

**Leadership Team Meeting
October 25, 2017 – 8:00 a.m.
College of the Albemarle**

Present:

Austin	Davenport	Fyffe	Pauley	White
Campbell	Drew	Godfrey	Paullet	Whitehurst
Cartner	English	Hawkins	Reid	Worrell
Cobb	Flach	Jones	Sanders	Mizelle
Cowell	Floyd	Lane	Sawyer	
Cox	Fonville	Lassiter	Waples	

Topic	Notes
Good News Reports	<p>Dr. Cartner opened the meeting and asked for good news.</p> <p>The following Good News was shared:</p> <ul style="list-style-type: none"> • Godfrey reported that she passed the Google G-Suite Administration Test. • Hawkins reported that three teachers have received National Board for Professional Teaching Standards Renewal. • Pauley gave a shout-out to Campbell and Drew for hospitality provided for MicroPD Sessions. • English and White shared that they are excited to have new tables for their cafeterias. • Reid reported that she is excited to have her bell system repaired. She also reported that her Media Coordinator applied for a Duke Energy Contest and was selected. Duke Energy will provide presentations to students on energy. • Jones reported that four HLTCS students attended the ECSU Women in Mathematics Day and placed 1st, 2nd and 3rd. • Fonville reported that a team of RRMS students also participated in the ECSU

	<p>Women in Mathematics Day and placed 1st.</p> <p>Dr. Cartner welcomed Frankie Floyd as the new Director of Maintenance & Grounds. He also thanked Mizelle for attending and representing PCHS today.</p>
<p>Chapters 4-5 of School Culture Rewired</p>	<p>Worrell presented information on the following types of school culture and reviewed characteristics of each type:</p> <ul style="list-style-type: none">• Collaborative• Comfort-Collaborative• Contrived-Collegial• Balkanized• Fragmented• Toxic <p>D. Cartner asked principals to talk with the person sitting beside them about where they feel their school falls in the types of school culture. Following group discussion and comments Dr. Cartner asked principals to think about staff and ask themselves if the majority of staff at their school are interacting with one another in “professional discourse” (focusing on what needs to happen in the classrooms).</p> <p>Worrell shared a Twitter comment he saw earlier this year from a professional organization site – <i>“doesn’t matter – get better”</i> – he indicated he shared that comment with his staff when talking about scores and Performance Grades and reminded them that it isn’t about “personal feelings” but it is about getting better.</p> <p>Lane shared that following district meetings, the PST has noticed teachers looking at work in halls and having pertinent conversations about the work (ex. “Is it at grade level”) – this is a positive shift occurring with teacher engagement regarding LF.</p>

	<p>Dr. Sanders asked the principals to think about what teachers would say about the culture in the school and if they would agree with the principal perception.</p> <p>She commented that changes are being seen to show staff are moving in one direction; blending/sharing is evident; attitudes show more are working toward moving in the right direction.</p>
Chapters 3-4 of School Culture Recharged	<p>Campbell presented a PowerPoint information on Mindset. He asked that school level leaders think about their staff and respond as such; and that district level leaders think about their teams and the district as a whole and respond as such.</p> <p>The following topics were covered:</p> <p>Essential Questions: Why does it matter that the principal/leader build an intentional culture? How can culture be used to energize and enrich people to create sustainability?</p> <p>Intentional Culture: Why does it matter that the principal/leader build an intentional culture?</p> <ul style="list-style-type: none">• Teachers leave the culture because it is not supporting them• Operating on an island• Everyone has influence• Permission to experiment <p>Campbell conducted a group activity using the following questions:</p> <p>Why does it matter that the principal/leader build an intentional culture?</p>

- What are at least two (2) things you have done to intentionally improve the culture in your school or on your team?
- Why did you choose to do those things?

Leadership Team members shared comments on actions they have taken to improve/change culture.

Culture to Energize and Enrich

How can culture be used to energize and enrich people to create sustainability?

- Sharing and collaboration can create synergistic results
- New staff members assimilate and become like the people around them
- Redistribute concern

Campbell conducted a group activity using the following questions:

Culture to Energize an Enrich – Write/Explain

How can culture be used to energize and enrich people to create sustainability?

- Think about an organization/group you've been a part of for a long time (5+ years). How did/does the culture energize you?
- How can you duplicate that in your school?

Leadership Team members shared responses.

Key Points:

Intentional Culture

Why does it matter that the principal/leader build an intentional culture?

- Teachers run away from cultures that are not supporting them

	<ul style="list-style-type: none"> • Effective teachers operate on an island in ineffective schools (keeping efforts to themselves) • Everyone in the building has an influence (some more than others) • Effective culture improves people <p>Culture to Energize and Enrich How can culture be used to energize and enrich people to create sustainability?</p> <ul style="list-style-type: none"> • Sharing and collaboration can create synergistic results • New staff members assimilate and become more like the people in the culture around them • Culture redefines what it means to be “normal around here” • Redistribute concern --diminish it among those who do a disproportionate amount of work – increase it among those who avoid work <p>Drew commented that the following statement (page 28) and the fact that it is pretty telling if your best people are leaving – <i>As you reflect on your own organization, leadership, and culture, consider which people have left and which ones are itching to get out. That will help you determine if you are intentionally building the type of culture you want for your student and staff.</i></p> <p>Dr. Cartner discussed losses and reminded principals that people quit leaders before they quit companies. He ask principals if they were applying these texts in their buildings and is it making a difference.</p>
Finance Updates	<p>Cox shared the following:</p> <ul style="list-style-type: none"> • Reminded everyone that 80% of funds should be spent by December (<i>spend</i>

	<p><i>this year's money on this year's kids</i>). He indicated that Federal funds have not been released at this time and more information about expending those funds will be shared when they are released. Monthly reports will be sent next week.</p> <ul style="list-style-type: none">• 2018-19 Budget templates will be sent out in December.• Student enrollment is down overall this year and will impact funds – there is the potential the district will have to return \$500,000 to the State.• Cautioned against scams (particularly companies that send emails/faxes/letters that look like invoices but say at the bottom “ad for service”)
<p>EC Updates (<i>Support Services Updates, Virginia Field Trip Forms, Self-Injury Suicide Risk Response Packet</i>)</p>	<p>Flach shared the following:</p> <ul style="list-style-type: none">• Field Trips to Virginia – a sample “Independent Contractor Services Agreement” Form was shared and discussed. If a trip requires a nurse, principals should work with Sherry Gallop (HR Department) to complete the contract once a qualified individual has been secured. School nurses should not be asked to participate in trips on instructional days as it would impact their regular duties. Volunteers cannot administer medication.• Self-Injury/Suicide Risk Response Packet – hard copies were provided to all principals and the information will be shared electronically with others• Disproportionality Formula – the formula is changing and more districts may be seen as “disproportionate” – disproportionality for discipline has been changed and will now look at all discipline from day one of the school year

	<ul style="list-style-type: none"> • Shared Diagnostician Support List • Suspension of EC Students it was stressed by Flach, Dr. Sanders and Lassiter that principals and assistant principals need to monitor the number of days they are suspending EC students and should be more intentional in decision-making – 10 days is the maximum amount allowed. IEP meeting requirements were also discussed. Flach reminded principals that if they call a parent and ask them to pick up an EC student for discipline reasons, that counts as a suspension – if they call the parent to inform them of the incident and the parent chooses to pick the child up it does not count as a suspension. Documentation of parent choice was encouraged. <p>The following were also discussed regarding discipline of EC students: --Manifestation Hearings (reminder to use booklet provided earlier this year) --Change of Placement / Services must be provided consistent with IEP</p>
HR & Operations Updates Employee Entitlements	Lassiter shared and reviewed “HR and Operations Updates” Dorothy Lamb (HR Department) shared information on employee entitlements which covered: FMLA Eligibility Workers’ Compensation (benefit for work-related injury; return to work; limited duty; unavailability) Leave Short- & Long-Term Disability Benefits provided during periods of FMLA/Worker’s Comp/Disability

Principals were asked to ensure that HR be notified if employees are going to be out sick in excess of 5 days in order for the FMLA process to be initiated.

Lassiter discussed time allowed for worker's compensation and unavailability to work – if someone is out one year, the district will have to find someone to do the job and the employee will be dismissed due to unavailability. He also shared that the district will aggressively investigate workers' compensation claims.

Lassiter discussed the following:

- Contract Nurses – he asked that questions be sent to him or Flach.
- Special Classes in PowerSchool for Grades K-5
- Employee Documentation – make sure process is streamlined
- Video footage of student discipline – if video is used to determine a disciplinary action it is now part of a student's file and a parent can request to view the video -- permission must be obtained from the parents of any other identifiable students on the video and if they decline the video cannot be shared – he indicated if principals can obtain written statements from other students, they will suffice as evidence
- Timesheets/Overtime – stressed the need to monitor OT and put in writing cautions to employees that have excess OT directing them not to earn OT
- AP Virtual Meeting and LEAP 2017

Lassiter shared an article “The Role of Principals in Addressing Teacher Shortages” and asked principals to read and be prepared to discuss further at the November meeting. He commented on the reasons teachers leave and indicated pay is not one

	<p>of the top reasons, however, accountability and administration are. He asked principals to think about:</p> <ul style="list-style-type: none">• What do teachers say about your school?• Are you sensitive to your employees?• Are you tone deaf?• The need to be focused and intentional. <p>Lassiter shared information on Masters course offerings at ECSU and ECU.</p> <p>Lassiter indicated he will be contacting principals about recruitment trips.</p>
Canvas	<p>Godfrey introduced Thomas Turano with Instructure/Canvas.</p> <p>Mr. Turano conducted a mental warm up and asked members to think about Anne Frank, Martin Luther King, Jr., and Barbara Walters – what do they all have in common. (They were all born in 1929.)</p> <p>Mr. Turano indicated Canvas is a LMS (Learning Management System) which can be compared to the components that make up a City (neighborhoods, schools houses, etc.) and each course should be considered a “house.” He presented information on:</p> <ul style="list-style-type: none">• Using Canvas (inside the classroom, outside the classroom and as an administrator)• What’s The Point (digital learning competencies, personalized learning, reporting, one stop shop)• Next Steps / Wrap Up

Components discussed were:

- Using Canvas
- Calendar, Syllabus & Communications
- Gradebooks
- Files & Canvas Content
- Assessments & Speedgrader
- Inside the classroom (one stop shop for everything, differentiated learning, alignment with State standards)
- Outside the classroom (PLCs, classroom walkthroughs, information hub, reports, collaboration)
- Dashboard (automatically populated by PowerSchool)

A group discussion was held on:

What can canvas do for you?

What problems are you trying to solve?

- What's the job you hired Canvas to do?
- Ask yourself "Why" five times.

NC DLC aligned to Canvas features can be found at: <http://bit.ly/2gydiWZ>

Mr. Turano conducted a group activity on creating a course.

**LFS Lesson Plan
Feedback Protocol**

Dr. Sanders reported that TE21 Benchmark testing is ready. The cut-off date for benchmark testing has been extended to 11.9.17.

	<p>Dr. Sanders reminded principals that PowerSchool is the authoritative source for discipline and all discipline must be entered in PowerSchool even if you are using another program</p> <p>The Program Services Team conducted a group activity on Learning Focused Protocol. A rubric was provided to review lesson plans for rigor and following group discussion principals were asked to list two “takeaways” from the discussion. Responses will be compiled and shared.</p>
Superintendent’s Update	<p>Dr. Cartner commented that October is National Principal Appreciation Month. Gift bags were provided to principals from the district.</p> <p>Dr. Cartner discussed:</p> <ul style="list-style-type: none">• School safety -- a parent spoke during public forum at the 10.23.17 board meeting about school safety. Dr. Cartner advised principals to continue to be diligent and extra cognizant in paying attention when buzzing guests in – do not be reserved in asking “who are you” or “what do you need” before you let them in your building.• Lockdowns -- when a school is on lockdown, no one should be outside on a school campus. He discussed the reasoning behind the lockdown at NES/ECMS/PCHS during the recent incident at Pasquotank Correctional Institute and the decision to have buses return. <i>Note: Questions were asked about procedures to follow if buses from a school on lockdown are routed to a school not on lockdown – should the students be brought into the building and should parents be allowed to pick those</i>

students up from the bus . Dr. Cartner indicated he would provide information about procedures to follow. There was also a question about shelter in place plans for the Early College and procedures to follow if COA closes its campus.

- Discipline – student discipline will be on the November Board agenda and Dr. Cartner reminded everyone to stay current with discipline in PowerSchool (do not hold off and do a week/month at a time).
- School Websites – top priority should be placed on getting school webpages up to date and Dr. Cartner set Monday, October 30th as the deadline for pages to be updated.
- Transportation to After School Programs (Boys’ Club, Girls Inc., YMCA) – the Board has taken no action at the present time but costs & time associated with transporting students to these sites has been under discussion. Currently 176 students are transported, using 12 buses that go off-route to do so.
- Canvas – Dr. Cartner informed principals that part of their evaluation this year will be the efficacy of their teachers using Canvas.
- NC General Assembly – there has been discussion by the NCGA regarding providing funding to charter schools for transportation. The NCGA is also in the process of evaluating class size data that will be obtained through PowerSchool. Dr. Cartner stressed the importance of ensuring all data is entered correctly.
- District & School Improvement Plans – they are on the district website for

	community review. Principals were encouraged to make sure employee information is updated to reflect current staffing.
Last Word & Pass The Bell	Drew passed the Leadership Bell to Dr. Sanders
Adjournment	<p>Dr. Cartner closed by commenting on the dynamic process of learning and teaching. He indicated to move from good to great we have to accept the rule of fact that this work is hard.</p> <p>The meeting adjourned at 2 p.m.</p>