**Family Council Meeting 12/8/2016**

**Committee Chairs in Attendance:** Happy, Suzanne, Alan, Suzie, Joleen, Julie, Sharon, Judy, Catherine, Lisa, Jen, Liz, Paola, Alison, Becki, Claire, Larissa, Claire, Hawley, Rebecca, Emily, Katie,

**Community Members in Attendance:** Meg, Darren

**Meeting Facilitators:** Alan, Liz

### Agenda

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| --- | --- | --- | --- | --- |
| **Proposed by** | **Agenda Item** | **Category** | **Details** | **Recommended time for item** |
| **Liz** | **Check-In** |  | **Where is everyone at?'** | **5 minutes** |
| **Liz** | **Framework for Meetings** |  | **Meeting norms and expectations for community comments and questions - specifically regarding agenda items discussed during the meeting** | **5 minutes** |
| **Alison** | **School Report** |  | **Academic Excellence, Diversity, Community** | **15 minutes** |
| **Alison** | **Principal Feedback Item** |  | **New parent engagement structure proposal- Spring 2017 and 2017-2018 year** | **30 minutes** |
| **Alan** | **Community Q&A** |  | **Agenda Items from community members- in room or via online/paper form** | **15 minutes** |
| **Susie and Joleen** | **RP Communications** |  | **Update** | **5 minutes** |
| **Susie and Jen** | **Freshschools** |  | **Explore Tech Committee (or other) sources of support/contact for families with questions and/or challenges** | **10 minutes** |
| **Liz and Jen** | **Volunteering** |  | **Check in. Meeting? New members? Participation?** | **10 minutes** |
| **Sharon** | **Principal Feedback Item** |  | **Student Report Format feedback** | **20 minutes** |
| **Liz** | **Close out and next steps articulated** |  |  |  |

**MINUTES**

[Agenda](#_d4990tkqvs1o)

[1 - Opened with a check in around the room](#_mxdkitkzlbkl)

[2 - Framework for meetings](#_qg5gaqs95pxh)

[3 - School Report](#_ysmne0iyd8gy)

[4 - Parent Engagement Structure Proposal](#_kgeacpcsrw18)

[5 - Feedback on Principal’s report (1-10) - online form - will send out](#_z4bvloxsii7d)

[6 - Community Q&A](#_osumlzuojcb2)

[7 - New Business](#_wec26c5ocw0j)

[8 - Next steps and Action Items](#_nmmk8ct8v9tc)

### 1 - Opened with a check in around the room

Start at 6:45 - round the room check-in

### 2 - Framework for meetings

Presented Norms and Q&A Guidelines

* With High Expectations: Bring your “A” game by being accountable, respectful and empathetic;
* With Flexibility: Respectfully consider others perspectives in order to be adaptive in any given situation;
* With Clear Communications: Speak your truth respectfully using “I Messages”, listen and assume best intent, be vulnerable;
* With Risk Taking: Support others (step up, step back, open minded, positive intent), support ourselves.

Family Council Q&A Guidelines

* What kinds of issues can be raised during these sessions?
  + Anything that affects the CWC Community
  + Areas of improvement for the school
  + CWCMV committee work
  + Strategic planning for the future of the school
* What would be better discussed with class teachers and school administration?
  + Issues pertaining to individual children or families
  + Issues that are confidential in nature
  + Curriculum, learning or instructional issues
  + Teachers and other staff related issues

### 3 - School Report

Recently began new PD that is differentiated to the teachers since the school has become so large the teachers need different things.

Incorporating self-care in the program.

Called Pathways

Had Town Hall for middle school this week. Will be sending out an agenda for updates each month. All very exciting.

Community - thank you to the two new parent reps, Lisa and Paola, and excited to develop the role and bring in community more into the meetings and have more of a feedback cycle.

Excited about a project relating to a parent desire for beautification - bathroom renovation and teacher work space.

Toy Drive this weekend! Our biggest event for diversity. Tours have been going well and have been much more diverse lately.

Cultural responsiveness group met recently and is hitting its stride. It is a diverse group of parents in a think-tank format. Have met 4-5 times to address inclusivity and cultural awareness in the community. Will be surveying the community to see how people feel included in the community.

From a teacher perspective, TAs and teachers from this site will be meeting with SL and HW teachers about social and emotional learning concentrating on race and equity training. Focusing on self awareness and cultural competency. The person leading it was the director of diversity for Teach For America nationally.

Role of Parent Reps - see their role in two ways: the first one is being the connection between the community and the PC for basic questions. Connector in Principal Council. Second is feedback cycle - will encourage parents to contact classroom teacher, then administration, then reach out to Paola and Lisa last, not first.

Focus is engagement - want them to be looking at who is isolated in the community and how to get them involved. Someone recently expressed interest in heading up Hospitality. That person should speak Spanish or involve a partner who does to help those families the most.

### 4 - Parent Engagement Structure Proposal

Read for 5 min and then provide feedback in three ways:

* Glows - what you like about it
* Grows - what you don’t like about it
* Rating of Proposal Overall

This is about the calendar of events and how we present them and how many we have.

* Judy
  + Loves goals, likes the idea of actually driving people to events as well as facilitating attendance.
  + Grow - haven’t cut back and there is overwhelm
* Catherine
  + Love the summits
  + Grow - confused about communication, confused about structure/items - don’t trust communication and not enough communication
* Lisa
  + love goals, summits
  + Grow - overwhelmed
* Jen
  + Like the goals, putting our minds together is super important, like school engagement and parent/staff engagement.
  + Like the check ins per grade, liked the looser and more social coffee connections back at stoner - now they are much more structured and not as social.
  + Like cafecito to once per week- with drop off, have one morning that they come on campus and gather together.
  + Bash and walkathon is great.
  + Whole school events - TK, K, 1st need get togethers to be able to connect with each other. Important for the younger grades.
  + Would hope that we have at least two parent nights out per year. Important to meet people you otherwise wouldn’t meet.
  + Grow - limiting social engagement piece.
* Liz
  + Love the goals and the summits.
  + Fine with school engagement.
  + OK with reducing grade-level coffee connections and having more whole school events. Cafecito has a lot of value and would not want to cut it down. It is the parents time to be on campus and we lose our community when we don’t have it.
  + Parents need a chance to connect.
* Paola
  + Appreciate Cafecito
  + Haven’t been to coffee connections
  + Legoland is far for many families
* Becki
  + Goals should be streamlined - certain things should be streamlined, some events should be on “every Thursday”.
  + Reduce Alison’s need to have coffee connections. Like when she addresses the whole school on the Greentop and answer questions.
  + Coffee connections for each grade - 1x month for each grade is fine - like having her come out at Cafecito once per month.
  + Cafecito every week.
  + Need more external community engagement than the toy drive - the pizza party was good.
  + Would like theme for summits.
* Suzanne
  + Like goals, doesn’t seem a lot different.
  + Like Summits, school engagement seems the same.
  + Parents’ night out seems fun although never been to one.
  + Once per month for each grade for coffee connection?
  + No - one month per grade - e.g. 2nd is Feb.
  + Keep Principal Council every week.
  + Wish that there was a way to include more people in the parents night out - seems
* Claire
  + Spread things out throughout the year - everything is packed into the fall - let people find their feet and then build throughout the year.
  + Produce and film the curriculum night and then have one Q&A for each topic for all grades so they are all spread out.
* Happy
  + Rated each one
  + Average - 6.5
* Meg
  + Streamline the communication, plan out the date and time for every event and schedule things out way in advance.
  + Combine coffee connection events and just group them by grade so you can float and interact with different grades.
* Hawley
  + RP grade events - like them for the whole grade for older grades. Are we getting rid of the purpose of committee events?
  + If we can do a calendar in the very beginning, we are giving opportunities.
  + Streamlining and getting rid of events would kill the community feel.
* Ina
  + Overwhelm comes in because of volunteering as well - when you need people to valet, lunch table, etc. and then all of the events you get overwhelmed.
  + Keep varied options - if you miss one of the once per trimester, you have to wait another 4 months.
* Larissa
  + Like creating a firm calendar
  + Struggling to get people to volunteer - how can we incorporate the social aspect into volunteering.
  + Grade level event had only three kids. Seems like a lot and still overwhelming.
* Darren
  + Listening to everyone - very thoughtful - structure of feedback loop is great.
  + Find it hilarious because the events he’s been to have been three people and that is ridiculous with the size of school we have.
  + When we speak about diversity, we speak about the entire community and everyone needs to be served.
  + What is the metric of success of the event?
  + There are tentpole events and then other events.
* Emily
  + Like the idea of a living document that can be fluid and grow.
  + Have been struggling with the same issues for a long time.
  + Looking at the same thing and somehow thinking how we get a different result.
  + We haven’t asked the right questions yet.
  + We need to get to something to get what we need to get to a different result.
* Alan
  + Agree with everyone - when looking at it, the first thing that jumps out is the mission and it is a good starting point.
  + What we seee as categories is who we are as a school and love that about the school.
  + Sdt expectations around attendance and participation.
  + When we look at it from a standpoint from inclusiveness - coming at night or the weekend.
  + Too busy, introvert, other factors that need to be considered.
* Rebecca
  + 3 summits too many.
  + Curriculum night is a challenge, seem to be too frequent, still don’t know how to teach kid because havn't been there.
  + How can we provide info without having to be there?
  + How to market volunteering social? Agree with Larissa.
  + Can combine cafecito with three grade levels.
  + Cafecito every friday definitely.
  + Can be much more creative with community engagement
* Suzie
  + Important that we do this each year. If we start asking the right questions, we may not have to do this each year.
  + When kid went to camp, they had four pillars - each activity defined which pillar we are working on.
  + Frame the events so we can work toward our mission.
  + As RP chair, would love to see RPs and whole school events driving people to the events.
  + So many things on our calendar and people don’t feel connected or engaged.
  + Cafecito - once a month have Q&A and have someone type up notes and send it out.
  + Differentiate TK and K.
  + Want to include service and philanthropy.
  + Is it worth it to add a section for classroom engagement.
  + Need to put a lot of thought into how to engage people who aren’t outgoing and getting them into conversations and getting people to come out when they don't know anyone.
  + Volunteering demand impacting social.
* Joleen
  + New parent - joined back in March
  + Can’t argue the merits for categories, but looking at the calendar two weeks before and after thanksgiving there were 4-5 nights where CWC could have taken up the whole week.
  + Calendar is way too over scheduled.
  + New parents can't sift through all that is going on.
  + Need a framework.
  + From a volunteer perspective - can build resentment if having to volunteer while things are there.
  + Coffee connection - have the social beforehand and then get information and get out.
  + Need to be able to sift through and ID what is curriculum based and social.
  + Where do committees intersect and overlap so we can be coordinated.
  + Need to know to not plan RP events conflicting with Whole School events.
* Julie
  + Wary of so much structure.
  + OK with having missed something this week and knowing that i can go next week.
  + Want to categorize events and label the priority in the presentation of it.
  + Three is high number and expectation for summits. Two seems great.
  + Don’t want to see her own committee work go away.
  + Cafecito - combine the grade level connections.

Other conversation points:

* Liz - we need to look at the relationship of volunteering and social connection - what are we missing? We need to figure out how to make it work where we are with what we have.
  + Hawley - volunteering has lost a lot of the fun? The way the schedule is working it is becoming more resentment and not as much fun.
    - Judy - what kind of volunteering?
      * Hawley - valet, even mystery reader
    - Rebecca - do we have to make fun? It is work?
  + The schedule and the constant lecturing is making people not want to volunteer.
  + The people who are constantly volunteering are overloaded.
  + Volunteering is the same 20 families.
  + Could do a better job of saying “this is your class schedule for volunteering - if you can’t do it here, then do it over here - if you can’t ever do valet, then do something else”.
* How can we focus on this through the lens? Need a comprehensive plan from day 1 for next year and have it dialed in so there isn’t any confusion.
* Key questions we want to answer - send into a form - Claire to set up.
* What is the rubric we are going to use?
* Don’t separate engagement and volunteering

Table the rest of the agenda.

### 5 - Feedback on Principal’s report (1-10) - online form - will send out

[Principal’s Report - Current Form](https://drive.google.com/open?id=0B-z_3o8Fu9VXcEE0NXY5bXNLZWhuc3dweHFmaEtZZG03MjBn)

Course content

Written Narrative

Tick box (at grade level, above, working toward)

Goals for Development in SEL, Math, ELA

What do you find useful with the reports - what is your gut feedback? This is a mini-feedback cycle and before next year we can do the full feedback cycle.

Thanks for flexibility with the agenda tonight.

### 6 - Community Q&A

Ina - be careful about what we assume parents can take on. The non-launch of the run for fun is example of burnout.

### 7 - New Business

Can we give the opportunity for people to give money instead of volunteering for things like cleaning tables.

### 8 - Next steps and Action Items

Alison/Claire - Key questions we want to answer - send into a form

Sharon - Send out principal's’ report example for feedback

**8:25pm Adjourned**