

*Leadership Team Meeting
February 2, 2016
8:15 a.m.
Montero's*

Leader	Topic	Notes
Larry Cartner	Good News Reports	<p>Dr. Cartner opened the meeting and asked for Good News.</p> <p>Paullet shared that a JCS first grade teacher has received a Donors Choose grant for books.</p> <p>Sawyer shared that the system has successfully implemented absentee connect calls for parents. She gave kudos to Technology & PowerSchool staff for their assistance.</p> <p>James-Davis reported that NHS has started a new CTE Class (Introduction to Engineering/Design) this semester.</p> <p>Drew reported that 13 of 15 teachers will work on vertical alignment for the 2016-17 school year at NCCAT during spring break.</p> <p>Payne reported that students in Project Lead the Way (PLTW) are working hard and using a 3D printer to make parts.</p>
Phyllis Fitchgerald & Lisa Ewers	Manifestation Determination Refresher	<p>Fitchgerald and Ewers distributed handouts for the PowerPoint Presentation "No More Manifestations? Golden Standards of Discipline"</p> <p>Fitchgerald started her presentation by having the group sing "That's IDEA" to the tune of "That's Amore'."</p> <p>Fitchgerald reviewed IDEA procedures for discipline. She shared information on the following:</p>

Legal References/Resources
Alternatives to School Suspension
Intervention Activities / Compliance with IDEIA Discipline Codes

Fitchgerald discussed the following and provided copies of the PowerPoint for reference:

“Golden” Ten Days Allowed for ExCh and indicated the following should be followed:

- Phone a Friend (call Ewers or Fitchgerald)
- Review Discipline Profile
- Determine if Removal equals COP (Change of Placement)

Discipline & Students’ Rights

IDEIA 2004 – Authority of School Personnel

- Consider Unique circumstances
- Removals of 10 cumulative school days (school year)
- Interim alternative educational setting
- No services required up to 1 days
- Additional Removals

Change of Placement (COP)

Disciplinary Change in Placement

Procedures for Change in Placement

- Discussed removal pending the manifestation determination meeting (best practice is to keep student at school until you call Ewers/Fitchgerald).
- Special Circumstances are drugs, weapons, serious bodily injury

Two Pronged Manifestation Test (planned vs. impulse)

Manifestation Determination process

- WHO present (LEA, parent, IEP Team relevant members)
- HOW must review all relevant info in file
- Manifestation Considerations

Special Circumstances – may be removed up to 45 for weapon, drugs, serious bodily injury. Ewers defined “serious bodily injury.

Interim Placement – IEP Team determines the alternative educational setting for removals that are COP (Fitchgerald recommended re-entry plan). Meiggs had a question about the long-term suspension process and EC students. Fitchgerald explained IEP Team involvement in the process.

Pitfalls

Roles of the Principal

- Have a procedure for “counting the days” for each student with a disability
- Contact the Program Administrator or Compliance Monitor to Determine COP
- Develop methods for serving students who are removed for more than 10 days
- Be prepared for parental disagreement

Fitchgerald stated that the “Bottom Line” is after 10 (cumulative) days of removal always provide FAPE. She discussed the BIP (Behavioral Intervention Plan) and indicated that everyone working with the student must be actively implementing the plan.

Fitchgerald reminded principals that the suspension guidelines also apply to students with 504 plans.

Lisa Ewers	MTSS & EC Updates	<p>Ewers reiterated intervention/prevention of suspension. She encouraged principals to work with counselors, social workers and EC staff to look at interventions for students having problems. She discussed “area” of eligibility when looking at manifestation.</p> <p>Ewers thanked principals for providing discipline information to EC Case Managers and discussed the importance of entering information in PowerSchool.</p> <p>Ewers shared that she is working with counselors on designing a plan for re-entry (“return support”) following suspensions.</p> <p>Ewers reported on newly hired staff (nurse candidate should be in place soon and a Behavioral TA housed at ECMS will be a “floater” working with crisis situations). Wilson thanked principals for sharing nurses with PES during the time she has been without a nurse.</p> <p>Ewers discussed plans to realign special program classrooms. Following the April 1 headcount she will meet with principals to discuss placement of classes at schools.</p> <p>Ewers discussed MTSS (Multi Tiered System of Support). The district is in the process of completing the LEA Self-Assessment/Readiness Instrument. She asked principals to complete the individual school survey questions on the document she emailed to them. She shared that the self-assessment process goes well with the Strategic Planning Process currently underway in the district.</p> <p>Ewers discussed the need to develop a district-wide MTSS Team and asked for recommendations of counselors and general education teachers that would be good on the Team (submit by Friday, February 26). She asked that names of EC teachers not be submitted, but indicated if there was someone that “gets” the process they could be recommended.</p>
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BREAK		
Larry Cartner	Budget Process Adopting LFS Strategies	<p>Dr. Cartner updated the Leadership Team on budget requests received. He will share a document that breaks down categories of requests. He indicated he believes the Commissioners will give some kind of increase in the budget, but does not have a feel for how much or if it will be Current Expense/Capital.</p> <p>Dr. Cartner indicated that there were a lot of “little” items in the requests submitted and he hopes to be able to address some of those with 2015-16 funds. He asked for questions about the budget process. There were no questions. He thanked principals for involving teachers in the budget process.</p> <p>Dr. Cartner stated that principals have asked about implementing Learning Focused Schools strategies and his response was “go forth and do good.” He indicated that principals do not have to have his blessing to start implementing LFS strategies. They have heard the information twice and the cadre of teachers at schools who have attended a session is growing. He indicated principals know the pulse of their staff and should proceed as they choose.</p>
	Field Trip Summary & Relation to Standards	Dr. Cartner shared a list of 2015-16 field trip requests and asked principals to look at the amount of time missed. He stated that he is not saying to not go on field trips, but is urging them to look at the trips and how they relate to standards. He shared an example of one school that will have students missing an entire week of school across multiple trips second semester. Even though the principal had signed the trip forms, they were not aware that students were missing an entire week of school.
	Phone Camera Recordings	Dr. Cartner discussed the new trend for using cell phones to video things and placing those videos on the internet. He asked principals to remind teachers that there is quite possibly someone recording what they are

		<p>doing. He gave the example of the SRO in SC that pulled a student out of her chair. He reminded everyone that YouTube does not have “context” (what was happening before/after) and unfortunately the public will only see what is posted and will not be concerned about the “context.” He indicated he does not want to scare people, but wanted to make them aware.</p> <p>Paullet asked if there is a policy about teachers recording student behavior to share with parents. Dr. Cartner responded that it would be a questionable practice at best and he would not advise doing so.</p> <p>There was brief discussion about students having cell phones at a school (elementary level).</p>
	<p>Community Forum Feedback</p>	<p>Dr. Cartner thanked those that were able to attend the recent Community Forums. He stated that it was a challenge for staff and the Board not to respond during the comments, but it was important to give the public an opportunity to speak. He indicated that the comments shared indicated that we need to do a better job of telling “our” story.</p> <p>Comments made by parents about math show that we have to help parents understand the requirements, where they come from and why certain techniques are used. He shared a copy of the feedback from the Forums and urged principals to read the comments to have an understanding of what folks were saying.</p> <p>Some “big” theme topics discussed were:</p> <ul style="list-style-type: none"> • Textbooks • Being prepared for “work” • Personalized Education Plan for Every Student – This needs to move from a piece of paper to a personalized concept for each student. • PreK • Curriculum

		<ul style="list-style-type: none"> • Parental involvement
	BOE Retreat	<p>Dr. Cartner shared a copy of the agenda for the Board Retreat held on January 14, 2016. He informed the group that it was a good retreat and there was a lot of good dialogue. He shared comments regarding retreat agenda items as follows:</p> <p>Committee Realignment -- During the retreat, the Board decided to reorganize the Committees around the recently adopted goals. They will form an “ad hoc” policy committee to complete the policy manual revision process.</p> <p>Program Alignment – The board reviewed programs that had been adopted/implemented over the years. The programs (PLTW, STEM, A+, etc.) were good, but are sometimes “stand alone” and do not connect/feed to others. The board discussed the best use of resources and how to best serve students.</p> <p>Year Round Schools – There is no agenda to go forward with year round schools, the board just wanted information about the topic. They discussed issues to consider such as: parental support, transportation, child nutrition, maintenance of facilities, etc.</p>
	1:1 Cost Projections	<p>Dr. Cartner reviewed information shared with the board regarding 1:1 Cost Projections which outlined lease options and implementation schedules. He shared that the board was very interested in this and had said it would be not IF but WHEN to implement. Funding sources are being investigated and the board will discuss 1:1 with Commissioners at a joint meeting on 2.9.16.</p>
	Student Retention	<p>Dr. Cartner shared that by this point in the school year, principals should know who is up for possible retention. He reminded principals to have conversations with parents now and to not wait until the end of the school</p>

		<p>year. He shared that he is not advocating retention, but cautioned principals that they are not doing favors to students by sending them to another grade level if they are not prepared/proficient. He specifically discussed the promotion of eighth grade students to high school when students are not proficient in math. The high schools cannot close this gap.</p>
	<p>Attendance at Grade Level Meetings</p>	<p>Dr. Cartner reminded principals that they had indicated they would require teachers to attend grade level meetings. He stated that if teachers are not attending the meetings, they are missing information and it could put their schools behind. He urged principals to require attendance and said the meetings can't run with the expectation of things getting better if teachers are not attending.</p>
	<p>Policy 7340 & Administrative Regulation (Dress Code)</p>	<p>Dr. Cartner discussed the recent adoption of Policy 7340 (Employee Dress and Appearance). Prior to his arrival the Board began working with NCSBA to update its policy manual. The dress code policy came up as a natural part of the revision process. He used the "boiler plate" policy recommended and looked at policies for districts similar in size and in the region to make some additions to the policy. The Board reviewed the policy in November, placed it on the table for review, continued the review in December and adopted the policy in January. The board removed the "flip flop" section of the policy and made the policy effective July 1, 2016. If needed, this effective date will give teachers an opportunity to purchase clothing to meet the policy before the next school year starts.</p> <p>Dr. Cartner shared that there will be an administrative regulation that will be worded to the effect "teachers will be expected to abide by any prohibitions in the student dress code." He discussed the example of schools not allowing students to wear leggings, but teachers were wearing them.</p> <p>Dr. Cartner asked principals to share that the policy was not written with</p>

		the intent of punishing anyone. It simply establishes a standard for professional dress in our work environment.
	2016-17 Calendars	Dr. Cartner shared two options (A & B) for the 2016-17 school year. He discussed the difficulty in scheduling based on the fact that school could not start prior to August 29 and must end by June 9. He will put the calendar options on the website and ask teachers to view and vote on either A or B.
BREAK		
Dianne Meiggs	NEW Teacher Effectiveness & Evaluations	<p>Robert Sox, DPI, shared a presentation “Teacher Evaluation: Cultivating New Perspectives”. The purpose of the presentation was to help principals and teachers deeply understand the teacher evaluation rubric. Jennifer Bass and Rue Horn from DPI were present to assist with filming the presentation and facilitating the session.</p> <p>Sox discussed the process used to design the teacher evaluation rubric and the roll out process.</p> <p>Sox explained the goal of the session would be to confront the complexity of the evaluation rubric and process; clarify terms; address some prevailing myths and to consider ways the rubric can better support teacher growth and improvement.</p> <p>A handout was distributed and Sox discussed the goal is to think about how principals can use the rubric to help teachers improve.</p> <p>A group activity of “In What Way Are These Two Things Alike (NCSCOS and NC Professional Teaching Standards) garnered the following responses:</p> <ul style="list-style-type: none"> • Both are overwhelming • Both came fast without absorption time • Relate to Standard 3 – teachers know content they teach • What is written (taught, practiced, tested)

		<ul style="list-style-type: none"> • Depth of expectation • Based on accountability • Promote growth • Roadmaps of what “they” (students/teachers) should do • Need to be studied for understanding <p>Sox discussed the importance of alignment and shared that it is an even stronger predictor of student achievement on standardized tests than are socioeconomic status, gender, race, and teacher effect.</p> <p>He shared that PDK identifies 3 types of alignment: Content – what are the topical expectations Context – where do the topical expectations take place Cognitive – what is the expected “level of performance”</p> <p>Sox indicated the educator evaluation is about growth and administrators should help teachers by evaluating well and by discussing strengths and weaknesses.</p>
LUNCH		
Dianne Meiggs	NEW Teacher Effectiveness & Evaluations	<p>Robert Sox continued his presentation.</p> <p>Myths of the evaluation and some things folks say that are not correct include:</p> <ul style="list-style-type: none"> --Teachers have to do something for the district to be distinguished --First year teachers cannot get higher than proficient --During the observation, everything in the first column must be checked before anything in the next column can be checked <p>Sox identified the following to look for:</p> <ul style="list-style-type: none"> • Do you know it • Do you show it

		<ul style="list-style-type: none"> • Can you see it • Does it go beyond the classroom <p>Sox shared that if he could change the titles for the rubric columns, he would change them to: Knowledge, Action, Interaction, Extension.</p> <p>Sox encouraged principals to “unpack the rubric” with teachers so they will see how it is designed for growth.</p> <p>Sox shared that a strategy to help teachers grow is:</p> <ul style="list-style-type: none"> • Promote (Identify behavior or practice that was successful) • Probe (Ask questions to better understand or confirm your understanding) • Push (Ask questions to push or stretch) <p>Sox concluded his presentation by asking for input on the most meaningful changes that administrators would make to the evaluation rubric if they could. Feedback was:</p> <ul style="list-style-type: none"> • Easier interface online • Classroom management piece missing • Simplify language • Add artifacts checkbox • Keep open throughout the cycle for data input • Take out “ands” (confusing) • Deeper role alignment as it relates to ASW
BREAK		
Dianne Meiggs	HR Updates	<p>Meiggs shared information on some recent news about potential changes to health care (insurance) options for State employees. There is a move to eliminate the 80/20 option and to discontinue spousal coverage. She urged individuals to contact their representatives.</p>

		<p>Meiggs also shared that legislators are trying to mandate student surveys for 2016-17. She urged individuals to contact their State Board of Education representatives.</p> <p>She urged everyone to let their voices be heard.</p>
<p>Larry Cartner</p>	<p>Last Word & Pass The Bell</p>	<p>Sanders passed the bell to Worrell.</p> <p>Dr. Cartner explained that he scheduled the EC and Evaluation sessions for this meeting because spring is coming and we tend to get overwhelmed (discipline for students and evaluating teachers). He encouraged principals to conduct the “two words” exercise with teachers to give them a better understanding of the evaluation rubric. He also encouraged principals to think about how to deal with the toughest discipline issues that will “spring” up.</p> <p>Dr. Cartner discussed the fact that we frequently have a lot of things to contend with and sometime you have to choose the ones to devote time and energy.</p> <p>Dr. Cartner shared information he received from a local realtor and how the school ratings impact where people choose to live. He stated that we have to work on the ratings and figure out a way to get a better label than below average.</p> <p>Dr. Cartner indicated we are making a lot of progress and discussed the Strategic Planning process. He told the group, <i>“you can do this without me, I however, cannot do this without you.”</i> He asked everyone to help staff understand where we are going and how to get there – not everybody will get on the boat and he understands. He asked them to help put out fires, squelch rumors (if you hear a rumor and don’t put it out, you</p>

participate). He said, *“I have faith in you and believe that together we can do this.”*

Dr. Cartner shared the story Albrecht Dürer, creator of “The Praying Hands,” whose brother sacrificed and worked in the mines to pay for Albrecht to attend the Academy in Nuremberg. He reminded the group that we all get somewhere because somebody helped us.

Adjourned at 2:33 p.m.