

Attendees:

- Tamii Stras - Principal
- Michelle Wetlaufer - Community Member
- Kia Freeman - Parent
- Sumukh Tendulkar - Parent
- Rachel McNally - Teacher/Parent
- Tammy Tsikar - Parent
- Ananya Kadwe (12th)- Student
- Andreas de Moor (12th) - Student
- Andy Sokatch - parent
- Michelle Caine - teacher
- Carina Bagdasarian (11th)- student
- Ali Abouhilal (10th) - Student
- Ryan Normandin - Teacher
- Brendan Weissel (12th)- Student
- Nathaniel Scharf (10th) - Student

Energizer: “The BEST thing is...”

Norms:

- Review of norms established at the October meeting
- Suggestion to add a norm of being aware of the impact of tone as we speak

Principal's Update:

- Controversy with racist remarks from one football coach resulted in a quick end to his role with the team
- Tamii is in talks with the principal from the school district that has some history with South, and helping them work through some incidents of racism.
- MCAS testing is going well
- Ms. Cassell (NSHS Scheduler and data analyst) is working with the South Senate
- Car accident in front of the school highlights the traffic needs
- Uptick of immature behavior recently (possibly because the amount of and rigor of schoolwork has increased now that we're a whole term into the year)

School Safety :

- Safety outside the school
 - Tamii - We might need a police detail to help but the cost is prohibitive (\$320 a day adds up to about \$60,000)
 - Questions & Ideas
 - How would this help? Tamil - Police presence would serve as a preventative at the choke points.
 - Could it help for residents of Newton to ask the police dept. why 4 hour shifts are mandatory (we only need one hour in the morning and one in the afternoon)?

- Maybe ask the police dept. for a detail for just a couple of weeks (raises awareness about potential consequences) but for free.
 - A long term solution might require a big change (i.e. making Brandeis Road one way)
- Safety inside South can be promoted with our Multi-Tiered System of Supports (MTSS)
 - Tamii:
 - concerning school behavior has increased;
 - kids and teacher need support in this second pandemic year;
 - South MTSS needs to be clearly articulated and functionally available so teachers can consult it in real time when needed;
 - Social and emotional well being is a priority
 - Michelle W:
 - PTSO can help efforts by sending out surveys to families

BREAK

Break out sessions (Group 1 with Tamii - Physical Safety; Group 2 with Rachael - MTSS)

- **Group 1 - Physical Safety**

Concrete questions:	How to prevent traffic related accidents at South?
Ideas for Next Steps:	Look at structural changes that can reduce confusion and streamline traffic (eg. Clear signs for parents, or reconsidering drop off areas)
	Educate the community and rely on "soft" reminders
	Police tickets for illegal behaviors (and making these public via Mr. Williams emails etc. without naming the offender)
Philosophical questions:	

- **Group 2 - MTSS**

Concrete questions:	How are students and teachers experiencing school?
	Are we creating new supports or just reducing expectations to reduce stress?
	What are the root causes of stress? Of misbehavior?
	What is the scope of misbehavior?

	Are there gender patterns in the instances of misbehavior?
	How can we increase the opportunity for kids and teachers to connect informally? (“Lion’s Block is not enough”; “not enough places to hang out with teachers”)
	Is there a desire to address the decreasing lack of civility (i.e. “verbal slaps in emails to PTSO”)?
Ideas for Next Steps:	Survey teachers, students, families to get baseline data to begin to answer both concrete and philosophical questions.
	Analyze who is involved in the instances of misbehavior (Are the kids already on the radar of deans? Is this new behavior this year for some kids?).
	Can we avoid “due date” overload at the end of the term?
	Can we mandate a break in the 75 minute classes?
	Can we create opportunities to have deep conversations about expectations between kids and adults?
	We want kids to be able to grow and develop. We want to inspire a positive attitude?
	Investigate the ramifications of having just 3 Terms Or Investigate the ramifications of having semester grades (so term 1 and term 3 would just be a more robust midterm with comments and a grade to date)
	Investigate the ramifications of having a limit on the number of honors/AP classes a student can take (“Current system with no limit is bad for many kids but a limit would be bad for some, can’t we do no harm?”; “having no cap on these classes is part of our toxic culture”; “I will take honors history even though I’m not interested in it”). Share what we learn and share info and then survey students, families, and teachers.
	Publicize the supports and supportive policies already in place (retakes on summative assessments allowed; 3rd assessment on one day can be postponed; etc.)
	Create a schoolwide policy about late work.
Organize a community forum to address priority goals/issues (based on survey results).	
Philosophical questions:	What does it mean to be an educator? An educator at South?
	Can our community accept the impact of scaling back (in order to reduce stress)?
	Do we need/want final exams? Who decides? When?

	What is the purpose of grades? What system do we want at South? Should it be a schoolwide system?
	Which policies at South are incompatible with stated NPS values (i.e. valuing growth mindset; are we really “more than the grades we earn”)?
	Where to policies come from? What democratic decision making processes could be implemented in the South community in order to increase buy in? What is the role of South Senate? Faculty Council? School Council?