

Site Council Minutes 12/1/21

Members Present: Alan Simpson teacher, Brian Davis teacher, Julie Conroy counselor, Kees Keizer teacher, Kim Cortes Martinez student, Lenka Cervenkova college and career counselor, Mary Volk student, Tori Maehara assistant principal, Nadia Mosley student, Michael Patin parent, Mckenzee Manlupig student

Agenda

1. Meet as a whole group as usual, brief intro
2. Skip the icebreaker
3. Meet for 45-50 minutes in our subgroups and create a rough draft for actionable next steps. Mary will moderate the Clubs/Activities group and Lenka Restorative Practice.
4. Each group please submit a (rough if need be) actionable plan to the filter group.
5. No whole group share-out; the meeting will end in your subgroup.

Student reps

We still need student reps. Please email us if you know of any interested 9th or 12th graders.

Michael Patin voiced a real concern about the loss of the IB program.

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Frank's in breakout group for Clubs/Activities

Alan says we should hire someone to oversee student involvement, to work on the website, make sure the contact info is on the website. We have some money to spend

Mary is leading the discussion and says she will get back to Mary on that point by Alan.

Mary says she wants to get good kids who are the face of the school in groups of 2 to go around to each advisory class to have a box or bag, anonymously say how they are feeling, then someone after school who is willing to help, to go through the data and note patterns, then it would be addressed in the assemblies. Brian says yes, we need a climate change, we're lacking a vision in this school, a whole school core values, and we need to get some student voice.

Alan says that vision was voiced by IB values.

Mary says this was all Lenka's idea.

The feedback from the anonymous notes would go to staff and then we would pay for PD's based on the notes. And Brian says down the road get some feedback from staff, and work on staff to admin relationships, so we could get teacher perspective.

Mary says the other group in the filter group meeting, where the other group would reach out to teachers, and they would go observe classes and see what students need and gather things to give feedback. Brian says he can be there when the kids count the tickets/notes.

Julie asks how this idea fits into the clubs/activities theme, it seems like more of a culture/climate mission. But it could be more of a student voice mission.

Frank says be careful of the contractual, teacher evaluating other teachers

Alan says a lot of that "us" was lost when we lost department chairs and now the department meetings are just kind of aimless

Brian says some of the highest ranking school has safe environments where teachers help each other and have camaraderie, and their own PD, and we don't have that togetherness

We voted, we liked Mary's idea

Alan says to get student government involved, because we have the students right there to do it

Brian says okay but they have some huge projects

Julie says it would be good to get student voice from different clubs, like MECHA, API who is trying to get going, also she says there are two advisories that have a lot of ELL kids and another advisory that is a lot of special education kids so we want to make sure we get feedback from them in an appropriate way. Mary says she can take the lead on reaching out to them, and one of the advisories is really new English speakers so we would want to get a spanish speaker in there.

We would need to brainstorm a script for recruiting kids and a script for what the kids say in the advisory classes. We can get that as a draft and then go over it as a subgroup.

Restorative Justice Minutes & Agenda Dec. 1, 2021

Intro:

- Kees gives a short introduction to Restorative Justice and the general next steps for our group.
- Think back to an old GNN video where Kenzee told students to reach out if they have complaints and concerns. Question: Is there a way for "us" to be involved in a gentle way?

Agenda:

1. Watch a short [video](#) on Restorative Justice.
 - Ideas mentioned:
 - Start class with a small circle where students can just talk about their feelings. Teaches advocacy and grows their
 - Restorative is an alternative to exclusionary practices (like suspension), talking allows the students to question their habits/the problem. Big idea with RJ: **Yes, you made a mistake. That's OK, we can move forward from this.**
 - Allows teachers and students to learn their biases
 - Thoughts on video:
 - Won't happen overnight, but we need to break it down into "chunks" to be able to be proactive.
 - Everyone has responsibilities/things to accomplish.
 - Start with one or two teachers/classes who are willing to begin implementing RJ. 5 or 10 minutes spent thinking and talking about your biases.
 - Show the video (or a similar one) to students (through advisory?)
 - Introduce the idea of RJ to students
 - Things that stood out: bringing back humanity, recognizing when you made a mistake and that there is a way to come back from them.
 - Bring community together with the idea of RJ and coming back from mistakes
 - Might not translate well with high school students, specifically older ones (Kees found 9th graders responded better. Implement in that grade first)
 - Maybe whenever we get a class to implement it, GNN could do a short segment on it. That might get through to students better. As for the students in the class where RJ is being implemented, they could be shown a similar video.
 - Buy in from district and leadership is likely
 - As we expand practices, we may have to alter the restorative circle based on grade levels
 - Set norms with students first

Next Steps:

- Find a way to incorporate Site Council in student advocacy/concerns
- Meeting with Dawn @ 2:30 today
- Kees: send email survey (Series of workshops teachers can opt to join and another non-optional one) to teachers
- Speak with admin on RJ and create language/"norms"
- Create video/find video to show students in advisory through GNN (**Future goal, talk next meeting**)