Welcome
Class updates

5th Grade:
Kids spent a lot of time preparing for LTM’s. Tying in the 3 advisory strands, and writing their SMART goals. No parents representing 5th grade, Phelana provided update.

6th Grade:
Had a challenging time coordinating Halloween event because there is no list serv available to ease communication between parents. 6th grade parents will make another effort to coordinate an after holiday get together. LTM’s were great.

Brenda informed the group that tech support is outsourced and our new company, “501 Commons” is not as engaged as in previous years. There are several trouble spots in items on the list that need to be addressed to support basic school operations, therefore the list serv was placed on the back burner. They will get to it soon.

7th Grade:
Exciting year, community-building activity facilitated for parents at the “Seattle Underground Tour.” It was very well attended with about 50% participation. Volleyball, was a super positive experience for everyone. For families who have participated before they can see the skill-building and confidence developed in the kids. In addition, it seems 7th grade has been very welcoming to the 2 new students in 7th grade.

There was great participation for council elections with 17 kids ran for council. Kids also are planning for the spring as they recently had their DC meeting. They are excited for the trip and Brenda will be attending as well. The main purpose for her joining is to take those children who want to participate in Easter Sunday service as the trip coincides with this holiday.

8th Grade:
Kids/families very focused on high school. Kim met with Libby (Spanish Teacher) to discuss a pre-trip service project to encourage their Spanish speaking skills. Kim reached out to El Centro de la Raza, Casa Latina and NW immigrant project. Other ideas, shared by the group: homework help at library (ESL), consider alternative options for locations to accommodate families who live north. Acknowledging that 100% participation is never possible, its helpful to be mindful of taking action to plan vs. inaction when coordinating event.

Parent Ed update:
Movie “Like” was very well attended. The next event is scheduled for 12/10/19 but it might be re-scheduled due to multiple events that week. Stay tuned.
**Volunteer Updates:**
Please consider volunteering for the Talent show. We need help with organization, coordination and overall logistics to pull off a great event for all. Please also consider volunteering to support Teacher Appreciation activities that happen in December and May. Please reach out to Carolyn Pugh, volunteer coordinator.

**Discussion:**
Ways leadership shows up for students as learners, in their home and school communities, and in the greater world.

**Brenda & Phelana**
Brenda began the discussion by defining partnership between SGS and families. The two main ideas that came from the previous meeting (which was informed by parents) are trust and communication. Families’ trust school “We send our child to you every day!” But families don’t have decision making power over what happens in school. The onus is on the school to develop trust by communicating thoroughly. School recognizes that communication is a great responsibility and they are making every effort to meet that responsibility.

The previous SFA meeting informed a brainstorming session with staff to help bring together parents and faculty to better serve our children. From these conversations, general three areas were identified as a stepping stone to help parents understand where our children are as they move through SGS.

Teachers were involved in a working session to identify what they do AND what they can do to help our children become leaders in these three areas:
- Leadership as learners
- Leaders in school/communities
- Leaders in the greater world

o (anti-bias and social justice it happens in all three areas)

Activity: Brenda and Phelana shared the output of the teacher working session. 3 posters each focused on one of the three topics listed above where teachers answer from their own perspective how they see students demonstrating leadership. (See photos included below - please note they are for illustrative purposes only, if you would like to see/read the posters, please reach out to Phelana)

Families were asked to jot down what our kids are doing to internalize the learning. Staff and faculty did this as well.

Teachers: Greater world: Teachers wanted to know if the way that was laid out was the best approach.

Parents agreed that there is a wealth of information. Students are demonstrating substantive leadership. But there is a lack of measurement details. Measurement seems subjective not concrete. What are the benchmarks? How are they valued? How do we measure from grade to grade? Brenda also reported that the outcome is based on where we are sitting on, from which perspective we were asking the questions of measurement. She feels that the answer is on the
mission statement: “Inspire and develop courageous leaders who think independently, work collaboratively, learn joyfully, and champion change.”

Parents agree with this development of leadership but are also interested in making sure we use the right words to identify leadership. In one document/google form recently sent to the 8th graders in preparation for completing high school applications, the question was asked: How do you (student) demonstrate leadership? The following areas were given as examples. Babysitting, student council, awards received, etc. This doesn’t seem representative of what SGS values in leadership, yet in the 8th-grade year, this was what was asked of students.

Another parent requested to have a better understanding of what she should expect of her now 7th grader at the end of 8th grade. Brenda reported that there is a “Portrait of a graduate.” Which will be shared with families to help them better understand that expectation. Phelana reports that this conversation has been happening for years. Everyone agrees that having a clear definition of success with clear measures help parents know where their child stands. Parents want to know how we build from year to year to have a better understanding of the “Portrait of a Graduate.”

Phelana reports that there are a lot of things that happen behind the scenes to make sure children have the right education to successfully move on from SGS. For example, teachers take SGS math curriculum and compare it to SPS curriculum, the same as science. Phelana showed the behind the scenes planning. The progress report is based on common core standards. However, another parent felt the progress report is soft and not based on metrics. Asking children how you “feel” about X is important but metrics is also important. In general this parent reported the progress report lacks clarity. Another parent felt how the metrics are expressed: “Not yet, Sometimes, and Consistently” do not paint a good picture of where the children rank or if they need support. “Not yet and Sometimes” are very close to each other in meaning but Consistently seems to be further down the range.

Another parent states she felt similarly because last year her child didn’t meet the standards but the progress reports were always very optimistic and thus the sense of urgency was not conveyed.

Parents would like to have qualifiers for the measures. If the child is given a “Sometimes” grade it should come with is intervention needed or is this kid doing well? It is important for parents to know where their children are especially as they near graduation. What is the school doing to objectively measure each child is meeting grade-level standards? If they are not, how is the school communicating this to ensure the child is supported.

Another parent expressed concern with the process of developing SMART goals used for the LTMs and urged staff to provide more coaching and direction when goals are being developed. Some kids need more direction than others, a different parent expressed that her child developed quite sophisticated and appropriate SMART goals that work for their family. All kids learn differently but building a strong foundation should be the focus. The idea of having SMART goals build upon each other every year was another point for discussion. Parents were also concerned that there is lack of follow-up after LTM’s.
Phelana: Faculty evaluate each student’s goals and do help the kids in the development. In terms of follow-up each child should give updates at the bottom of their weekly email. Teachers are supposed to review emails prior to kids sending them to parents.

As the meeting came to a close 10 minutes after 7pm, Brenda expressed gratitude at the participation, evocation and parent engagement. She feels the questions raised are great and that we will continue to build on communication because it is so important.

Catherine closed by thanking Brenda and Phelana for their dedication and commitment to engaging so openly with families. Catherine stated that Brenda reported at the beginning of the meeting that parents have no decision-making ability but she thanked Brenda and Phelana by expressing how this meeting provides the space to influence the process and by being actively engaged in discussions like these, parents have the opportunity to better understand and trust in the school’s decisions.

Brenda shared new SGS enrollment marketing cards with parents noting that word of mouth is the most effective way of communicating the strength of our school. She encouraged parents to take some cards and refer families to SGS for entering in 5th and 6th grades next year.

**Next meeting date December 11, 2019 in the Singh House.**