

Leadership Team Agenda  
 November 19, 2018  
 Room 500B  
 3:30 p.m. – 5:00 p.m.



Time	Agenda Items	Notes
3:30 p.m.	Snacks Attendance: Iniguez, Hansen, Bucholz, Ellwood, Janet, Butler, Smith, Giacomazzi, Mendoza, Hedman, Bofto, Pulido, McCormick, Feil, Schneider, Symonds, Christensen, Collins, Pashkowski, Jobe, Busse, Harle, Roche, Andrewjeski, Anderson, Higgins, Jelsing, Buzzell	FCCLA made chili and cornbread. Vegetarian chili. Nobody's perfect, Jim Kovach. (Thanks to Cori & Marni)
5 minutes p.m.	Minutes Approval for October  Review of Norms: Norms (from 2009-2010): We agree to respect and support all decisions once a decision has been made.  We will use active listening to come to a consensus on all issues and use parliamentary procedure as needed.  We agree to be punctual and represent our small groups, be active participants in the decision-making process, and commit to completing assigned tasks.  We agree to respect other people's times by beginning and ending meetings on time, staying on task and following the meeting agenda, and prioritizing and communicating the meeting's agenda 48 hours prior to the meeting.  We agree to accurately communicate team decisions and to honor any requests for confidentiality.  We agree to maintain a positive and honest working environment.  Members are responsible for making sure they have a substitute if they are unable to	Brian H: We need to make sure that team members sign the minutes at the end of the meeting. Motion to Approve: Todd B & Steve R Second: Mary S. Unanimously passed

	attend, preferably someone from their small LIT group (LIT Rep) or department (DH).	
5 minutes	PBIS	<p>Ricardo: Survey came out last month. Looking for feedback to help steer PD options. We had 5 options. (Ricardo listed the choices) 49% of those surveyed responded to wanting to “finding the why” and that’s how the Tier 1 committee will approach the training. PBIS Committee is also looking into having several options to choose from during the training.</p> <p>PBIS is also hoping to have one of Flint Simonsen’s colleagues to come in and speak to us during morning meeting time. Possibly March 11/April 29. These will be directed toward classroom specific strategies to help you “find the why” with regards to PBIS; a more formalized conversation that will provide us with classroom based strategies.</p>
5 minutes (information)	Operational/Building Issues	<p>Nikki B: LIT group mentioned there was some frustration with the district warehouse. Some items were being ordered (live products in particular - Dan Elwood mentioned this in particular. Hannah S also mentioned that even when you purchase expedited shipping, it still sits in the warehouse).</p> <p>Carrie C: It also is the surplus process as well.</p> <p>*Many staff added comments about frustration with procedures.</p> <p>Hannah S. : Some of her LIT group voiced some frustration about the students eating in the classroom with the 2nd breakfast option. Wondering why we have to have that if we have breakfast before school?</p> <p>Eric: There is a big push, not just locally but nationally, for all students to have breakfast. It was put together by our cafeteria staff as a grab and go option. Teachers have every right to let students know they have to eat during the break or outside of class. They have the option to let students know, if it is a distraction, to limit kids eating in class.</p> <p>Tammy G.: Same frustration from a few in her LIT group. Was wondering if we could set up a station near the bus entrance to help?</p> <p>Eric: Strangely enough, we tried that last year and it didn’t work. The numbers of students</p>

		<p>choosing that option was low. No one knows specifically why, but it was tried.</p> <p>Brian H: 1. A request in his LIT group about how there are a number of staff using standards based grading that haven't been trained to do so.</p> <p>Eric: Tara's Job Alike Day is having a trainer for her department come in and if there is someone interested in learning about that, that option is potentially there.</p> <p>Brian H. 2. Someone mentioned that the calendar committee was looking at doing away with "Monday Late Starts".</p> <p>Eric: No, not true. It was a short, 30 second discussion about the district wide attendance issues regarding Monday late starts and student tardies being extremely high. There simply a comment about changing late start to early release. That's it. It wasn't pursued, only a comment.</p> <p>*On November 29 during 3rd period (B-Day), we would like to expose students to their peers performing in the musical. It is purely optional during 3rd period. If you would like to join, there will be a sign up via Google sheet. This will only be 30 minutes (meant to be a quick "teaser" to expose our students to the arts.)</p>
2 minutes (information)	Update on Principal-Union monthly conversation	<p>Jake and Eric met. Nothing came up that needs to be shared out at this time.</p> <p>When will we get our filled-out contracts for the year?</p> <p>When will we get our stipend contracts for the year?</p>
5 minutes	Reminder of Staff/Department Wednesdays	<p>Google Calendar not complete</p> <p>Eric: We are using Google Calendar to put all items on this each Friday. There were a couple days missed and Admin has tried to be more detailed since then.</p> <p>Dan E: Where can we access this?</p> <p>Eric: The website has it...also the Staff Handbook has the link that you can subscribe to.</p>
10 minutes	<p>Tech Rollout on the new Chrome Carts</p> <p>Testing/Pullout/Computer Lab issues</p>	<p>Jake: Handed out map for where tech (11 new chromebook carts) are in the building. Hopefully they'll be ready when 2nd semester starts.</p> <p>Currently, we have different carts in departments and we are trying to supplement already accessible tech so that there's an even distribution for locations across the building.</p>

		<p>Location-based not department-based. This should also help increase the lifetime of the technology.</p> <p>There will also be a set of carts that available for checkout by EVERY teacher. That way you can access carts when all the carts in your location are already being accessed (unless those everybody carts have been checked out).</p> <p>Jake will send out the map of this to all staff.</p> <p>Mary: what carts used for state testing? WHAT about carts that are already labelled for each area? What about MacDonald's and Dotzauer's rooms? Multidepartmental.</p> <p>Jake: I'd like to stick to location based carts, not department based carts. Because we have so many more carts, we'd like to rotate carts through testing so that we are using the least used carts, or are not using the same location's cart multiple test dates in a row. I'd like to reduce the impact of testing on classroom tech use as much as possible. We're going to rename all the carts. We're not going to take away what you already have, just add to it. The only resources you will see in the calendar will be the ones in your location AND the all staff carts. Please give Jake your feedback on this as the year goes on. If departments bought carts, talk to him ASAP so that Jake can work with you on the tech distribution.</p> <p>Jake: Apple Blossom is coming up. I have received feedback that having seniors and juniors miss the period for speeches is hard. Please give me feedback on whether we should instead extend lunch and attach those speeches to lunch (Normal pep assembly schedule). We would need to do something with the 9/10 graders during that time since they don't go to the assembly. Or, we do what we've done in the past. The date is going to be January 10.</p> <p>There has been discussion on not doing it during the school day but that does not seem to be a reasonable solution.</p>
<p><del>10 minutes</del> No longer the goal</p>	<p>Substitutes at the high school</p>	<p><del>This conversation will be on the December agenda. Who do we want to collect feedback</del></p>

<p>once Eric shared about the budget meeting</p>		<p>and input from staff? What kind of information should be collected?</p> <p>What can we do to make the process better?</p>
<p>20 minutes</p>	<p>2018-19 Intervention System</p> <p>We would like to create a system where a teacher could refer a student (through a Google Form) to the lunchtime intervention program. This referral would then generate a list and we would do two things:</p> <ol style="list-style-type: none"> <li>1. Every student on the list would receive a reminder/invitation to attend lunchtime intervention and the name of the teacher or teachers who referred the student. These would be generated from our intervention team and delivered during 2nd period.</li> <li>2. We would like to target 10-12 kids from this list who appear to be the most at risk of failure in multiple areas. For this small group of students, we would provide a sack lunch and send an adult to collect them from their 2nd period class within the last 10 minutes of class. We will not be assigning discipline for students who will not attend but the hope is that this added pressure would yield a higher turnout.</li> </ol> <p><b>From there:</b> Students will be brought to room 340. Teachers may come and retrieve a student they referred and take him or her to a different classroom to work on that particular subject. If no teacher comes for the student, the student will stay in room 340 and work on missing assignments. Students would be expected to come each day that week unless the teachers of the failing classes excuse them (meaning they have completed all necessary tests or assignments).</p> <p><b>Teacher considerations:</b> A small number of students will be leaving class 5-10 (no more) minutes before the end of 2nd period.</p>	<p>Molly: Building action goals by departments showed a few departments trying to use intervention systems. There's a ton going on, but it's all in silos which is causing some conflict between each of those intervention plans/process. Using the referral process listed to the left sends the names of specific students needing intervention to Molly. It also helps to create to priority among the students on the list which allows intervention specialists to escort those priority students to make sure they make it to the intervention room. Lots options in the room can then be pursued at the direction of the referring teacher.</p> <p>Molly: This is a system we'd like to start as soon as possible.</p> <p>Jackie: Is there one-on-one help in the intervention room?</p> <p>Molly: We have 2 teachers in there. One works one-on-one doing math, the other is holding students accountable for finishing tests and assignments.</p> <p>Jelsing: If I was teaching ELA and would I refer everyone I think needs it, or just the top few?</p> <p>Molly: I'd refer everyone. They'll all get a notice that they need to be in intervention. They may not make it there, but the students whose names are popping up more consistently will be escorted there.</p> <p>Carrie: Everyone who is submitted will get a note. The top few will get escorted. If I were to put on the referral "come straight to the German classroom" could we do that? Except for the priority students, could we expect that we could do that and hopefully have them arrive at our room for help?</p> <p>Molly: Sure. But if we do, we won't be able to track who made unless we did a shared spreadsheet or something</p> <p>Tami: Would you be letting us know if our students made it to intervention?</p> <p>Eric: If it was an instruction piece, we would not expect the teachers in the intervention room to do that. If it's something students can do on their or they need to finish up</p>

	<p>This is a teacher-driven system meaning that students will only end up on the list if teachers are using the referral system</p>	<p>something we can expect the intervention room to be supporting that.</p> <p>3 asks: Is everyone ok with a kid getting a note in the last 5-10 minutes of class? Is everyone ok with a student being pulled and escorted to the intervention? Is everyone ok with making a contact with home that they have referred a student to intervention?</p> <p>If a student refuses to go to the intervention, there won't be a power struggle at the time, but there would be a follow up phone call home by a dean.</p> <p>Carrie: Adding to the form a place for teachers to choose the best day for students to come to intervention so they can set it for days they can actually be there if they want to be. We don't want there to be an implied pressure for people to take part. I am on the fence but we need to be sure we are respecting the contract and our own health.</p> <p>Michelle: What if you have more than 20 students? That's a lot of students to refer to intervention and phone calls to make home.</p> <p>Eric: There is no expectation that the teacher will be in the room for the intervention.</p> <p>Collins: We're not sending clay and paints to intervention. They'd need to be in our room. Eric: that's your call. <i>Dawn asked a question that I missed.</i> Molly: There aren't a lot of people using the system we currently have. We're just doing our best to find ways to support kids. Eric: We had a few teachers asking what they could do to build on last year's intervention and now we have some resources to help out. We're letting the intervention specialists take care of a lot of it. We're just trying to help teachers access those resources. Jelsing: would it be a weekly expectation? Molly: We would do a form that closes at the end of the week, otherwise we might not have an accurate list. If you want to send 20 kids, go for it. If you want to focus on 2 kids. Go for it. We also need to be using that bilingual</p>
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		<p>communication form so those phone calls can go out as well.</p> <p>Jackie: do we need to send down the work? Do we need to say no phones?  Molly: We say no phones. We have a basket with folders for teachers to drop stuff off or you can put it in our mail box.  Mary: Can you refer students who need longer term help to honor society? Also, all staff please refer students who need long term help to honor society.  Eric: Maybe we can auto call out to give parents advance notice.</p> <p>There was consensus to move forward.</p>
10-15 minutes	<p>Leadership Team Duties/Goal (Year in review)</p> <p>What do we expect from the Leadership Team as department members, staff, parents, and students?</p> <p>What types of things should staff go to LIT Reps with? What types of things should staff go to Department heads with?</p>	<p>Brian H: Something that we have brought up in the past at the end of the year has been a staff survey. I think it is important to reflect on what we are doing and we need to start looking at which pieces of these meetings need to go out to staff from which parts of the leadership team. These are conversations that I have been having with staff members throughout the building. While I don't feel like there is a big rush with this, I wanted to open up for discussion (also, we can push this to the December meeting.</p> <p>Set aside to December due to time and need for members to solicit input from staff.</p>
<p>DEPARTMENT HEADS RELEASED  Minutes Approval:</p>		
		<p>LIT funds: \$14,965  ADMATCH: \$24,000  There might be a little bit more in admatch</p>
15 minutes <b>(action)</b>	<p>Lit Funds Requests</p> <ul style="list-style-type: none"> <li>● LFR Lasater <ul style="list-style-type: none"> <li>○ Field trip transportation <ul style="list-style-type: none"> <li>▪ \$630</li> </ul> </li> </ul> </li> <li>● Buzzell <ul style="list-style-type: none"> <li>○ Substitute to do school visit at Tahoma high school re: Climbing Wall</li> </ul> </li> </ul>	<p>GEARUP will match what LIT pays  Motion – Roche  Second – Schneider  Approved for \$315.</p> <p>Motion – Roche  Second – Andrewjeski  Approved unanimously</p>

	<ul style="list-style-type: none"> <li>• <del>\$130</del> 1-day sub</li> <li>• Music Department <ul style="list-style-type: none"> <li>○ \$3658.50 <ul style="list-style-type: none"> <li>• 5 Kory Keyboards to replace pianos</li> </ul> </li> </ul> </li> <li>• Hilldorfer <ul style="list-style-type: none"> <li>○ Notebooks <ul style="list-style-type: none"> <li>• \$430.28</li> </ul> </li> </ul> </li> </ul>	<p>Motion – Roche Second – Giacomazzi Approved unanimously</p> <p>Motion – Tammy Second – Michelle 0 – 11 – 1</p>
15 minutes	Small LIT Groups feedback and input	See docs attached in email.
5:17 (proposed) 6:25 (actual)	Adjourn	Motion – Buzzell Second – Giacomazzi