graders. And when this happened, it hurt me deeply that they were accused. It hurt me deeply to think that they may have done it and the whole situation was very difficult. But this was a directive that came from above and I'm hopeful and if another directive comes from above, it'll get removed.

g. Lack of microwave in the cafeteria:

Following the fire, the school announced that there would be no more microwaves available for students. When this was raised in the SAC meeting Ms. Lennon said that this was against District policy. Parents have researched this and it appears that this is not so. Carver, Palumbo and GAMP give students access to clean microwaves in the cafeteria and teachers do too. Central students use teacher microwaves all the time. This appears to be a Masterman administrative decision and not a District policy. **Can we re-examine giving access to clean microwaves to Masterman students in light of this new information?**

Mr. Gilken: The fire was because someone put a container that said do not microwave in the microwave. Basically, they got a noodle container around like one of those dry Ramen containers. And the way this one works is you heat up the water and you pour it in the container. Then you put the lid back on and the sides have like aluminum foil and it heats it up. But they thought it was the styrofoam around the container so they put water in it and put it in the microwave and immediately the aluminum reacted. It immediately set off the fire right then and the fire alarm went off. We had to clear the building. And because it was an actual situation Pilly Fire Department had to come out and then that brings the school district fire marshal out and that is sort of where the domino pieces began to fall. I will say this my guess is that if Dr. Payne said we can't have a microwave, it's because Dr. Payne doesn't want to speak for me as the climate manager who does the scheduling of the support staff so we can have adult supervision in that space. And I will talk to her about that tomorrow. Right when we don't have the full staff. It's hard right now because we're a five through 12 and with all the hallways and we have rooftop recess and lunch room and stuff going on. So it's hard, we've been at four and five climate staff for the last couple of weeks not seven. And we've been managing so if we get back to seven, I don't see why we couldn't have a person in each lunch rotation station there, monitoring the microwave and the lunch room at the same time. It is entirely possible for us to do that when we get back to seven.

h. Admissions Equity Goals:

What was the racial breakdown of this year's ninth and 5th grade class? (Important to know how satisfied or dissatisfied the district is with its progress on equity goals to date.)

Facilitator: We just got the numbers. We just found out that the District has actually put up the numbers and shared those numbers, but we need to verify our graphs because before we can have a substantive conversation about that but we do have the numbers from the District.

i. MS SGA:

Is MS SGA meeting? Have elections been held?

Discussed earlier in the meeting under MS SGA update.

j: GIEP Program at Masterman:

There appears to be a Gifted Individualized Education Plan (GIEP) program at Masterman and the community has no information on it. Only information we have this year is outings scheduled for gifted students in the school calendar. Ms. Lennon confirmed that such a program exists at the last SAC meeting. Parents have raised the concern that when

their student was admitted to Masterman years ago and an evaluation was requested, the school wrote them and said that all programming at Masterman was advanced and therefore a GIEP was not necessary. Community would like to know what has changed and why? Parents are asking for the process to become eligible for gifted programming. And can this be distributed to all families so everyone has equal access to this opportunity?

Mr. Gilken: I mean, a portal notification is above me, right? I don't have access to portal notifications. So I can try to, I have a lot on my plate that is student facing, but I can try to raise that. I think maybe that is something that could maybe go through the counselors to admin. It's out of my scope, but I will do what I can.

k: Early Dismissal for students with jobs and internships:

i. Ms. Lennon confirmed that HS students are not being allowed to sign themselves out for an internship or job without a parent physically present as the permission slip process is still being worked on at the SAC meeting.

ii. Has this been resolved?

iii. Can students leave for jobs and internships without a parent having to sign them out at the office?

Mr. Gilken: So we currently have 14 seniors who are approved for work release. I got this rolling before the Thanksgiving break. I work with Miss Nelson. I worked with a gentleman named Sean Ryan who's at Fells. I work with Tim Roach to figure out how do we get schedules created for students who have jobs and what we learned was that unfortunately the work release schedule is only available to seniors. So we have those seniors who are now verified as employed and are able to leave on days when they have to work prior to the end of seventh period before advisory. All of that information has gone to the students on the Google Classroom pages, the senior students on the Google Classroom pages and I'm slowly getting more of those verification letters and questions rolling in. So that's what we've got. That's where we are right now.

11. New Business:

1. Lead time for Parent Teacher conferences: Parents are requesting a week's lead time at least for signing up for parent teacher conferences so they can make arrangements to take off work, accommodate meeting teachers at multiple schools.

Mr. Gilken: Don't disagree at all. Conferences didn't surprise us and the process that we use to schedule conferences was not new. And those are the only things I really have to say about that. This was that I don't have a signup genius. So I wasn't really looped into that process.

Ms. Gray: This is Carolyn Gray. I think that one of the issues around the signup genius was that parents were probably misinformed as the time that the signup genius would go live. It was teachers who had to upload their links by noon. And once the links had all been sent, then it could have gone live, but I don't think it was ever to go live to parents by one o'clock. Needless to say that does not answer the question about the lateness but I just wanted to provide clarity on time. Noon was for teachers.

Mr. Gilken: And to piggyback on what Ms. Gray said, I know that the person who posts the link on the webpage was hesitant to post the link on the webpage at noon, or one because she didn't have all of the links from teachers yet and she didn't want to expose those teachers who I guess for lack of a better term hadn't done their due diligence. You don't want to put a sign of genius where there are seven or eight English teachers with a link and then one person with the blank that was at least her feeling in the operations side.

Ms. Gray: Then the schedule had to also be revisited in terms of the start time. Initially it was 8:15 and then it became 8:30. So I just think there will be lots of things going on with that, but it wasn't to go live at noon.

2. Allowing students to enter the building earlier in cold weather: In the past MS students were allowed to enter earlier in the winter and during bad weather and HS students were always allowed early entry. **What resources are needed to allow kids to enter at 7:30? Can they sit quietly and read in the auditorium or library?**

3. 10th graders denied the chance to take independent AP exams this year on the last day they could register for them.

i. Is this in compliance with district policy? Can a school unilaterally deny a grade of HS access to registering for an independent AP exam with a school AP code, when the district policy is to increase access for all students?

ii. Perception that the school believes that the students admitted through the new selection process are not capable of handling independent AP studies.

iii. Students with lack of funds and resources were disproportionately affected by this decision.

Gilken: This was a difficult decision that we made in terms of who gets access and who doesn't. I have worked for years in different roles as a contractor with college board. I've worked a lot on open access AP programs when I was in South Florida. So sort of pulling access back is antithetical to my approach to some of these things. One of the things that I will say is, we had two different inputs, and both different inputs seemed to exist to the extreme. One input was we had to give more access to AP and right before the AP self study process was going, we had a group of parents reach out saying, kids are swamped, why are you allowing them to do this? We were trying to respond to both sets of concerns, people were basically asking us to gatekeeper the courses for their kids and people were asking us to open up access to courses from their kids. Personally, I believe as a school, we offer courses and that is a student parent decision and you make your selections and it is what it is. One of the reasons we pull back from 10th grade is because currently every 10th grader is registered for an AP class, because we added the pilot program for AP African American history, so they will have an AP class on their transcript and that is a positive, but I also know 10th graders who were looking forward to self studying for different topics of interest for whatever reason, whether it's something you're interested in, and they were denied access, and that was very difficult. One of the things that we had to consider in this process is last year, somewhere between 40 and 50% of the self study requests that we had we put in and that were paid for within the period starting about six weeks prior to the exam leading up to the exam, those kids backed out of the exam. And what we didn't do, what we don't do as a building, is anything punitive. Financially, I know other buildings will do that. They'll say okay, if you back out of this you have to pay for it, and we didn't do that. But what we did find was what looked tenable for our students, in late October and November, became clearly untenable in April when they were prepping for whatever else they were prepping for. So we were kind of asked to, to sort of pull access back. So we were in a difficult spot. I don't know if this will be the policy next year or how we'll proceed next year. What this needs to be in the summer and in August before we start rolling is a discussion on what we're going to do. One of the things that I am doing is I try to share with students and families as much as possible. I want them to see the value of self-studying. If they're self studying for a college transcript. They may be wasting their time because I know that the college admissions process wants to see the AP course on your transcript. It's the course more than the test. But the test gives you college credit. And I had students in South Florida who went to University of Florida, Duke, wherever it was. I had a student who basically was told by Notre Dame, we will accept 18 of your 27th AP credits, because you cannot like you can't override that much Notre Dame with your AP courses. But that was a year of Notre Dame that this family didn't have to finance so there's a lot of pieces here. There's a lot of pieces that we need to consider. And I will say that from my perspective, and maybe I'm wrong, we've kind of leaked into self study because students requested it but never really had the time to step back and say, okay, what are we doing here institutionally? What are we doing here for the kids? How do we best meet the needs of the kids, right, is this value? So that's something I think we need to do moving forward. Our decision with a 10th grade was a sort of Health and Wellness based decision because a lot of our 10th graders are currently feeling overwhelmed, but many of them aren't. But it was also reactive. Moving forward. I hope to look at this in a more measured and thoughtful kind of way.

4. Report card technical issue with course level reporting:

There appears to be a technical issue on the High School report cards, confirmed with 11th grade. The course catalog was updated by AP Lennon. All humanities courses at Masterman are Honors (or above). Due to the changes to humanities (i.e. exclusion of Honors French), the communication was that Art/Music would be counted toward humanities requirements and thus be made Honors level (and is on MM website). Report cards are not reflecting that it is an Honors Course. [Masterman HS Course Offerings currently on Masterman Website](#)

Mr. Gilken: I see those emails, and I'm on those emails and that kind of exists over here and I kind of exist over here. But I agree that what is in our course catalog, and how our courses are coded need to be accurate, like 100% . That is stuff we have to do right, and from what I'm seeing in these emails, it's that process is happening.

Parent: There are still a few mistakes on it regarding courses even after corrections were made for the Junior courses for other grades.

5. Request to use the original school name and seal:

An alternative name for the school was being used last year with an alternative seal without community input. The school district continues to use the name Julia R Masterman Laboratory and Demonstration School. The community would like to return to the consistent use of the school's formal name and seal in all documents to affirm the school and its place as a Laboratory and Demonstration school that serves students from 5th through 12th grades.



**Julia R. Masterman
Demonstration & Laboratory
Middle & High School**

| **2023 - 2024 Course Offerings**

To ensure students are **on track** to graduate they **must** follow the guidelines set for their grade level below:

Required # of Credits to graduate	9 th Grade	10 th Grade	11 th Grade	12 th Grade

6. Clarity on when and under what conditions students won't have access to the roof for recess and which sections and what activities are permitted:

- i. This has been brought up in multiple meetings and the community would like some clarity of this.
- ii. Why can't high school students eat lunch on the roof as it creates an alternative space with 450 in the lunchroom.

7. AP Course Approval on the AP Course Ledger:

- i. Can you give assurance that all of our AP courses will be approved by the college board under AP course audit?
- ii. It's alarming to families to see this when Central and other PSD schools are completed already. Are we behind schedule for a reason? Is there a guarantee that the new courses such as AP Seminar and AP Biology introduced at Masterman this year will be definitely approved?

[AP Course Ledger - AP Listings for Masterman](#)

Deadline is Jan 30th so there is still time and admin is working on it.

8. Google form for bathroom use:

Parent: We received notice that the children need to fill out a form to use the restrooms for a check in time and check out and that the teacher then will allow or not allow a bathroom break. I find this very disturbing. And I also think that it's not really a good thing to collect information about a student's bodily movement. And I'm deeply concerned and I'd like to know what's going on and how do we prevent this from going down any further and addressing any, you know, potential misuse of the restrooms. With those individuals who misuse them. versus my student.

Mr. Gilken: First, Masterman is the only school I've ever seen that does not have any sort of bathroom pass system. There is nothing different. What's happening with his Google Form is no different than what happens in any space, whether it is a paper bathroom form, where you write your name and the time and you keep it that's more public. The reason we did Google form as opposed to paper is because one it's searchable, if we do have a disciplinary problem, and we have had some disciplinary issues, and secondly, it is actually more private because the student can fill it out on their phone or on their computer. We are without question not an anomaly. In a world of when I first got to Masterman, it blew my mind that we had no pass system, that we had no record at any time of any place when the students are in the hallway, or not. And we've maintained that until the current seventh grade class. And I don't know if Ms. Vesci is still in the meeting or not. But we met as a support team myself, Ms. Shapiro with the seventh grade teachers to navigate this difficult seventh grade class. And what came from the teachers in that meeting was concerns that students are using the bathroom every period and that the teachers don't have a way to know who is responsibly using the restroom versus who is using the restroom as a way to be outside of class. And we actually, it's not a secret, we had students out of the room and that the students were out of the room on bathroom passes were involved in the first ever physical fight we've ever had in my time at Masterman.

Parent: I keep hearing about a difficult seventh grade. I wonder why we're framing the seventh grade as difficult and challenging. And maybe it is, but I don't feel like this is a fair representation for the entire seventh grade and I'm worried.

Mr. Gilken: What I would ask you is if you could come spend a day and see what we see from our vantage point. That's the only thing that I can say from a behavioral and a student management point. Come see what we see and what we experience with the seventh grade. That is the only thing that I can tell you. I mean, I certainly don't want to have to do the number of interventions that I have to do with the seventh grade.

Parent: I can understand that there are students that are difficult and I understand that there are paths that you have as a school administration to deal with difficult students and they should be taken. And I also understand that we need to have equity in the school. If there's a bathroom pass situation. It needs to be for everyone then because this is a school community, to isolate or single out the entire seventh grade population just because they're in a seventh grade is unfair. So if you could roll it out to everybody. I would love to see that because I don't understand how we got approval to do it just for the seventh grade. The reason why I say that is because I don't know that everybody would be happy with it. But at the same time we need fairness.

Ms. Vesci: Mr. Gilken I can speak up to as well. You know, I teach three sections of seventh grade and prior to Masterman where I taught in the suburbs, there was a sign out sheet and sign in sheet. And we used to track when kids went to the bathroom, nurse and anywhere. So this is not an uncommon way to monitor any sort of class, whether it's good or bad, it doesn't matter. It's like ensuring like you know, making sure you know where kids are going and if they're going too often if there's something going on. I heard you bring up equity, you know if that's something that other parents want, we should encourage that other classes do that like Mr. Gilken mentioned, we could do that. But there's a lot of kids in the hallways and we're really concerned and worried and we're just trying to make sure that we know where they are and what's going on. So understand. We want to protect the kids and make sure everything's okay. And it's not every kid. I have an eighth grader and if my kid had to fill out a form, whatever, it's not a big deal to me. I mean, I think if that's how they know that my kid goes to the bathroom three or four times a day, then maybe something's going on. I don't know.

Parent: No, I totally hear you. I just really want to just make sure number one we're understanding what's going on and we're being fair across the community. Number three, when students need to go to the bathroom and have an emergency, and as it's posted in the chat, please read the chat. We have a lot of seventh graders who are menstruating. This is a very difficult time for students. I know that personally my daughter told me that several students had an emergency and weren't able to go. I'm not there every day Mr. Gilken. I totally get it. It's not easy. I was with a bunch of first graders today on a field trip. And I was just so happy to be done and out there. I know how hard it is. I just want to make sure that we're talking about these things where we have a chance to talk to our students because it just came out like you know, this is happening and then because seventh graders are bad, and I just I don't want to tell kids that they're difficult or challenging or bad. And if they are then we need to manage to that, right? And I thank you for the time it is a big concern for the seventh graders and families.

Mr. Gilken: If a student is told they're not going to the bathroom, they cannot go to the bathroom then that is an issue that you should bring up with the teacher. There is no directive from administration to prevent any student from going to the bathroom. And frankly, if a student wants to, we're asking teachers to use common sense. If a student rushes up to the front of the room and says I have to go now and I can't fill out the Google Form. Right? As a teacher, you have the discernment to look at the person in front of you and say yeah, go right.

Parent: Unfortunately, it's not happening.

Ms. Vesci: I've had kids where they've said they had to go and I'm like, when you get back, can you fill out the form that you went to the bathroom? And I think it's common sense to just figure out how to handle it so it doesn't offend anybody.

Mr. Gilken: What I would say is, whoever that student is that was denied access to the restroom. They need to send that in an email to Geiger and myself and possibly their counselors. We have incidents in the hallways and we're trying to find out who is out in the hallways. What it comes down to is a safety issue for the building. Because when things go sideways, they seem to go sideways, when kids are out of the room.

Parent: As a parent, I want you to have your eyes on my kid. I get that. Okay. I just think it's about framing this talking with the families and making sure everybody's aware of the policy and it's consistent in the community.

Mr. Gilken: I don't disagree. So, between now and Monday morning, we can have this policy. This can be a tracking form policy across the board. So I also say this all the time. Basically in this role, in terms of behaviors and discipline; I am the person in charge of the building, and three times a day. A kid comes to me and their parents and teachers can attest to this three times a day a kid comes to me and says X, Y or Z happened. Am I in trouble? And what I have said to every kid who ever comes to my office is since I've been in this role as dean, has anyone ever really been in trouble? And the answer is no. I don't do things punitively. So I appreciate you telling your children that and I will try to communicate that across the board. The disciplinary behavioral adjudication procedures we use at Masterman are restorative and that is it. If a kid leaves the room because there's an emergency we will hear that whole story and we will give that kid the chance to do

that. So trust me that no kid in my building will ever be in trouble because they had to let out of the room because they had a bathroom emergency and they couldn't fill out a Google form because we can always handle that on the backend.

Organizer: We have an idea from the chat calling in a digital hall pass?

Mr. Gilken: I appreciate that as well. And I do believe that the parent brought up a really good point which is that it should be something that we do across the board for leaving the classroom

Masterman students will not be charged to attend home basketball games:

Mr. Gilken: I have a piece of new business Sam just quickly. Students are no longer charged to get into Masterman basketball games. We were charging \$1. But we're not going to do that anymore. But one thing that we have to do now because of a couple of incidents that have happened recently is we have to scan the adults when they come into the building. There was a basketball related conflict that resulted in a shooting at Tacony and there was a Roxborough parent who was in our building last week, who caused a little kerfuffle, shall we say? And the following day, the same parent who caused an issue in our building was found to have brass knuckles on their person, at a basketball game when they went through a scan. Right now basketball in general in the city is hot. There's a lot of tension and it reminds me of football when I was in South Florida and the things that we had to do to do admissions for football games. So we are going to have Officer Taylor there and he will be there scanning all the parents in for the games. What does it mean to be scanned, you walk through the medical metal detector and if you have a bag, it goes through the scanner, same thing, same procedure that the high schoolers go in when they enter the building every day.

Ms. Vesce: There's gonna be security by the entrance so no spectators, because I'm working the game on Friday. . And there'll be an officer and no parents get to come up until that all happens. Parents still have to pay, just students do not.

Mr. Gilken: Exactly that is where we are right now with this unfortunately we talked about it we can't really let Masterman parents go straight upstairs and then scan all the parents from Edison. Right? We're trying our best to process this and make it so it is safe. But I will say the conflict that happened at our game at our girls game on Monday was Roxborough parent versus Roxborough parent. And it was hard as it was our gym where it was happening.

Ms. Vesce: We only have 25 guests per each team. So if we're only allowing 25 for the other team, we have to allow 25 for ours so just to kind of keep it equitable.

Can High schoolers eat lunch on the roof again?

Mr. Gilken: Yeah. The kids are eating on the roof again. What I would like is to have our kids to be more consistent and mindful of leaving their trash behind. There are days where Ms. Denise who cleans the roof for us, goes out and there's trash strewn everywhere. So high school kids ate on the roof today. They did. They did.

Parent: That's great news. I was gonna see if we might be able to get some students together to do a check at the end of the period, some kids volunteering or get the SGA involved. You know, it's like they should all own this right. As a community to make sure they're not exactly that they're picking up after themselves. So I'm all in favor of taking the permission away. I had thought that it was permanent.

Masterman HS Tennis Program has no coach:

Parent: My son plays tennis and we don't have a tennis coach. We barely got a squash coach this year and these are two pretty incredible athletic programs. Masterman has had tennis for many years and squash in its second inaugural year and I just am really hopeful that we will have a tennis coach and I don't know if there's anything that parents can do or should do, or anything to make sure we get a coach before like, three days before the season starts which happened for the girls in the fall. Boys play in the spring. So, any advice? I really welcome it. I haven't tried emailing people. Thank you.

Mr. Gilken: I will talk to Mr. Otarola and see because I know there's a process right it has to be posted internally. Then it has to be posted in the District. And then if we still don't get applicants, then it can be posted outside. So I will talk to Mr. Otarola about sort of when that posting can happen? So that's the timetable.

Masterman HS Squash program:

Parent: I don't know if there's a way to do another plug for the squash program. It's very lightly attended because they didn't have a coach. People didn't really know if the program was even going to happen. I'm always talking about squash to people at the school because it's such an incredibly amazing program that's free to Philadelphia public school students. It's at the state of the art facility in Drexel, it's where

US squash plays. It's just amazing. And it would be nice if we had 40 kids participating instead of like the 14 or so that we have, it's free. Like they provide the shoes. Masterman could have a JV and varsity team, up to 14 kids per team for boys and girls.

Ms. Vesce: I think if there's a way to get middle school kids because that's a lot of ways that we've been able to feel and like staff are like programs is like having middle school kids probe. You know, like we have a middle school volleyball girls and boys and we get kids to do things in the morning and then now that we're having kids stay at Masterman it'll help but like, and having Middle School basketball, but like if we had some sort of way that there was something they would offer to middle school, even if it's seventh and eighth grade.

Parent: The US squash wanted to do it. They proposed it to the school district and apparently the school district for some reason, maybe it was transportation. They couldn't get enough teams together to do it this year for middle school. I do think maybe next year they'll do it. But hey, plan a field trip, bring the eighth graders and let them watch. I can look into a field trip for you, Ms. Vesce.