

JRM SAC Minutes February 7, 2024
[Dec 6 SAC meeting APPROVED Minutes](#)

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

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)	X	Dr. Payne	X	Carolotta Stafford		Candelaria Beatty(HS)	X
Lauren Bell (S)	X	Ms. Solomon	X			Izzy Siverman (MS)	X
Aubrey White (O)	X	Ms. Gray	X				
Michael Wang	X	Ms. Neu	X				
Kristine Ho		Ms. Geiger	X				
Anne Dorn	X	Dr. Alberti	X				
Marte Smith							
Eva Anderson	X	Admin Team					
		Ms. Harrison					
		Ms. Lennon	X				
		Mr. Gilken	X				

Sharing of Agenda- [February 7 SAC Agenda](#)

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

1. Welcome and Approval of Minutes: [January 3 SAC Meeting Minutes APPROVED.pdf](#)

Motions to Pass: Elana Solomon **Seconded:** Aubrey White **Motion Passed**

Some key takeaways from the meeting context include:

- Students presented results from a survey about the school schedule, course offerings, and other issues. The survey gathered over 650 responses.

P *Student Input Survey Analysis - Final.pptx

Information Regarding Survey and Analysis: [Survey Info and Analytics](#)

- The bell schedule for the 2022-23 school year has been challenging for many students and affected activities and clubs. A committee is looking at schedule options for 2023-24.

Committee Recommendations Presentation:

[Ad Hoc Bell Schedule Review Committee Recommendations for 2024-25](#)

[Masterman Schedule Recommendations for 2024-25](#)

- Facilities and safety issues were discussed, including improving the PA system volume, fire safety plans, and safety at drop-off/pick-up times.

- Updates were provided on committees, clubs, sports teams, and other school activities and events.

- The Home and School Association discussed upcoming fundraisers and initiatives to improve outdoor spaces at the school.

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

3. SAC Update: Facilitator:

Pre-SAC Meeting (Wed, 1/31) Update: [Pre-SAC 1/31 @ 4pm: Agenda Review for SAC meeting \(Feb 7, 6pm\)](#)

1. Community Letter from Dr. Dawson's Office:

We are pleased to share a [community letter from Dr. Jermaine Dawson, Jan 26](#), Deputy Superintendent of Academics, addressing specific concerns from the Masterman community.

1. Ad Hoc Bell Schedule Review Committee leadership met with Mr. Richard Gordon.
2. SAC Leadership: Officers, Parent Co-chairs of Ad Hoc Bell Schedule Review & Ad Hoc HS Admissions committee along with HSA Executive Board members met with Dr. Jermaine Dawson, Deputy Superintendent of Academics; Mr. Tomas Hanna, Associate Superintendent, Secondary Schools; Ms. Karen Lynch, Chief of Student Support; and Mr. Richard Gordon, Assistant Superintendent; on Jan 24th.
3. Five of our students testified at the BoE meeting on Jan 25th.
4. Same group of parents were in a follow up meeting on Feb 1st with District leadership.

Meeting Updates:

1. Dr. Dawson affirmed his commitments in the letter.
2. District leaders did not provide enrollment numbers, but they could confirm that there are fewer than 7 sections of 9th graders. They confirmed that they have shared enrollment numbers with Dr. Payne.
3. They confirmed that schedule flexibility is on the table. AS Gordon will lead the roster/schedule work for Masterman for next year. AS Gordon met with the SAC Ad Hoc Bell Schedule Review Committee, and he has requested old rosters to begin studying them.
4. They asked us to engage in some give and take over the schedule/roster because it's a very complicated process. They asked us to understand that the complexity means maybe not everyone's requests can be met, so we need to prioritize.
5. They asked us to communicate primarily with AS Gordon going forward, with an understanding that they have heard our concerns.

Mr. Gordon's update on the letter from Dr. Dawson to the Masterman community:

Mr. Gordon: I have a meeting tomorrow to talk about our enrollment numbers. And so my hopes is that I will have the opportunity to do some verifying, you know, so as Mrs. Dorn has indicated the goal is to verify the numbers so that my understanding is that in order to accommodate the changes what's going to happen is that when you when you differentiate sections, and you still you're creating a roster, it takes about two weeks to identify the

impact and what the framework looks like and a framework changes depending upon the number of sections that you have with regards to rostering. So the assumption is that once I get the verification after that within up to two weeks, it could be less. I'm hoping to take that framework and and take that front or back to Dr. Dawson to make sure that the commitments that we're trying to make are confirmed. So then after I do that, then the hopes is that once I get those agreements in place, and I'll be able to bring back to the ad hoc committee, along with other constituents to start having conversation, that feedback on what the schedule is going to look like, for next school year, to include the commitments that that we discussed in those meetings that Mrs. Dorn has indicated.

Parent: I understand that we have to wait to figure out what the schedule is going to look like. But I was just trying to wonder if you guys can share just like broad numbers, like how many of the Masterman students that got offers accepted and how many and like what the like, I know you can't say what the schedule is gonna be like, do we know like, what the class sizes are going to be in both fifth and ninth grade? Is it like, you know, did we pick add like, subtract 1 5th grade class and add a 9th? Or what's the kind of general formula that you're the kind of that the plus and minus that we're doing here?

Mr. Gordon: So the initial thought was, we had to wait and see what the acceptances look like for our ninth graders. So it looks like right now we're around five sections of ninth graders, approximately. So that seems to be strong there. And so, what I have to verify is what's happening with our fifth grade because we're hovering around three and four sections. And so that's why I said that that's the challenge. Because if we, right now, if we go from four to three or three to four based on the preparation has already made those that has implications of the entire roster, because everybody isn't showing yet. That's why I want to out the expectations that I'll need up to two weeks in order to be able to parse that out with the roster and team to include all the asks that were shared with me by you know, by Miss Solomon as well. So yeah, thanks.

Parent: Thank you. That's, that's really, that's really, really helpful. And thank you for sharing that. I appreciate that. You know, the other part of my question was just about - did we get a good response rate from the Masterman 8th graders, kids that were already here? Were people accepting their offers from the school? I know, there was some concern about that. And I was just wondering if we know that yet.

Mr. Gordon: Well, that's what I'm going to verify tomorrow. Like so the last numbers I saw, if I give you an estimation, we had about 170 offers went out to the eighth grade masterman students. I think we had a response rate of about 110 to 120.

Parent: Thank you. That's really helpful. It seems like what it was like pre pandemic levels. So thank you. That's really helpful.

Organizer: One other thing about a question that someone put into input form you may be in this meeting. And the question was Dr. Payne up to date with Dr. Dawson's letter and we talked about this at our Pre SAC meeting, and I know that she's not here right now to speak to that, but the answer is, yes. We talked about that. She's very familiar with what is in the letter and is also you know, along with that, so I'm sorry that she's here to tell you that herself. But we did talk about that on Wednesday last week, so I wanted to bring it to you directly.

On Roster and the need for additional resources because of a larger 9th grade:

Mr. Gordon: Sure. And again, and as I explained to everyone, I want to be as transparent as I possibly can so that we don't run into some of the challenges that we had a year ago. So, we are planning with all those considered, we were planning our roster with all those considerations, you know, as part of the equation. And so, from that, I want to be able to take my wish, my thought have a wish list based on all the conversations that we've had over

the course of the last six months, and then have the opportunity to be able to go back to meant to my executive administration to identify where the financial commitments are going to be. Because again, if those commitments change based on what I've authorized to roster for that, obviously, those changes have to be considered in how we adjust the roster. What I want, what I don't want to happen is I want to bring you something and say, Hey, we're going to have this and all these bells and whistles and then we turn around and we say, Well, that didn't happen and so unfortunately, that's not being very respectful of the conversations that we have to have and the feedback that I need to get from you guys. I need to be as accurate as I possibly can, identifying what we can have and how we can work around. and we talked about the importance for us to be able to have this latitude, we have to also have the understanding that there's gonna be a lot of give and take in this which is why the feedback from you guys. I was going to be very important.

Community Updates:

1. Mid-Year School Data Review Meeting: Admin presented in a public meeting on Monday, January 29, at 5 pm. Cari Cantor from the district PESO office (Learning Network 1), Dr. Payne, Mr. Gilken and Ms. Harisson I presented the data to the community.**Links to the Mid-Year Presentation and School Goals:**
 - o [JRM Community Data Meeting .pptx](#)
 - o [Masteman's School Goals 23-24SY](#)

SAC Update: We have some SAC member terms ending at the end of this school year. We will have a comprehensive list of available positions and election information in the March SAC meeting.

4. Update from Principal Dr Jeannine Payne-

Dr. Payne: So a few things that are going on in the school right now. We have just been given the information I received it just now but apparently there will be a committee or delegation that we'll be working toward working on the organization for next year and the schedule. I just received that information from Dr. Dawson. So I'll be working with Assistant Superintendent Gordon, to set up the times where in the space where that can take place. We received our delivery of desks that I purchased and so I need to connect who has the contact information with Mr. Douglas. So those desks can get to the storage area at 440.

Okay, so if you give me that, then we want to make sure that they get out in the hallway before we get reported. But we got our delivery of additional furniture. We'll put it in classrooms that have been identified first but then we'll get that out. We just have a couple of things that are just basically in the newsletter. I really don't want to keep people overnight or longer into the evening. But just you know, I already heard acknowledging counselors week, Lunar New Year is coming up. I know we just off the end of report card conferences, but keep in mind that this Friday day after tomorrow was another early dismissal. So hopefully parents are planning around that. We send out the notice for students that have been selected to participate in Nate testing, but also sent the information in case families wanted to exclude them from that. I'm on my phone because I'm not yet home. So I do see messages in the chat. If someone would like to give that information to me. I don't have the full view of my laptop. Is there a chat question?

8th grade graduation how many tickets:

Ms. Harrison should have that information soon.

Sub plan for Ms. Maranzini:

So in last week's newsletter, when I did explain that she's been out, we normally first go to substitute services. We let them know when we have the dates that we're aware of. And that can change based on the information we get

from the person that's out. We as normal would look to get services and then if it's extended to the point that we could bring in another teacher, then we get talent services with the district to help us with that.

5. High School Update-Candelaria Beatty

Report: [SGA February SAC Update](#)

SGA President: I am a senior, and I'm the SGA High School SGA. President. So I'm in terms of this past month. Our most recent event was international DEI. Which was a big, big deal for the high school. Um, on January 26. We posted a day where students spent second through fifth period visiting 17 different cultural workshops with lessons food and games. And then we concluded with a fashion show and performances during this period. So big thank you to all the people who hosted workshops and shared their cultures, and a special thanks to Madame Hyman who was incredibly helpful in sorting students and keeping things organized. And then also recently, as you may know from previous meetings, at high school, SGA has been pushing for consistently restocked period product dispensers in bathrooms. And as we recently have run out, Miss Cruz has placed an order just to keep those restocked until the end of the school year, which is really nice. And then lastly, this month we are hosting the feast of justice drive, which began on last Thursday and will last all of February. And as always, this is like the first high school spirit week event technically, because the team the blue or white team, whichever one brings the most points during the drive wins 150 spirit week points, which is a big motivator because Masteron students get very competitive but it does a lot for charity. And this year, we're also having a special collaboration with the Masterman feminist club because they were planning on taking part in a period product drive that is city wide with 13 different high schools. So we will be splitting some of the period products between the feast of Justice and the spot which is in Germantown. And so those products are worth the most points in the contest. But as always, we're also in need of other items that are worth two points. Those are cereal breakfast items, pasta, soup, snacks, paper products, personal supplies and cleaning supplies. And then obviously as always, any other type of canned or non-perishable food is also accepted. And while this is you know a motivator is spirit week. We also encourage middle schoolers teachers to ask anybody else in the community to donate what they can, which is why I'm sharing this all with you. And then upcoming events. Our next big thing is spirit week, which is taking place the last week before spring break. So that's a big thing to look forward to, especially for high schoolers.

6. Middle School Update- Izzy Silverman

The middle schoolers are working on ideas for activities but we are mostly just setting up right now. We can say that unfortunately for an odd reason we will not be selling valentines for Valentine's Day this year. I think we were told that there's a club in high school that's also selling, like selling to both high school and middle school. We didn't want to bring competition to them. And we also didn't have less time to plan. And additionally we found a little gifts for our Wonderful Counselors and we will surprise them tomorrow. We also heard a lot of exciting news coming from the cast of the Beauty and Beast and the ensemble of getting ready for the musical clue is also going well as making a lot of fun.

Good evening. The middle school basketball teams have had their tryouts and selected their players and are now having weekly practices and their first game. Our first game I'm on the team will be next week on next Tuesday. We're playing Dockery and we will be having two games a week. The yearbook club has been in full force trying to visit the clubs and get photos and things like that. There's still not many clubs in the middle school itself. But there's a new club and their meetings are on Thursdays after school tomorrow which is called samosa which is the

Student Association made of South Asians. Fun and anyone can join and then all of us eighth graders have been informed and accepted of our high schools. And we're excited to see how it goes. Thank you.

7. Student Input Survey Presentation: P *Student Input Survey Analysis - Final.pptx
Information Regarding Survey and Analysis: [Survey Info and Analytics](#)

COO Oz Hill joined the meeting:

PA system:

Parent: I have a question. Actually two questions regarding facilities. One which was part of the survey is about announcements, not being audible in classrooms, which has been an issue that's been discussed for a long time and frankly, it's a huge safety issue. Should you have you know, a fire or anything that's going on, and you cannot hear what the announcements are. It's very dangerous. So I'm wondering if that's something that you could look into updating bringing up to an audible level in all classrooms. And the second is just fire safety considerations in the school. So I'm not aware whether or not you know, we've sort of looked at things like when a fire department if there were to be a fire if it's called whether or not the specific location of a fire is indicated. Or if when they arrive, let's say they don't know where they're supposed to go. So we were beginning to look into things about fire safety there sort of a long list of things, but that's just something else that in addition to asbestos and immediate environmental concerns, is also something that should be considered. Thank you.

Mr. Hill: Certainly, thank you for the question. I will follow up and have to have a technician come out and look at your public address system. I am not aware of the work orders that have been submitted. And I agree with you wholeheartedly. That is a cornerstone component of life, safety and wellbeing for the students and faculty. No challenge there at all. I will follow up by close of business on Friday with an update on the disposition of your public address system. Secondly, with fire safety, what is first of all, every school should be performing evacuation drills. They should be recorded and documented on a monthly basis. And that report is forwarded to Harrisburg that stated it really doesn't that in and of itself does not get to the essence of your question, which is the familiarity of first responders with the facilities. What is encouraged and this takes a little coordination between the administration as well as the building staff is that the first responders specifically Philadelphia Fire Rescue Department does a walk through a familiarization walkthrough of each facility that they would respond to, and that needs to be with the captain of the A B and C shifts. And those are 24 hour shifts. So that there is familiarity and that those first responders can be directed upon arrival at a facility or at a school. We also are in the process of doing a district wide survey of basic emergency management and disaster planning fundamentals. And procedures that should be readily available in school so and displayed so for example, the evacuation emergency evacuation directional maps that should be posted the emergency lighting as well as exit signs that illuminate. I'm again, I don't have the specific information regarding what has been done previously at Masterman SAC nor do I have the schedule in front of me regarding when the next installment of the life safety survey will be done. I will provide that to you by close of business Friday.

FAC Tom Sharer: as far as the fire alarm update, the fire alarm system has been tested as far as decimal levels and everywhere within the building can be heard. That was done probably about two months ago. So if the fire alarm went off, it is audible to everyone in the building. The PA system that is separate from the actual fire alarm system I want people to know that.

Student: I just wanted to touch on the first question asked about the morning announcements. I believe that while there are a few loudspeakers not working, most of them are functioning pretty fine. I think more of the issue. And the reason why I was included on the survey was because students can't hear not because the speakers don't work

but because either one they're not in school, because they're late and I think the reason that they could hear before was because we had a morning advisory and those announcements played at the end so people were able to come in, get settled and then can listen to more announcements. The second reason being they're often played on the transition period. Between moving to your first period class. So there's a lot of commotion in the halls. And that might be just another reason why some students aren't hearing them.

Parent: Sorry. I'm just someone who spent a lot of time actually in a lot of classrooms. They're just not audible. So it's actually if they could check the individual PA, it's, it's, you know, maybe when things are announced, but it's also just the PA in general.

Street Safety:

Parent: Yes. I did have one question. I'm sorry. I think it was at a meeting, perhaps last month. Or the month before the issue was brought up, around about safety at pickup and drop off times in the morning. And a suggestion as to what it would take to have another crossing guard. There are parents that are coming down spring garden. We're coming from West Philly, so traveling east and the way that families are whipping around making U turns especially with CCP across the street. Students are coming from both ways and every single day. There are near near accidents, students someone's been hit on the other side on the 16th street side. And just it's it becomes a real safety issue. I've seen parents dropping kids off in the middle of the street going the wrong way and kids crossing through traffic. It just it's a fatality waiting to happen, unfortunately. So I'm wondering if there's anything that can be looked into as far as that's concerned.

Mr. Gordon: So we started addressing this issue with chief Johnson with regards to safety that that you know, so Chief Hill deals with the facilities safety issues, you know, Chief Johnson deals with you know, obviously, safety and security. And so we actually have engaged the Office of School Safety regarding that issue. I'll follow up and see what the status is. I think that maybe there's an opportunity, Sam to, you know, to identify which committee would take this up. Maybe there's an opportunity to have Hugh Johnson kind of you know, engage the Committee on these conversations and see what options are available so that there's an opportunity to make sure that there's an appropriate follow up on both sides from you guys and from Chief Johnson as well. But he is he is fully aware he actually my understanding is that he actually came and met with the school police officer to have that conversation to start to start to you know, start the thought process on how to improve that situation. They're saying like, it appears to be that morning drop off, although it's challenging, has been one thing but I don't I don't morning. I mean afternoon pickup. That's where it really gets crazy because you have so many dismissals around everywhere. Yes. ECP going on. You know, you know, obviously, rush hour traffic is happening and to be honest with you, our initial assessment is that we're really concerned about the afternoon, more so than the morning so we're gonna try to tackle one problem at a time.

8. Home and School Update- Anne Albert HSA President

Report: SAC Meeting 2-7-24 HSA President's Report

HSA President: I want to just say first of all that I'm so proud to be a part of the Masterman community this week and this meeting this month. Seeing the way everybody's coming together, working so hard, and really trying to build a fantastic future and next year, I'm so proud of the students and so proud of all the teachers and committee members. So it's terrific and we're really proud as an HSA board to be working hand in hand with SAC so so nicely this year. Okay, with that said, some cheerful things. First of all, happy National School Counselors week. I know at least Mrs. Nelson was here a couple of minutes ago. I don't know if any other counselors are here, but the HSA did want to make a shout out to all of the visible and invisible things that our counselors are doing day in and day out week in and week out to support our students. Mental health, social and emotional health path to college, academic work. Everything we see you and we appreciate it. So the HSA sent, you know, little tokens of appreciation, but I'm sure that we as a community just also want to recognize their incredible contributions. Let's see, I want to tell everyone that our next HSA general meeting is two weeks from yesterday on February

20. And you will at that meeting, be able to hear more about all the things that I'm about to say very, very fast. So one is if you haven't heard yet, the spring auction planning is in full swing. It's taking place April 21 at a fantastic venue that's being more or less donated to us. We are so grateful. And we have a really terrific group of enthusiastic and active people who have formed a committee who are meeting there's like eight to 12 people who are really attending regularly every week and doing a lot of work to get this going. And we need more people. We need more help putting on the auction is a huge endeavor. So those meetings happen every Sunday night at 8pm. Truly, they're supposed to be every other week. They're only 30 minutes so it's like truly just a quick one and they're nice because the people are fun and so I really encourage anybody who has a minute to join and try to help out. I will put links for all of this stuff in the chat after I'm done talking. I can't do it while I talk. Next is this week starting right now. The HSA is putting out a couple of super quick little flash fun February. Fundraisers well they just didn't do that on purpose, although the F's but there it is. The first one is a Super Bowl squares, fundraisers so between now and the Superbowl between 2pm On Sunday, you can purchase a square for \$10 and have a chance to win money and then the proceeds get split with the HSA. So it's a great way to have a little fun and connect with the Superbowl. I'll put a link to that and then the other thing we're doing is Teacher Valentine's teacher and staff Valentine's so parents can log on. Choose either some teachers your favorites or choose to send to all teachers and sign your name or personalize a little message and HSA will deliver those messages and a little sweet treat to all the teachers and staff in the building to show our deep love and appreciation on Valentine's day on Wednesday. So that opens now and the deadline is going to be Monday night at midnight so we have time to pull everything together on Tuesday and again I'll share that another thing that HSA is doing right now is thanks to the help of Mr. Gilken, and we are really getting serious over the next few weeks about rooftop beautification getting furniture together. We need durable weather safe, wind safe for the safe places for kids to sit and work at tables, also some comfortable furniture also we're looking at reviving the rooftop gardening program. We have a parent who's interested in doing that. So we are really working towards being able to have that garden side and the rooftop space. The welcoming and pleasant to be on when the kids go up there when the weather gets a little nicer. And we again, I'll say this about everything could use more help. We were a scrappy little bunch but if anybody has experience with architecture design, outdoor stuff, or just wants to learn and contribute some time, we would really, really, really like to have help.

9. FACE Update- MiMi Gravley FACE Liaison for our school.

I'm there most Wednesdays I'm the bubbly one in the office. Um, there are no updates. I am pushing for another attendance matters workshop hopefully to the end of February or the beginning of March. And then you know if you ever need me to shoot me an email, call me text message. I am here for you guys.

10. Committee Updates & Reports:

- a. **Ad Hoc Bell Schedule Review** - Co-Chairs: Ester Roche Curet, Elana Solomon, Carolyn Gray, and David Neale Meeting time: First Mondays @ 7-8

Committee Recommendations Presentation:

[Ad Hoc Bell Schedule Review Committee Recommendations for 2024-25](#)

- b. **Diversity, Equity and Inclusion** - Co-Chairs: Carolyn Gray and Lauren Bell Meeting time: Feb 27, 7pm

Committee Update: so the DEI committee is set to plan a meeting for interested participants during the last week in February of this year. Once the details are set, the date and time will be announced. The concern that has surfaced is the inclusion of more teachers of color at Masterman. The DEI committee recognizes that there has been a decline in the already low level of diversity among teachers and education and that teachers of color are underrepresented in Masterman specifically, other would be teachers who do not want to teach because of legislation banning or limiting critical race theory in schools. Unfortunately, other legislation disputes the holistic teaching of African American History has created a hostile environment for all teachers. DEI recognizes that the loss of educators of color has had a detrimental impact on students of color. One loss is that microaggressions exact a toll on a teacher's psychological well being. And that study suggests that racist micro aggressions are statistically significant. Ultimately, this issue is bigger than Masterman SAC or the DEI committee can solve. But an important first step is to start having conversations within Masterman SAC, particularly around

what black teachers bring to the table, benefits that are all too often dismissed, or taken for granted. Masterman teachers of color represent 8% of the teacher population. This lack of representation can cause black teachers such as myself, to feel isolated and as if they do not belong. When the lone black teacher speaks up, they are viewed as a troublemaker, and labeled as divisive to the culture of the entire school and environment. recognizing and addressing the challenges that educators of color encounter is essential because as our student population becomes increasingly diverse, it is crucial to have educators who represent that diversity. We must confront systemic inequities, promote inclusive practices and establish a supportive environment that empowers educators of color. And so this being said, we recognize that there will be additional teachers that will come to Masterman based upon the increased student population. Some of this may happen and may not happen because there is seniority, so teachers will probably move themselves around and their certification but the DEI committee just wanted to indicate that in looking at additional teachers, that the idea of teachers of color be kept in mind. And so that concludes our report, but we hope that in February, we will be able to have some people who might join for discussions around race and teachers of color and students. Thank you.

Committee Report:

c. Teaching and Learning - Co-Chairs: Kim Neu and Sam Vitiello Meeting time: Second Mondays @ 8-9

Committee Update: So we first talked about issues around conferences. The biggest problem that the parents were expressing was that there just aren't enough spaces for conferences, not enough openings, and we talked about what would the solutions be? And one solution that came up with was to maybe have teachers block out like two of the conference slots for kind of a general group of people that don't have any specific issues but still want to have screen time with that teacher leaving the other slots open for students that might really need them more. And there were some other recommendations as well that I'll definitely share with our administrators so they can consider them. The next thing that we talked about was there was a concern about students preparing for the PSSA and one of our parents on that committee meeting actually shared some wonderful online released exam questions that could be shared with other families that I believe that maybe they're going to be shared out by the Home and School. I'm not sure but that was definitely awesome. That was definitely shared. At our meeting. There was a question about the star testing. Some parents were saying they weren't sure if it was accurate and they weren't sure why it was valuable to the high school. So our solution with that was to maybe have the community have some kind of a presentation around star testing so we can all understand what that's about. New topics that we had, oh, parents came on and said how much they love the NHS tutoring. And we had a big discussion about anything that has to do with middle and high school kids being partnered together and working together. A shout out to the house wars that Miss Geiger ran last year, maybe doing that every marking period, anything that can build that kind of community. Everyone seems really in favor of. And then the last thing that came up was we had a couple students and several parents talking about the math program, that illustrative math program, which may have already come up earlier today. But basically, you can correct me if I'm misunderstanding this. What was told to us was that the district bought a new math program that the math teachers were to use and this is specifically at ninth grade and the ninth grade math teachers use this. And it was not effective for one reason or the other. There were errors. There were other things. So they tried a different math platform instead that was working better. But then they were told that because the district bought the program, they still had to use it. And parents and students want to know what they can do or who they can talk to about advocating to the district to maybe not be forced to use this curriculum if it really isn't the best for the students. But again, I may be Miss speaking if somebody can clarify that that would be great. But that is the issue I was asked to present at the meeting.

Committee Report: [W SAC TandLCommittee Notes January 8.docx](#)

d. Health and Wellness - Co-Chairs: Carolotta Stafford and Eva Anderson Meeting time: 2nd Thursdays @ 7-8

Committee Update: As the Health and Wellness committee I would like to focus on that warming issue that was brought by the SGA survey, which is accessibility of administration. Since it is very critical for the well being of our students. It can amplify anxiety, depression, feeling of disconnection, feeling that no one cares about. So I would like to ask Dr. Payne, how is she proposing to mitigate this issue?

Organizer: And Dr. Payne, I think that you may have still been in the meeting with the district administrators when the students were sharing the survey data. One point of information from the survey data was that students were hoping to have more accessibility with administrators in general. I think that's what she was speaking to.

Committee Chair: Yes, yes, exactly. What we learned from the survey is that more than 50% of students who are trying to communicate or access administration were unsuccessful. Therefore, I think it is an issue. And I would like to ask how we can resolve this issue. The next issue of accessibility of administration or having some teachers applies as well to

parents. I'm sure some parents shared their stories that it is difficult. So therefore, I would like to ask the administration how we can mitigate this issue. The question is how we can effectively contact each other, what is the best platform, what is the reasonable time of response and then when there is no response? What available remedial measures we have students and parents

Ms. Lennon: So in response to the communication it is has been received? And so we can definitely work. I know that currently when it comes to students, you know, SGA has been meeting with us every month. We have not missed any meetings with them. And I know that we can maybe fund all the communication and make them make a more organized system. I know when we email. We do respond and I'm not sure if they're speaking about administration because I know Mr. Gilgen and myself specifically, are very timely in our responses. So if it's more so with Dr. Payne again, as you know, she's receiving all of the communication, we can then figure out a way to create a more systematic way for her to respond those response to the families and students.


Organizer: And I wanted to also add something that Mr. Gilken shared with me before he left he knew to be with his family, where he just said that he wanted to make sure the community understands one reason he is so accessible is because Dr. Payne took steps to create his position, which then released him from his teaching duties and makes them even more accessible. So his position is a position that was created by Dr. Payne as her as part of her leadership, which then creates a person and allows him to have more freedom and to be more responsive to the students so that things go together in order to create a place for responsiveness. So I know that if he was here, he would chime in and say that because he wanted to kind of communicate that to me, as he was looking at that survey data as well. Before he had to hop off.

Committee Chair: one more quick question and how we can make sure we receive timely responses from teachers.

Ms. Lennon: We can work on that as well. I know the school district of Philadelphia has charged all school district of Philadelphia employees to be timely within about I believe it's 48 hours to respond. So if that is not happening, please let us know or miss especially Mr. Gilken. Like he's like he's mentioned that he's more accessible. He is working on trying to be that liaison between students and families to get a response and what teachers as his role is part of his role and such so we can just continue to work with our teachers and also remind them of district policy that we are supposed to be checking and responding our email supposed to check our emails every day but responding I believe the district put something out within 48 hours. So I'll verify that but we can just continue to remind teachers and then also to you know, find a way they also are inundated with a lot of emails and just think so just being an advocate for our teachers. So that's something we could discuss collectively as a school. Thank you.

Parent: I'm just curious, what is the school district sort of expectation of principals to respond? I mean, I'm just asking because again, something may sound like a simple ask But imagining that let's say a principal or a vice principal gets 200 emails a day, from parents or, you know, like, we don't know what, what people are asking, are they asking things that should be addressed? By a principal? Or are they asking questions that should be addressed in a different way? So I guess sometimes, a simple question might have a complex answer, depending on perspective. So I'm just kind of wondering if anyone can kind of speak to that.

e. Climate and Culture - Co-Chairs: Aubrey White, Michael Wang Meeting time: Third Mondays @ 7-8

Committee Update: Climate and Culture meeting we met directly after the Sunday evening school selection meeting. And so we revisited some of those topics, especially about school resizing. We also are responsible for collecting all the information from the SAC input form. I want to communicate to all of you on this call. We read every single one of those we direct them to the committees. I know only excerpts show up in the synthesis. That does not mean that we're not reading every single one and acting on them. So I want to reaffirm that the theme that we brought from there to the Pre SAC was the theme of communication and just bringing up things like making sure links are in addition to what you've shared earlier, making sure that links are accessible, making sure that things are posted on the website accurately. And we have some really actionable steps that came out of that meeting that will continue to move that forward. It helps us when you let us know what you're seeing, because we're not all sitting around clicking on every link. So thank you for letting us know when things aren't working and you can't access information that you need.  SAC Input Synthesis, Volume 5 (1/30/24) **January: 01/04/24 - 01/30/24**

Committee Report: [SAC Climate and Culture Committee Meeting Report: 01/22/24](#)

- f. **Safety and Facilities** - Co-Chairs: Joe Alberti, Marte Smith & Kristine Ho Meeting time: 2nd Tuesdays @6:30
Committee Update:

Committee Report: [Safety and Facilities January Report and SAC meeting update](#)

- g. **AD HOC Bylaws** - Co-Chairs: Elana Solomon, Nichole Geiger, and Michael Wang Meeting time: 3rd Thursdays @ 7-8

Committee Update: So basically, this is the Committee reviewing the SAC bylaws for those who are not aware of the purpose of this committee. For the last meeting, we reviewed the language and proposed language regarding SAC objectives, secretaries and making language membership termination, and roles and responsibilities of each SAC member. So it's again next week, it's gonna be February 15. So if anybody has any background legally, or any writing, please join because it's very dense and we could use help. So again, I would appreciate it if you can join us. come out.

Committee Report: [SAC Ad-Hoc Bylaws Committee Meeting Report \(1/18/24\)](#)

- h. **AD HOC HS Admissions** - Co-Chairs: Anne Dorn and Jen Lennon Meeting time: Third Sundays @ 7-8

Committee Update: I just had a couple of things. For one thing. Our meeting was the third Sunday of the month, February 18th. And if there are any seventh grade parents who are looking ahead to applying to high schools next year. I'd really encourage you to come and let us know what your concerns are. The school district decision making process moves very slowly. So if there's anything that you would like to be improved for next year, the time to bring it to their attention is now. And the other thing I'd like to talk about in the meeting is there's been a lot of talk about the US News and World Report ranking. And what's going to happen with that and a lot of the data that underlines underlies the ranking is public. So some people have been looking at that and sending it to me and it seems like an interesting data driven thing to talk about. So we'd like to talk about that as well. So we got that set up on February 18. Seven o'clock.

Committee Report:

11. Old Business:

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

(Mr. Gordon informed us at the preSAC meeting on Jan 31 that he needed to meet with school leadership first regarding his follow-ups)

[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 in the Dec SAC meeting. 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.”*

Facilitator: So the additions of the language and the community handbook, we embrace this and Pre SAC and Mr. Gordon had said that he needed to have a conversation with Dr. Payne. Before he gave us an update. He's not here anymore. Dr. Payne, could you give us an update

Dr. Payne: I haven't had I was my update is that I haven't had that conversation with AS Gordon yet.

2. **MS Basketball Girls/ Boys teams Coach update and status of season:** both teams have coaches and the season has been restored.

3. **Boys Tennis Coach for HS status update:** The [job posting](#) is up! Please help spread the word.
Ms. Lennon: It's been on the website. Still no one has picked it up. We are trying to find a tennis coach right now and like I said, again, shout out to miss guys for I'm working with our athletic director in the search and we are still searching. Hope we have a few leads but right now it is still not filled.

4. **GIEP Program at Masterman:** There appears to be a Gifted Individualized Education Plan (GIEP) program at the school. Parents are asking for the process to become eligible for gifted programming. When can this information be distributed to all families so everyone has equal access to this opportunity?

Ms. Lennon: We can send that out to you. We wanted to we paused on sending that out because number one it out the the gifted program had not been up and running in the past few years. The way it's actually supposed to be done lawfully under you know chapter 14 guidelines and 16 guidelines and so Miss rally has been doing an amazing job of working with the students who are identified as gifted who currently have GPS and we are working on the request for students and parents who have put in for more requests and evaluations. So we're still creating a system we finally have kind of solidified and created a more organized program that we are ready to present and that can come out to you all by next week. So that will come out in Dr. Payne's update by next week. Update so we have that ready to present. We still have work to do and it because again, it has not been over overseen for quite some time at our school. So we're working on that right now and we are getting that up and running. We are still taking the requests. Like any other one students or families will like to have their child evaluated for gifted services. And I just want to make sure I know we speak about enrichment, but the enrichment program was not actually deemed as gifted because gifted actually has a gap that goes along with that. And so we'll give you all of that information and all the legal jargon. When we put that out to the families next week.

Teacher: I'm gonna I'm gonna interrupt because it was deemed as gifted and we did have I helped run it and we did have GIEP meetings for all of the parents in October and November who the kids participated in the club Miss Parker and Miss Jenna's did it and the middle school did it and it happened like I'm only bringing it up because you weren't here and didn't know the history. And and but those GIEP meetings happened and they did happen through the enrichment program. And kids could opt to take it or not, but the gap programs absolutely happened in October September and October of the year.

5. **Allowing students to enter the building earlier in the Winter:** 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?**


Ms. Lennon: So I would defer to Mr. Gilken. He supervises the cost of climate staff. So no, I do not have an update. We have just finally gotten fully staffed. We are currently fully staffed and those staff are new so they're still being trained. So we are working with the new staff members in that so again, I will defer and have Mr. Gilken put something out once he has answered to you all in one of the upcoming updates.

6. **7th grade digital pass:** Digital Hall Pass: formerly known as the **Google form for bathroom use.** Implementation update

7. **Update on when School Profile will be linked to the School Website (still TBD)**
8. **Update on roof accessibility for recess:** Sean Douglas, Deputy COO, shared during the January 16 HSA meeting that he had spoken to the fire chief and they had consensus that as long as there is supervision, the entire roof can be reopened. They are still working with maintenance and capital improvements to make some changes to the roof, but have approved the roof reopening with proper supervision. (Minute 16 of the HSA meeting)

12. New Business:

1. School Communications: (Input from synthesis form)

 SAC Input Synthesis, Volume 5 (1/30/24) **January: 01/04/24 - 01/30/24**

Communications Concerns: Responding to emails, folder access in portal comms, clarity of portal communications, website with current info

Previous SAC Synthesis Forms:

[Volume 4: December: 11/30/23 - 01/03/24](#)


[Volume 3: November: 10/24/23 - 11/29/23](#)


[Volume 2: October: 09/27/23 - 10/24/23](#)


[Volume 1: September: 08/30/23 - 09/27/23](#)


Addressed in climate and culture

2. Graduation requirements:

 Masterman School Profile 2023-24.pdf

 Masterman Profile 2022-23 (1).docx.pdf (Graduation requirements changed this year from previous years)

 Microsoft Word - Masterman Profile 2021-2022.docx.pdf

 Masterman Profile 2020-2021.pdf

 Masterman Profile 2019-20.pdf

Facilitator: So this is graduation requirements. We've received a few things in the input form about graduation requirements at the school having changed in the year. Looks like from 2020 to 23 So we've looked at the school profile from 2020 2021 2022 And then the last two years and students now need one less credit of language to graduate from Masterman. So we wanted to just get an understanding of how this changed and wasn't communicated to the students or the parents and this information is coming directly from the school profile and just some clarification on that. Dr. Payne?

Dr. Payne: Sure. So Masterman is a school in the School District of Philadelphia. The school district of Philadelphia has the graduation requirements and the credit spread between the 23 and a half that are needed to graduate Masterman cannot have separate graduation requirements for the school. There were expectations, and there were pathways that were created. That students adhere to, but they always fall within the 23.5 and years ago, I think it was been as low as 21 I believe for the School District of Philadelphia. So the credit requirement for graduation is still within the credit requirements for the School District of Philadelphia. That and that has not changed.

Facilitator: So the allocation of the credits is what we're talking about. I mean, the maximum students didn't need more than 23.5 to graduate. It's just that it was two less electives. And one more credit in language and one more credit in Math. Carver has a different graduation requirement than the School District of Philadelphia. Those students are taking one more credit of science and one more credit of math to graduate according to

Dr. Payne: What a student takes in order to satisfy expectations of the school is not what they need to graduate. If I if what

Facilitator: You're saying is that our schools expectations have changed in the last few years.

Dr. Payne: I'm saying that the course allocations that have were traditionally there have changed Yes.

Facilitator: Okay.

3. Student Dismissal: Tabled.

4. Art Teachers:

Ms. Aubry (art teacher): We would just really appreciate some flexibility when the schedule is made with having to art designated spaces doesn't necessarily have to be to art rooms, but like for example today, I went from the art room and room 14 And then I had to move all the supplies and materials to room nine and then go upstairs to room 205 to then come back down. To the basement for advisory. I even stopped planning like last term, I stopped planning painting and clay with the sixth grade because I was in a classroom that didn't have a sink or any access to water and it just wasn't plausible anymore. So it will affect the type of curriculum that we can do if we don't have the adequate space and that I just wanted to mention again any support for growing the arts at JRMasterman. We would appreciate it because it's important.

Mr. Koller (Art Teacher): The history. You know, Lucy and I, years ago tried to get there to be two art rooms. We were interested in, you know, the fifth floor. And you know, it was basically a conflict with between that and another subject but yeah, I think my experience has always been a struggle to bring a rigorous art program when there's so much movement between classrooms and, you know, that's definitely been a challenge.

Facilitator:

Ms. Lennon: As far as space and facilities, you know, that has been, you know, Masterman has always been the issue with space and facilities. As you know, prior to this administration and previous administration, facilities and student teachers are on carts. That has always been well at least for the last five plus almost 10 years. They 've been having teachers on carts because of the space and the size of the school. One of the things that we will be trying to take a look at is identifying a more space for our art both art teachers who have a dedicated room that is a shared classroom, but it's more conducive to keep the art supplies and different things in there like that since we are establishing a art advanced pathway. So that has been one of the priorities from administration when we build this upcoming roster that be taken into consideration is the movement of our art teachers in the spaces that they use.

Mr. Koller: I would just repeat what Mr. Aubry said the difference between the other teachers who are on the cart and the art teachers is that we are transporting supplies, and you know, buckets of water and things like that. And, actually, I think one thing that has been better is the rostering of some classes, more classes near the art room, compared to before COVID. But at the same time, we have to go up to, fifth and sixth, and there's ramps, up and down and you're there with paint and the water sloshing around and it does limit what you can do with those kids. I totally understand what the facilities are like and everything, but it just makes it much more of a challenge. And yeah, and I am hearing about the challenge about the course progression. I have worked in other high schools in Philadelphia, and one high school I worked at they did make it like an Art 2 course, if they had already had Art 1 the prior year. I think to have AP studio art students should have been enrolled in at least two years of art. Because I had heard discussion about honors art, and apparently, that's your Art 3, that roster person told me that so they have to have two years of art before they can have honors art. So AP is above honors art, you know, I mean, so it's a lot of rigor because they're preparing a portfolio with it's breath. It's a concentration. And so they have to have had that experience.

5. 7th Grade PSSA Prep:

Parent: So the PSSA concern right. So in chatting with teachers over the report card conferences, it was shared that they still have not received PSSA prep workbooks, and they've been ordered like over a month ago and it's just unclear. Like what's going on.

Ms. Lennon: Yep. They were ordered. We have been asking Cassandra who is our operations person or person who does the ordering she did put it in. We're just waiting on the order to come in. So I mean, that's where we are. I actually met with her yesterday about it. So it was just waiting on the materials to come but they have they've been they've been ordered.

Parent: So is that typical? Do we know what the deal is? Is there any way we can escalate or anyone that you would like us to email at the district because it just seems like a month or so. It's not the district?

Ms. Lennon: It's a vendor. So it's the actual company that I don't know what the delay is from the company but it's not a district because the district's already done their part, which is the ordering putting the purchase order through. Like I said Miss Cruz has already you know, reached out to the vendor and saying what the delay is.

Parent: Do we have an estimated date because basically, it was shared that they're kind of already behind him with their PSA prep and especially for the seventh grade with their data. Being the lowest this is really critical especially for math preparation.

Facilitator: So Ms. Lennon, is there a plan for like prep for the seventh grade once the material is received? Because there was a lot of anxiety because it has been raised in Teaching and Learning meetings now so that maybe you're talking about a two months cycle here. So in sixth grade parents were saying the same thing. Because both those scores matter. So I just wanted to put that out there.

Ms. Lennon: Oh yes.

FLOOR: 7th grade Morale:

Parent: There was there was a call for the Lip Sync Battle for the seventh graders to participate in I believe has been, you know, historically, a well participated event and some of the grade and it seemed that there wasn't enough people signed up. There were multiple calls, recalls for people to raise their hand to participate. And there wasn't enough students to host the show. And we got a note from the Google Classroom that the event was canceled due to the lack of participation and I had floated a question in the Facebook group, you know, to see if everything was okay because this was something that was always fun and very well, you know, talked about after it occurred how much fun everybody had I remember being in school, and you know, seeing all the fun. You know, when we were participating in pathways. And so anyway, I just brought it up and we got a lot of responses from parents. You know, concerns were very varied about what might be happening with morale in the seventh grade specifically. And so I had asked some folks from seventh grade if they wanted to come in the call tonight to do so. So if anybody's here and wants to talk, I think that's great. Now let's do that. If not, I can kind of relate what I heard. You know, summarize that very quickly.

So what we heard was things like, you know, because of COVID, maybe, socialization, you know, skills may be lower. We heard things about the schedule, we heard things about lunchtime, we heard things. Just give me one second about I'm just gonna go to my notes. You know, changes in the district policies, you know, over the years with admissions, obviously, you know, there's a lot of stress, right. I'm also hearing about just the grades, the performance. We've heard about that tonight. And in seventh grade. We've heard about it from the student government, seventh grade, you know, just overall just, you know, not really feeling you know, I guess the school spirit that we've heard about performance being down and maybe feeling like some some students are feeling like the school is going to be changed once the high school comes. And, you know, there'll be less distractions from behavioral issues or kids who aren't testing as high. Just very interesting comments. And also hearing about just

the fact that there hasn't been a lot of like, team building activities from the beginning. Usually, there's a lot of student government activity. It hasn't been as active in the seven maybe more geared towards an end of year, big bash versus multiple things happening throughout the year. Also heard about the fact that the advisory, you know, not really being a place for community building, but maybe more of a place for actual teaching is happening. For some students may be getting like three math periods or other periods or there is some counseling occurring in advisory but maybe not as much recess more recess needed. There's a lot of ideas here, from families, but basically, the bottom line is parents are seeing a change in their students. They're not sure if this is a natural change in seventh grade, but it just seems like an indicator that you know, this was a beloved event that didn't get anybody to raise their hand for this is clearly something's happening.

Facilitator: Thank you for that. Would you be able to write all that down and just send it so administration has a complete picture of it. And then we can also look at and see what we can do in terms of, you know, work with Ms. Geiger and do an event for all the grades maybe in the next couple of months through the HSA. Get something started in terms of community building for the seventh grade?

Ms. Lennon: I was gonna say the same thing, Sam. Thank you. I was gonna say Miss Geiger is on here. She's collected the feedback. And we will, I will talk with her and Mr. Gilken based on the feedback but yes, please summarize it in writing. So we can make sure we address it point by point.

7th Grade Parent: I just wanted to say that my daughter is in seventh grade. And you know, I do notice a huge difference in the morale between when my son was in seventh grade and she's in seventh grade. But you know, there, there could be a long list and some of the things that were said make a lot of sense. But you know, one of the things is just the change in schedule this year. I think my daughter's launches at 910. And so just kind of makes the whole day seem out of sync. And you know, the kids are getting in trouble with one or more teachers and for eating during class later in the day when they're actually hungry. And, you know, and one of the the the administration tried to sell this change that they were going to be important uses of the advisory that I just haven't seen come to pass and so I just I'm still waiting for the improvements that were supposed to come from this rescheduling and the dropping of enrichment and other things. So I'll stop there.

Parent: Yes, very quickly. I did meet with the head of the policy at the school district personally to talk about the school lunch at 915. I wanted everyone to understand that this is a big concern of mine, as well. There is no policy that says you can't serve lunch at 915. However, we all know that this isn't very healthy. And so when we heard about the schedule for next year, I know as board and have to leave early but it's really not a wishlist item. We can't do this to any other kids in the future. So if we're looking at the bell schedule, you're looking at the roster. 9:15 just does not work for students. It's abusive. It's awful. So I'll just second that.