

Top Ten Sub Committee Minutes

Date: 10/17/2019

Recorded by: Tiffany Testa

Start Time 3:25

1. Introductions: Members went around and introduced themselves and why they were interested in the work.
Assign Roles: facilitator, note taker, scribe and process
2. Build Norms: Members shared what they needed to work well together.

Agreed Norms

- Start and End on time
- Check in with student Reps
- Keep on topic
- Minimize side conversation
- Agenda in advance
- Respect for All
- Assume good intentions
- Be open minded
- Be prepared to challenge ideas not people

3. Discussion on Charter: Looking at the charter, what stands out?

Tom shared some background to how the charter was developed. He also framed the purpose of the work is to serve the coop board so they can decide on some policy that effects the students. Tiffany emphasized the importance of the words in the charter: equity, inclusiveness and individuality.

Question was raised around the work: How will this work be done because the subcommittees are so intertwined. It seems hard to do in isolation. Answer: The subcommittees will gather information and the steering committee will take that information and work with it.

Objectives passed on from subcommittee:

1. Who cares about the top ten and why?
2. How does the Policy impact our students?
3. Alternative ways of rank or recognition
4. Who does it serve? Who does it hurt?
5. Is this motivating to our students? Are we concerned that it is extrinsic motivation?
6. What impact does this have on academic integrity?
7. What was the impact on former students?
8. How does the class ranking affect teachers?

General Discussion Followed:

- Students are keeping their own spreadsheets to know their rank

- Rank is announced at the beginning of the Senior year but it changes throughout the year up until a week or so before graduation.
- Guidance tells the students to disclose rank on their general app, but they do not put it on their transcript. Rank can be given if asked or needed for application. This has happened once for a student applying to a service academy.
- Is it a positive thing to foster a competitive environment? It's extrinsic motivation
- Students are not taking classes they might want to, because they need to take a certain class that gives them a benefit for their ranking.
- Athletes are harmed because they can not take the 7th period AP classes
- Musically inclined students are at an advantage over the other arts
- One student was harmed because they choose to take Engineering
- Some students are choosing not to take alternative programming (opportunities at other school's etc...) because it affects their rank.
- Not all of our students are going off to college.
- This high school has prepared children for competitive schools. Will removing class rank change that?
- Competition is inevitable should it be eliminated?
- Competition in sports and other areas are fine but education is different. All should be expected to do well and should be acknowledged if they meet certain exceptional standards of achievement
- Competition can work counter to creating a collaborative culture.
- Students are cheating because they feel they need to because they need to keep their rank
- Taking away class rank allows the GPA weighting to work within a different context.
- Colleges focus on what classes the student took.

student Input

Maura Shanley(12th grade): At first I wanted to stay up with my peers but then I realized the school didn't work so much with my style of learning, such as testing and such. I'm OK because I'm still an average student and I know I have skills that help in other ways. I'm involved in Theater and a manager at Market Basket.

Sarah Zang(9th Grade): Q: Did class rank affect any choices you made about what classes to take? I know what I want to be, a teacher. I took classes that would help with this. For example I am taking band so I can teach about music.

Next meeting Date: Thursday October 24th 3:15 -4:45

End Time 4:45