

CRLS Council: January 28, 2014

Damon Smith, Principal & Co-Chair
Gail Stubbs: LC - L rep
Trina Abbott,
Amy Tung, Student Body President
Emily Dexter: CSAG Rep.,
Bob Birnbaum
Debbie Haverty: Faculty Rep.
Larry Childs: FOCA Rep.
Karla Gardiage: Faculty Rep.
Jennifer McConnell: Faculty Rep.
Agnes Mfayokurera Frouter: at-large rep.

Greta Hardina, Family Liaison
John Delancey: LC - C rep.
Teresa Walker: LC – R rep.
Adam Manacher: Council Co-Chair
Ross Benson: Faculty Rep.
Mike Frutkoff: Community Rep.
Lace Campbell: Arts Council rep.
Kathleen Clinton: Faculty Rep.
Hae Kyung Chung
Beena Sawar: FoCrLS

Eighth Grade Info Night

- Thanks to everyone who volunteered to help out.
- Having a student rep who is articulate, knowledgeable and able to answer questions is key for the break-out info sessions
- Have more student-student contact
- Mention student mentoring program where upper classmen visit eighth grade rooms.
- During small info sessions discuss “myths” (only have LC teachers; HN, CP, AP categories). ie: “what is RISTA”, “quality of CP classes”, “teachers not restricted to particular learning communities.” Identify other “myths”.
- Need to explore pushing the date on this event later in year so that course catalog is ready; perhaps January. Not possible to have catalog ready by November. Adam doing some research on this. He has spoken with 3 main private schools about information night; outreach is valuable.
- Adam is also working to have a page up on CRLS web site with information for incoming 8th graders.

Curriculum Night (February 6, 2014)

- Entry hall tables for course/ schedule pick up need to be spaced strategically for proper crowd flow.
- Have more guides; perhaps rely on National Honor Society (~100 kids); not just the main floor but throughout building; specific request for bilingual guides.
- Freshman think they have to do community service.
- Perhaps a student engagement team needs to be created so they are paid and responsible.
- We are asking to have six Council reps in lobby: meet, greet, and direct.
- Need to be sure to have enough staff on hand to print out schedules for families who need 2.

CRLS PTO

- Focus would be on building relationships outside of CRLS and family engagement
- Current groups include FOCRLS which is successful and growing; also an Arts Committee and FOCA
- Would be welcome. There is support to have it happen; may have to be driven by parents because it's a parent-run organization.
- Difficult for school to speak in one voice with many different groups; bringing groups together could start addressing a common vision; same difficulty with various Alumni networks; there is a

need for more “unity”; how can it be started; don’t want to create another committee that doesn’t go anywhere

- Is this part of the responsibilities of the School Council? School Council training information night next Monday. Participating group will report back.
- It’s like an executive committee with reps from groups; not taking away individual group power. Putnam Avenue Upper School, the School Council became the “executive committee”
- We should reach out to other area high schools and the other groups here to possibly present findings in May; usually there has been a rep from other groups at School Council
- The way things are structured now it seems to mirror learning communities at CRLS!

The Other Wes Moore Book

- Principle Smith reviewed objective of our reading this together. Wants reader’s perspective and how could this be expanded at CRLS through structures and systems?

Group Discussion:

- Is this book appropriate for staff, students, and family?
- May be “too tough” for our families to read
- How do you steer someone into a particular direction?
- Outcome of book is to bring CRLS more together as a community and be proud of itself
- Raise awareness and take action; let’s go to those places that are difficult to discuss
- Students need to be responsible not just for themselves but for others
- Shame involved with negative behavior; we still need to find ways to be proud of every kid at CRLS
- Emphasis of early years
- Circumstances of absent father are different
- Education background was a bit different
- One family had a geographic change so how does environment affect lives

Avoid the Blame Game

- Didn’t have positive opportunities and fell into what he knew
- Mother turned a blind eye
- Structured drug game instills pride among friends
- Corporations, government, and past history are contributing factors
- “Accountable” sounds “better” than blame
- Takes a village to raise a child
- Even brothers in same family can have different lives
- Perhaps there is some type of imbalance (chemical or otherwise)
- Can be one little or one big thing that is sometimes missed
- Teach people that it is their own responsibility; empower them; show choices
- Give everyone an outlet for respect in a positive place in the right direction

Homeroom Teacher

Lots of things to try for a disruptive student

Give kids a chance to be capable of doing things and being responsible

Uncreative power from Mrs. Downs to Wes

How do we identify an at-risk student; a lot of students are scarred and cannot get rid of it

Parent to Parent group next Tuesday

NEXT MEETING: Feb. 25th