

**Minutes**  
**Leadership Team Meeting**  
**September 30, 2015 -- 8:15 a.m.**  
**College of the Albemarle**

**Present:** Cartner, Austin, Cowell, Davenport, Drew, Ewers, Fyffe, Hale, HarrisJ, HarrisR, Hawkins, Heath, James, Lane, Meiggs, Mizelle, Parker, Pauley, Pullet, Payne, Priest, Sanders, Sawyer, Steinert, Strecker, Waples, Whitehurst, Wilson, Worrell

Time	Leader	Topic	Notes
8:15	Larry Cartner	Good News Reports	Dr. Cartner opened the meeting and asked the Leadership Team (LT) to shared good news. The following "good news" comments were shared:  <i>"Great PD day on 9/28/15"</i> <i>"Program Services Team Newsletter is great"</i> <i>"PCHS yearbook award is great"</i> <i>"Employees exceeding Excellence Program has started"</i> <i>"Good employee recognition at recent Board meeting"</i> <i>"Got allotments"</i>
8:30	Tammy Sawyer	Cathy Cartwright – Book Donation – <u><i>Born an Angel</i></u>	Sawyer introduced Cathy Cartwright (Clerk of Court). Ms. Cartwright presented a copy of <u><b>Born an Angel</b></u> to each elementary principal.
8:35	Renee Harris	Review of 2014-15 Suspension Data	Renee Harris shared a PowerPoint presentation on 2013-14 suspension data and noted 2014-15 data is not yet available.  Data for students in grades 9-12 showed there were a total of 1502 days of suspension not including long-term and 2281 days including long-term suspension. The top reasons for suspension were: (1) fighting; (2) disruptive behavior; (3) insubordination; (4) cutting class; (5) bullying and (6) excessive tardies.  R. Harris reported that a quick look at unofficial data for 2014-15 showed a total of 1732 days of suspension for students in grades 9-12.
8:55	Jennifer Hawkins	A Look at Similar Districts	Hawkins provided a demonstration on search parameters available on the EVAAS website. She gave hints on the search process, discussed how to find information about similar systems/schools and conducted sample searches.

			<p>At the request of Dr. Cartner, Hawkins demonstrated how to choose multiple districts to compare on a scatter plot.</p> <p>Dr. Cartner encouraged the use of this tool to let school staff see how they compare with other schools and districts of similar demographics. He also encouraged using the data to find districts that are performing well and to not be hesitant to “copy” good ideas.</p>
9:15	<b>BREAK</b>		
9:30	<b>Bert Lane</b>	<b>Professional Development of 9/28/15 Debriefing</b>	<p>Lane shared a PowerPoint with feedback on secondary professional development activities held on 9/28/15. The feedback showed:</p> <ul style="list-style-type: none"> <li>• Workshop quality (91% approval rating)</li> <li>• Workshop content (92% approval rating)</li> <li>• Relevance/Usefulness (92% approval rating)</li> <li>• Aligned with PD Needs (97% approval rating)</li> </ul> <p>It was indicated that participants requested additional PD for:</p> <ul style="list-style-type: none"> <li>• Common core</li> <li>• Kagan</li> <li>• Content literacy (strategies balanced literacy)</li> <li>• Grant writing</li> </ul> <p>Lane indicated that the evaluation form will be revamped for the 10/29/15 PD Day. Dr. Cartner suggested the evaluation form Give Me 5: 3 comments about content, 1 comment about facility and 1 comment about logistics.</p> <p>Thoughts/Comments were shared as follows:</p> <p>Pullet indicated his folks thought it was a good day but they would have preferred 3 1-hour sessions instead of 4 45-minute sessions.</p> <p>Austin shared that presenters said the same thing and it had already been decided to change the format for October.</p> <p>J. Harris reported elementary teachers were excited to meet with “like minded” folks (teachers from the same grade level/subject area).</p> <p>Fyffe shared that the high school staff felt 90 minute sessions were a little long and suggested switching to 60 minutes. She did comment on the take away from this was how kids feel about</p>

			<p>90 minute classes.</p> <p>Worrell indicated he felt it was important to continue to use ECPPS staff as presenters.</p> <p>Steinert reported that her staff had very positive comments – they felt like the conference style set up treated them like professionals and gave time to talk with colleagues.</p> <p>Lane reported that presenters were well prepared; he did not see anything “bad” and gave kudos to presenters.</p> <p>Austin thanked principals for attending grade level sessions.</p> <p>R. Harris reported that folks were very professional and attentive.</p> <p>Lane reported that he was in and out of afternoon sessions observed folks actually stayed longer than required and there were deep conversations about learning.</p> <p>Sanders shared that there was an “Ah Ha” moment during the 3<sup>rd</sup> grade session led by Kelly Cowell. She provided a copy of a chart showing that many of the teachers in 3<sup>rd</sup> grade are “new” to 3<sup>rd</sup> grade.</p> <p>She shared that the PST is in the process of planning to offer additional assistance for 3<sup>rd</sup> grade teachers on Thursday afternoons. She indicated that teachers feel they are “not teaching and all they have time to do is assess” – PST is working on a plan to ease the pain and she asked for suggestions on how they could help.</p> <p>There was some discussion regarding concerns from principals about adding an additional “meeting” day. Sanders shared the Thursday meetings would not be mandatory, but would be provided to offer strategies and support.</p> <p>Hawkins reported that a lot of folks requested time to work in classrooms – she asked principals to remind them that October 30 is also a workday and they could use that day to work in classrooms.</p>
9:50	Lisa Ewers	<b>EC Update –</b> <b>*PD Needs</b> <b>*Suspension of</b> <b>EC Students</b> <b>*Staff Evaluations</b>	<p>Ewers informed the LT that Janet Overton, EC teacher at PES, has been nominated for the EC Teacher of the Year.</p> <p>Ewers distributed a handout with EC information that included information on:</p> <p>Staffing Changes Homebound</p>

			<p>Clerical duty assignments for Sawyer/Garnes IEP Chairs Caseloads Splitting middle school classes Evaluations Professional Development CPI training on 10/29//15 &amp; CECAS training)</p> <p>Ewers discussed suspensions or EC students (or those in the referral process) and HLTCS referrals/suspensions. She reminded principals that sending a student home early counts toward “suspension” days and urged them to keep track of suspension days. Ewers indicated she is working on the process for HLT referrals and monitoring progress while at HLTCS and also on processes for specially designed classrooms (SAIL, CHOICES, etc.).</p> <p>Ewers discussed nursing services and congratulated J. C. Sawyer for receiving the Michelle Obama fitness award.</p> <p>Ewers discussed epi-pen training, First Responder training/requirements and the need to make sure that someone trained in CPR attend extra-curricular activities (sporting events, etc.).</p> <p>Ewers asked about AEDs and Dr. Cartner indicated the budget is being worked on and he will have more information to share about AEDs when the budget is complete.</p> <p>Ewers discussed wellness information. She reported that Trillion is now the mental health provider and she is working with agencies to get connections for parents and students</p> <p>Ewers discussed the Rachel’s Challenge Program and asked principals to consider participating in the program.</p> <p>Ewers asked administrators to e-mail her comments/suggestions regarding PD needs relating to EC.</p>
10:20	Beth Strecker	Google Email Groups	<p>Strecker provided a demonstration on using contacts (“groups”) in Gmail. She shared that the district is in the process creating more groups (ex. 1<sup>st</sup> grade teachers, 2<sup>nd</sup> grade teachers, etc.). She asked that if a name is on a list that does not belong please share that with Sandy Madre via an e-ticket.</p> <p>Strecker provided a handout on how to create a group.</p>
10:35	BREAK		

10:45	Dianne Meiggs	Legal Update	<p>Discussed Legal Updates from the 2015 Legislative Session that included:</p> <ul style="list-style-type: none"> <li>--PEPs (no longer required by law, but are required by ECPPS policy)</li> <li>--At Risk Transition Plan requirement</li> <li>--Amended Firearms laws</li> <li>--School Health Assessment (effective 2016-17 required for all “new” to district students, regardless of grade level)</li> <li>--SRO legal considerations (“reasonable suspicion”)</li> <li>--Cyberbullying</li> <li>--General Information</li> <li>--Salaries</li> <li>--Driver Education</li> <li>--Textbook/Digital Resources</li> <li>--Read to Achieve (requiring 1<sup>st</sup> and 2<sup>nd</sup> grade expansion)</li> <li>--School Connectivity (increase in funding / access to e-Rate)</li> <li>--Principal Preparation Program Redesign</li> <li>--Competency Based Learning and Assessments</li> <li>--Statewide School Risk/Response Programs (required by March 2017)</li> <li>--Low Performing Schools</li> <li>--After School Quality Improvement Competitive Grants</li> <li>--Teacher Access to EVAAS Data</li> <li>--Outdoor school property</li> </ul> <p>Dr. Cartner indicated the “good news” regarding low performing schools is that we will not be labeled a “low performing” district this year, but that ECPPS has to move our 5 schools with a “D” up next year.</p>
11:30	Dianne Meiggs	Ident-A-Kid Protocol	<p>Meiggs shared information about the process for tracking visitors. She asked that as a district, all schools have everyone that comes in buildings and will interact with students scan in with their driver license – the license will only have to be used for the first visit. She indicated if a school is having a function (i.e. band concert) it would not be realistic to have everyone sign in. She asked schools to contact Stephen Hotchkiss if they were having issues with the program.</p> <p>Meiggs shared that Central Services plans to use the program to track CS staff visits to schools. Each CS staff member will have to go through the sign-in process using their driver license at each school for the first visit.</p> <p>Sanders indicated they are working to get “jiffy” passes but it will take time.</p>

			<p>A question was asked about what happens if a visitor does not have a license or refuses to provide information and Meiggs indicated the person should not be allowed in the building and should stay in the office for safety reasons (the purpose of IdentAKid is to protect students).</p> <p>Meiggs shared that some schools are using the program as a way to have staff check in/out; issue tardy passes and as a way to track volunteers/business partners.</p>
11:50	LUNCH		Lunch was provided by the RRMS Cafeteria.
12:35	Elementary Sessions	<p><b>1) AIG Standards Plan/Process</b>  <b>*(Elementary &amp; Middle – after this session middle goes to secondary)</b>  <b>2) K-3 Formative Assessments</b>  <b>3) Elementary Intramurals Basketball</b>  <b>4) Connect Grading Standards</b></p>	<p>Dianne McDowell and Michelle Flach, AIG Facilitators, presented information on AIG Standards Plan/Process. The following handouts were shared and reviewed: 2013-16 ECPPS AIG Plan, NC Academically or Intellectually Gifted Program Standards and 10 Myths About Gifted Education.</p> <p>Cowell shared a PowerPoint presentation and handout on K-3 formative assessments. She discussed:</p> <p>The Process</p> <ul style="list-style-type: none"> <li>• selecting learning target (what does the student currently know/what are the next skills)</li> <li>• developing criteria for success (what will it look like when students learn target skill)</li> <li>• evidence of learning (what can help me learn what the students know)</li> <li>• interpreting the evidence (what does the evidence tell me about my students – analyze what students are learning – what to do about it)</li> <li>• adapting/responding to learning needs (knowing the information, how to respond to)</li> </ul> <p>5 Domains of Learning and Development (for KEA &amp; Formative Assessment) Focus on:</p> <ul style="list-style-type: none"> <li>• Cognitive Development</li> <li>• Language Development and Communication (constructs, book orientation, print awareness, following directions, letter naming)</li> <li>• Approaches to Learning</li> <li>• Emotional Development</li> <li>• Health &amp; Physical Development</li> </ul> <p>ECPPS will focus on “Approaches to Learning” and “Cognitive Development” this year. Cowell indicated more information will be provided at the October 29 PD day on domains of learning.</p> <p>Meiggs and elementary principals discussed the elementary basketball tournament and</p>

			<p>cheerleading competitions. She distributed a handout on “intramurals” and discussed the current practice of establishing school teams.</p> <p>Principals indicated that they did not want to do away with the games as it was a “Community Event,” but want background checks done for volunteers/coaches and want support from their PE teachers.</p> <p>A question was asked about requiring PE teachers to work beyond the school day and Meiggs indicated the PE teacher should be the person that organizes the program but volunteers could be used to coach.</p> <p>Paullet shared comments compiled by the PE teachers. There was discussion about holding the games during the day on a Saturday instead of a Friday night. Principals will investigate scheduling alternatives. It was also discussed possibly requiring that no student should be allowed to attend without an adult chaperone (parents would not be able to drop students off and leave).</p> <p>Meiggs suggested using the IdentAKid program to conduct the background check on volunteers. She also asked that a list be compiled of requirements for all principals to sign off/agree upon.</p> <p>Some items that are to be on the list are:</p> <ul style="list-style-type: none"><li>• PE teachers will be responsible for logistics</li><li>• Physical Forms/Concussion Forms will have to be submitted/signed prior to allowing students to tryout</li></ul> <p>The elementary grading scale regarding number grades for “Connect” classes was discussed. Principals indicated that they felt a letter grade (E, S, N, U) would be more appropriate for Connect classes. Meiggs discussed how Connect teachers are being impacted by “growth” in the evaluation model. Sanders indicated the MTSS District Team had met last year (prior to her being named CAO) and made the decision that students in grades 3-5 would have numerical grades for Connect classes. She will check with the Susan Walker-Sawyer to see if that can be changed in PowerSchool for this school year.</p> <p>Davenport discussed the need to re-evaluate criteria for the Superintendent’s Academic Team.</p>
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12:35	Secondary Sessions	<b>1) C&amp;I Updates</b> <b>2) Honors</b> <b>3) HL Trigg Referral Process</b>	<p>Updates shared from the C &amp; I update (handout)</p> <p>Grading Scale/Class Rank</p> <ul style="list-style-type: none"> <li>• Need to make up a new weighted/unweighted scale based on new grading scale for students entering 9<sup>th</sup> grade during the 2015-2016 school year</li> <li>• What role does PowerSchool play in calculation of class rank and quality points?</li> <li>• Suggestions for val and sal: use cum laude vs. laude? Add community service component? A decision needs to be made soon so the information can be shared with freshmen and their parents.</li> </ul> <p>HL TRIGG</p> <ul style="list-style-type: none"> <li>• Referral process needs revamping so it reflects the purpose of students' placement in the alternative setting.</li> <li>• Students only enter at the semester, not during the school year – this will be reviewed</li> <li>• Ewers is searching for similar schools with successful programs</li> </ul> <p>Rachel's Challenge</p> <ul style="list-style-type: none"> <li>• Middle &amp; High Program: Please let Ewers know if your school is interested.</li> </ul> <p>District Meetings: 4:15-5:15 on Tuesdays</p> <p>Benchmarks: Clarification needed on district administration dates.</p>
1:35	BREAK		
1:45	Larry Cartner	<b>Superintendent's Update</b> <b>1) Katina Waples</b> <b>*Data Notebooks</b> <b>*R Campus</b> <b>*Faculty Compact</b> <b>2) Weather Protocol</b> <b>3) Teacher Perfect Attendance</b> <b>4) Learning Focused Schools</b> <b>5) Teacher Surveys</b> <b>6) Book Studies</b>	<p>Copies of the "West Wing Newsletter" were shared.</p> <p>Dr. Cartner discussed weather protocol. He shared that if possible he will make a decision to close/delay by 5:00 – 5:15 a.m. The first call will go to principals, custodians, bus drivers, child nutrition staff and local law enforcement and the second call will go to parents and other employees around 5:30-5:45 a.m. Information will also be provided to media outlets and will be shared via Facebook, Channel 8, Twitter, etc.</p> <p>Dr. Cartner informed principals he would be instituting a program for "perfect attendance" for every certified employee at the school level. Employees must be present (no sick leave/annual leave/personal leave taken) every day during a pay period to earn 3.5 hours of annual leave. He shared that the leave would have to be managed at the school level. He asked principals to share this information with staff.</p> <p>Dr. Cartner discussed Learning Focused Schools and asked for feedback on next steps. Principals indicated that staff had expressed quite a bit of interest in the program based on information that the SIT chairs shared with them. Dr. Cartner indicated it was not a program he</p>



			<p>wanted to push on them, but if they were interested he would schedule “round 2” – a meeting for principals and 4 teachers from each school to attend. The principals asked that the meeting be scheduled.</p> <p>Dr. Cartner Distributed copies of results from a Teacher Survey he had asked to be administered in May/June. He informed the group that a lot of what he has been doing has been driven by what was on the surveys. He shared that he did keep in mind that folks were tired at the end of the school year and some were mad when they completed the survey. He asked everyone to review the document and be prepared to discuss it at the October Leadership Team meeting. He asked that suggestions/comments be brought in October to ameliorate some of the concerns listed.</p> <p>Dr. Cartner asked for progress reports on book studies. Several principals indicated they have finished, or are close to finishing, Monday Morning Leadership.</p> <p>Dr. Cartner shared information about teacher assistant funding. He indicated that he plans to increase the hours for the current TAs back to 40 hours a week, however, they will only work on student days. This will begin on Monday, October 5<sup>th</sup>. The district will be able to hire an additional 28 TAs to work 30 hours per week (only on student days). This will provide coverage for all K-1 classes. He informed the principals that the Board worked really hard to get to this and while he is not going to say that they “must” use the TAs only in K-1 classrooms, principals should keep in mind two concerns of the board which are (1) that TAs are being used in K-1 and (2) that TAs are being used for instruction. He indicated that he is not certain that this plan will be able to be maintained in future years. He shared that any “40” hour TA that resigned/retired would be replaced with a “30” hour person. A principal inquired about what would happen if one of his current TAs wanted to stay at 30 hours. Dr. Cartner responded that for a “one time only” offer if a current TA wanted to remain at 30 hours, he would allow the principal to hire a 40 hour person.</p> <p>Ewers informed the group that she may have some “extra” TAs in EC and asked if they could give first consideration for openings.</p> <p>A question was asked about principals having first “dibs” on RIFed folks and Meiggs responded that TAs will not be able to switch back to old positions if they have taken a position at a new site.</p> <p>Dr. Cartner reminded everyone of the SAFE Schools spaghetti dinner scheduled for October 5<sup>th</sup> and encouraged everyone to show support.</p>
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3:15	Larry Cartner	<b>Last Word and Pass The Bell</b>	<p>Katina Priest reported that she was happy to have had the bell, but was happy to pass it along. She read a poem she wrote and passed the bell to Tammy Sawyer, PIO.</p> <p>Dr. Cartner closed the meeting by encouraging the group to “accept what is, forget what was and have faith in what will be.”</p>