

Fremont High School
School Site Council Meeting Minutes
March 14, 2006

1. Call to Order/Roll Call
 - a. Meeting called to order at 6:32pm. Quorum was not present.
2. Approval of minutes:
 - a. Minutes of January 10th 2006 were reviewed and approved.
3. Student Reports: Went to DECA and did very well.
4. Communication:
 - a. Principal's Report on School Activities:
 - i. The board voted to allow seniors who did not pass the CAHEE but passed all of their classes to walk in graduation. They did this because we have really only recently begun working on the intervention programs, and these students were not able to benefit from these interventions. This is district wide. The mandate for SpEd is that they will allow the kids to graduate until they have the ironed out all of the problems with accommodating the disabilities. Kids in Sp day classes get to walk.
 - ii. STAR testing is coming up right before break. Hopefully we will see an increase in scores.
 - iii. The WASC visit is coming up. This is the mid-term evaluation.
 - iv. We are still continuing to talk about the schedule. The discussion has been morphing. We have been talking about the teaming of teachers. Can we marry classes? Can teachers combine their work on standards and writing? There are other thoughts about the fact that some classes might need to be year long and others are better as semester intensive. There are ideas about just tweaking the current schedule. The principal's advisory board is beginning to talk about whether they really like the idea of a yearlong schedule in light of choosing their classes. Remember that at the end of the month, teachers vote on whether they want to vote. So it is the teachers that ultimately make the decision about changing the schedule.
 - v. Last, behind the football scoreboard there are some posts, and we should have a new score board in a few months. We are working on a scoreboard for the new gym. Last thing is a softball scoreboard.
 - vi. How is open enrollment going to affect us in terms of losing kids? Would be interesting to talk to the 9 kids that want to leave and go to Lynbrook and find out why they want to go?

5. ACTION ITEM:

- a. Find out why students that are leaving during open enrollment want to go.
- b. Review the '06-'07 School Plan and provide input.

6. Discussion Items:

a. School Plan:

1. Peggy Raun-Linde discussed the School Plan and alerted constituents to different sections to be reviewed.

- a. A question was asked about the purpose and audience of the School Plan. Peggy Raun-Linde said that the audience is the board of trustees, but also now the school admin, teaching and constituents from the community. This is a working doc. Board ultimately. The goal of this doc is to set goals that can be measured. In the back there are Annual Measurable Goals. #1-8 are pretty uniform for the whole district.
- b. A question was asked about the results of Common Ground. Can we track the students to see how much of a difference it makes? Trying for end of year survey. How does this help? Peggy says more Freshman email her, come to her office, participate in ASB, fewer kids in conflict, less discipline issues, increase in the number of freshman who come and talk to Peggy. Freshmen see to be more comfortable and excited because they know teachers and have had a chance to make friends.
- c. Last, a description of planed activities. Things that we have been working on and that are part of the culture and that we want to continue.
- d. Peggy Raun_Linde brought up the problem of helping the high-end kids. Some says that they are not being challenged enough. Is it another achievement gap that we should look at trying to close?
 - Various responses -
 1. The level of challenge is very course specific and teacher specific. Some classes are more challenging than others and within disciplines; some teachers are more demanding and have higher expectations than others.
 2. There are options available for students. They have the opportunity to take challenging course, but some choose not to take advantage of that.
 3. We need to have a conversation about grading and expectations
 4. Students who have friends who are also high achieving help each other and push each other
 5. Sometimes it becomes more about the grade and less about the learning

6. One of the wonderful things about FHS is the opportunity that is available.
7. Many classes are offered for high-end kids.
8. FHS offers those opportunities without putting so much pressure on the kids. No overwhelming pressure – I had to do this or that. You can challenge yourself without being overwhelmed.
9. How do the very bright kids grow even more? They still want to learn about how they can grow, even if they are already doing excellent work.
10. Maybe high-end kids need to grow in their ability to handle stress and being imperfect.
11. Are there enough challenging electives for students to take?
12. This becomes an issue with district cut backs

b. WASC

What has changed at FHS in the last three years?

1. New principal
2. Standards work and use of time
3. School climate- pushed academic environment, dress code, truancy abatement program
4. Change in staff. Nearly 70% of our staff was hired since 2000. Staff turn over has been huge.
5. Completion of construction – looks just like Stanford
6. Residency requirements
7. # of kids enrolling in AP classes
8. Band and Choir has built back up
9. New emphasis on Standards and Testing
10. Schoolloop
 - a. Training in the summer
11. Full access to a library
12. Limiting of classes from parent and student perspective
13. Parcel tax
14. Change in ROP, biotech, sports med
15. Flex parent volunteers
16. SWAT grown

Adjournment:

- a. Meeting adjourned by 7:45pm

Submitted by Lisa McLeod