**University High School**

**School Council Meeting Minutes**

**Tuesday, Dec. 19th, 2017; 3:30 p.m.**

**UHS Library**

1. Approval of the Agenda
	1. Motion: Frenkel b. 2nd: Tobin
		1. Approved unanimously
2. Approval of the Nov. 21st, 2017 Minutes
	1. Motion: Traquair b. 2nd: Yell
		1. Accepted Amendment to the minutes of 11/21/17
			1. Corrected language: IV.b.i Move to accept the TUSD Report as presented, approve the UHS Response as amended, and instruct the UHS administration and School Council Chair to submit the UHS Response to TUSD Administration and Governing Board.
			2. Corrected language: BOOST should be changed to House Program
		2. Approved unanimously
3. Call to the Audience
	1. Megan Cassidy & Matt Ulrich – Information about BOOST summer program, request to be re-appointed a co-directors for Summer 2018
	2. Jacob Ollanik – Information about School Community Plus Partnership Council, request to be appointed as UHS representative
	3. Amy Cannon - Presented a D and F list of UHS freshmen as evidence of the need for the 9th Grade House program.
4. Discussion & Action Items
	1. Action Item: Consent Agenda
		1. Motion: Karlowicz 2. 2nd: Traquair
			1. Approval that Ms. Cassidy and Mr. Ulrich will supervise BOOST 2018 with the same format as 2017.
			2. Approval of revised CTE policy language.
			3. Approval of revised Film Analysis policy language.
			4. Approval of policy revision for retaking classes on transcripts.
		2. Discussion Notes:
			1. Frenkel: Request to pull Senior Instructor Application from Consent Agenda – to be considered and discussed as an independent action item
			2. Castillon: Request to pull approval of Jacob Ollanik as UHS representative to Community Forum +Plus School Community Partnership Council - to be considered and discussed as an independent action item
		3. Vote Count
			1. Approval: 21 Dissent: 0
	2. Appointment of Jacob Ollanik as UHS representatives to Community Forum + Plus School Community Partnership Council:

b. Approved: 20 Dissent: 1

* 1. Approval of Senior Instructor application process
		1. Motion: Castillon 2nd: ??
		2. Discussion
			1. Cislak: Form will be distributed to all juniors so they may apply.
			2. Frenkel: Why not just have students do to the teachers directly?
			3. Bacalia: Aligning Student Instructors application to the registration process helps to form the schedule.
			4. Youngerman: In the past, teachers chose SI candidates who performed well in class. The proposed process doesn’t guarantee that student who apply will have performed well in the course.
			5. Cislak: This form only is information for students, and it helps administration keep track of students who are interested in the opportunity.
			6. Traquair: Sometimes it is useful to consult with other teachers regarding their performance in other classes.
			7. Muluneh: The relationship of the student to the teacher is important. Could one option out of the process?
			8. Herring: Will this list be available to all?
			9. Strandridge: This formalized the pool of students interested in being a Student Instructor, but it doesn’t limit availability for a teacher or student to make a match.
			10. Schmidt: Who monitors the performance of Student Instructors?
			11. Bacalia: Shelley Dominguez, the Registrar
			12. Herring: If students pre-register, will the SI opportunity be available after that?
			13. Bacalia: Students will apply with a choice and a backup.
			14. Schmidt: Please create an alternative plan for student registration, which will denote alternative elective choices.
			15. Cislak: Teacher have a list of student choices and can be aware of second choices.
			16. Castillon: Do teachers pick the Student Instructors? What if this limits opportunities because they have to fill out a form?
			17. Traquair: Filling out a form is not a burden.
			18. Hughes: As educators, we prepare students to apply for a job. Applying is good preparation for that process.
			19. Frenkel: There seem to be quite a few teachers who request Student Instructors. Will a master list interfere with that?
			20. Bacalia: AP US History has the most Student Instructors. If a student changes plans, a list helps teachers fill the roles they need.
		3. Roll call vote
			1. Approved: 19 2. Dissent: 2
	2. Action Item: Application of Results Based Funding & Approval of Freshmen House Program (Items C & D on original meeting agenda)
		1. Motion: Yell 2nd: Traquair
		2. Discussion:
			1. Cislak: In the program, the administration can support freshmen though PBIS and MCSS strategies, common assessments, interventions, and common notetaking and study skills.
			2. Schmidt: How many teachers in Site Council support this? They are afraid to voice their opposition to the program and cause the loss of the program. Some may prefer a stipend rather than an extra planning period.
			3. Cislak: The program developed from feedback from School Council
			4. Schmidt: Elected department chairs do not reflect the choices of the teachers.
			5. M. Tully: Teachers may prefer the extra planning period over the stipend.
			6. Schmidt: Part A of the House Program could be separated.
			7. Karlowicz: In the friendly amendment, I propose removing results-based funding from the House program.
			8. Standridge: Go over the House program first.
			9. Yell: We should withdraw the motion and have a new motion of approval of Action Items b and c together.
			10. Tong: Request for clarification
			11. Malunek: Omit the stipend altogether.
			12. M. Tully: I opposed the extra stipend. Time is more important than money.
			13. Schmidt: How would we gauge success? How would we proceed if the program is not successful?
			14. Cislak: We will check grades, especially the D and F list.
			15. Schmidt: If we return to the original approach, we may lose FTE. The success of the House program would affect UHS’s success.
			16. Cannon: We have students failing (with grades of D or F) in Science, Social Studies, and English.
			17. Bacalia: The reasoning of some students leaving is that they felt they “didn’t have a place here.”
			18. Cannon: We had 127 D or F grades from freshmen in one year. 140 in another year. Retention can depend on discipline or the availability of transportation.
			19. Frankl: How do students build relationships if they are not in the same classes.?
			20. Traquair: Relationships between students and teachers are build on interactions. Students with D or F grades don’t show up to speak with teachers—they silently fail. If 3 of 4 classes have the same teachers for a student, it is more likely that the student can develop a relationship with a teacher.
			21. Bacalia: The lost of 35 students represents $165.000 a year.
			22. Standridge: The students we retain may have a strong relationship with three teachers and fellow students in three classes.
			23. Todd: What is the direct dialing benefit to the student?
			24. Traquair: Multiple tests or presentations on the same day present a challenge to students. A house program of teachers who collaborate allows shifting of deadlines, spreading out the workload without losing quality.
			25. Schmidt: We could lose teachers if we don’t see a drop in attrition or success in retention.
			26. Yell: What guarantee can we give? Not that a particular student will succeed, but we can show how students can survive a challenging course and retain skills and information. Given a stiped of 6/5 to spend more time is unappealing and impractical. The common planning periods are useful to address students’ attrition and retention.
			27. Palacio-Hum: What if we need an extra teacher based on the current number of 320 students?
			28. Hughes: Will the team support students in other areas as well?
			29. Tobin: Scheduling students as part of the House program allows teachers to plan.
			30. Schmidt: We haven’t been presented with any alternatives. We are being asked without other options.
			31. Traquair: The team looks at a 4-year plan, addressing not just a student’s lack of skill but a lack of planning and study habits. A teacher can be an advocate for the student in the other three classes. We tried PLC with Environmental Science, but we didn’t have time to develop the program. Our PLC time became Cultural Relevance time. In funding, some has to be spent on teachers—it can’t just be spent on materials.
			32. Muluneh: How does this program foster a student’s connection with teachers? Because it was not set up, Penguin to Penguin doesn’t work. Why would another planning period be necessary? There are so many other ways to solve the program of failing students.
			33. M. Tully: One hour of class time requires 3-4 hours of preparation. One benefit of the House program is cross-curricular, which requires time. Teaching requires both time and energy.
			34. Marchant: I thought after school time was better than a House program. Putting the House plan within the school day was an attempt to improve results. $127,000 isn’t a lot of money. We have an opportunity to try an approach that has the possibility of working. This has a positive potential given the relative limited cost.
			35. Todd: Where does the teacher bonus come from?
			36. M. Tully: Refer to the pie chart on the handout “Spending Specifics: 77% Guideline2, 23% Guideline 4.”
			37. Bacalia: Teacher bonuses are okay if half goes to professional development or hiring or bonuses.
			38. Castillon: We are voting on a hypothetical problem that may never work. Also, we don’t have any data. What happens when students go on to the sophomore year?
			39. Youngerman: I was a part of this program at Boston University with four teachers who knew and whom I could talk to. This work for some students. It worked for me.
		3. Vote Count: For: 11. Against: 11 Motion Fails

Note: Later in the meeting Karlowicz and Traquair changed their votes against the motion to “For,” leaving aa total of 13 votes in support of the motion and 9 against.

* 1. Action/Discussion Item: Tax Credit Fundraising Campaign.
		1. Motion to Approve
			1. Cislak ii. Standridge
		2. Discussion
			1. Youngerman: Postcard flier (4” x 8 ½ “) will be created for UHS parents and parents of alumni, in November to raise $8,933. The cost of the postcard will be supported by the Civil Fund, and the postcard will be sent to the printed and mailed in early January. UHS has agreed to put the image of the postcard on the website. Mailing will cost $1,000, to be paid by the UHSFA.
			2. Cislak: I will pay for the postage and printing from the Principal’s slush fund.
			3. Youngerman: We will resize the card as necessary.
			4. Standridge: Use the minimum size for postcards and postal rates.
			5. Palacio-Hum: Put the postcard on the UHS Facebook page.
			6. Herring: UHSFA has a fundraising outreach.
		3. Motion for postcards to be mailed out with approved language for the tax credit fundraising campaign.
			1. Move: Standridge 2. Youngerman
			2. Motion passes with unanimous approval
1. Committee & Misc. Reports
	1. Cislak: Principal’s Report
		1. The TUSD Board moved the creation of the Superintendent’s Development Committee chaired by Dan Erickson to increase and maintain enrollment in TUSD.
		2. Dr. Trujillo states that TUSD is not breaking up UHS into satellite campuses. He will come back with a report in January; several ideas are being considered.
		3. We will continue to work with Dr. Trujillo, and he will be the moderator for the 2018 UHS Senior Debate.
		4. We have been approached by businesses that want to support UHS with corporate development in funding and materials or equipment.
		5. Margaret Taylor and Sam Browne will likely find that UHS will have partial unitary status, i.e. in athletics, facilities and discipline. Compliance for Latino and African American students especially needs attention.
	2. Tax Credit & Budget Report
		1. Palacio-Hom: Are we still allowed to grow?
		2. Cislak: We will not be capped. More equity in available resources may be supported through solutions or alternatives.
		3. Karlowicz: Will the $250,000 from the Governor go way is we don’t spend it?
		4. Cislak: No
		5. Karlowicz: Were other proposals brought forth?
	3. Bacalia: Recruitment & Retention Committee Report
		1. The Multicultural Dinner for Black students in TUSD with a 3.0 or higher GPA(December 14) had 90 participants.
		2. UHS tests 232 8th graders two Saturdays ago and will receive and share reports in January. This event served about 50 more students than in previous years.
	4. Yell:Instructional Council Report
		1. Regarding the possible funding for the Freshman House Program: We do not have another program that will improve student retention and achievement. Our funds should not go to teachers, but should support a plan for student improvement.
	5. UHS Foundation & Alumni Association Report: A fundraising program is in progress.
	6. Parents Association Report: The UHSPA will raise $34,000.
	7. Cannon: Student Council Report: Student Council is planning an assembly for February. Student Council members also spoke during the TUSD Governing Board meeting and wilil bring policy recommendations to the TUSD Board.
2. Reminders:
	1. School Council meeting time and place will be posted 24 hours in advance (on UHS Admin. Bulletin Board and in public). Attendance and minutes will be submitted to a School Council officer prior to the next meeting.
	2. Please observe proper decorum and schedule your time to be able to attend the entire School Council meeting. Each meeting should last 90 minutes and will be adjourned by 5:00 p.m. A quorum, your time, and your participation are valued assets of the UHS School Council.
3. Adjournment
	1. Motion to Adjourn
		1. Castillon 2. Standridge
	2. **Next Scheduled Meeting: Tuesday, January 16th at 3:30 p.m. in the RUHS Library**