

Leadership Team Agenda
 June 10, 2019
 Room 500B
 3:30 p.m. – 5:00 p.m.



Time	Agenda Items	Notes
3:30 p.m.	Attendance: Mendoza, Janet, Ellwood, Hedman, Jobe, Buzzell, Giacomazzi, Symonds, McCormick, Bofto, Pulido, Jelsing, Montgomery, Smith, Christensen, Feil, Roche, Harle, Andrewjeski, Anderson, Higgins, Collins, White, Schafer-Cloke	
5 Minutes	Operational/Building Issues	<p>*Eric has tried to keep in touch about the AC issues.</p> <p>*Dan E & Jackie A both advised that their classes in the CTE hallway were growing warmer throughout the day.</p> <p>*Penny H also gave Eric a head's up that there seems to be an aggressive smell up in the Eng/SS area this afternoon.</p> <p>*Dawn M: There seems to be phallic art showing up in the music dept (No, I didn't make this up. Direct all comments to Dawn McCormick. #GoCougs)</p> <p>Tammy G: One of her LIT members requested that the order of the rooms being cleaned...could they be changed as some aren't getting cleaned.</p> <p>Eric: I've spoken to Ron about that; however, the WPD has asked to use the SS/Eng area for active shooter drills in June/July (WPD is also asking for volunteers if you're interested).</p>
2 Minutes	Update on Principal-Union monthly conversation	*Met, nothing coming up at this point of time.
5 minutes	PLC Calendar for 2019-20	DHs, please talk to your departments about plans for your PLC calendars next year. If you know you have teams, start planning on where/when your PLCs will be meeting since we already have the PLC calendar for 2019/20
15 Minutes	Leadership Team Meetings for next year	*We have 10 hours total of LIT meetings allotted. That can be split up in any way we

	<ul style="list-style-type: none"> LIT is only being allotted 10 hours to meet (paid). How do we want to set up the schedule? <p>Change Leadership Team Meeting Day</p> <ul style="list-style-type: none"> Change needs to be made because we have Union Reps on the Leadership team and those monthly meetings conflict. 	<p>want...Eric asked for input from LIT to decide on how to do this:</p> <p>*Steve R: August seems important...then perhaps every other month after?</p> <p>*Dani SC: Would members be able to submit funds request monthly? (Eric: Yes, we can still do that electronically based on the timely need for the funds request)</p> <p>*Various discussion about months to meet...3rd Monday of the month?</p> <p>Leadership team meetings will be August (Wednesday, 21st at 3:30 pm) - October (Monday, 21st at 3:30pm) - Jan (Tuesday, 14th at 3:30) - March (Monday, 16 at 3:30) - May (Monday, 18th at 3:30) (2 hours per meeting = 10 hours)</p> <p>Department heads will meet on the third Monday of the remaining months as well, also at 3:30pm.</p> <p>*Quick calendar check shows a variety of conflicts on 3rd Monday...</p> <p>*Dawn M asked about Jan 21 as a PD day? Eric confirmed that those were to be used as District directed PLC days...designed for every nine weeks for planning purposes.</p> <p>*Eric: If we have a conflict with 3rd Monday being a conflict, we can move the meeting to the next day.</p> <p>*Brian H: Asked about the LIT training in August that the DO sent info out about...do those hours count for the the 10 hours of LIT?</p> <p>*Eric: No, it is his understanding that the trainings in August do not include those hours.</p> <p>*Brian H: Do we need to make a motion/vote?</p> <p>*Discussion continued on/around those dates...</p> <p>*Eric: Aug 20 is the first District Day. When can we have our 1st Leadership meeting?</p> <p>*Dan E: Will we have department head meetings in the months in-between?</p> <p>*Eric: Yes, Dept Heads will also meet the third Monday of EACH month.</p> <p>Mary S: Moved that we vote on the Leadership Team Meetings Seconds: Many No further discussion; passes unanimously</p>
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		<p>We also have to shift off of our current Monday (2nd Mon of month) as we now have members of the Leadership Team that are also part of the Union Leadership. We need to decide on that date.</p>
<p>15 minutes</p>	<p>LIT Reps and Department Heads</p> <ul style="list-style-type: none"> • Structure of the Leadership Team <p>From 1/14/19:</p> <p>*Eric sent out the documents to the Leadership Team earlier in the day: 1. Department Head job description 2. Leadership Team Responsibility Chart 3. Link to the Contract for LIT member responsibilities.</p> <p>*Eric asked for any additional thoughts/discussion?</p> <p>*Tammy G: One of her team members responded by stating that it should be very clear that Dept Heads handle all things curriculum and LIT deals with everything else.</p> <p>*Eric asked if anyone had any comments on this type of combined body? (LIT & Dept Heads combined)</p> <p>*Dawn M: I like it. I feel like we are able to be engaged in more parts.</p> <p>Dan E: I can speak to how it was being on this committee prior to it being combined and it was really tough. There were many discussions that couldn't be completed without all parties present to make decisions.</p> <p>Mary S.: I was on LIT when it was split and I liked LIT better. I felt like when I was on LIT we could actually plan trainings right there during meeting times. We could take care of our LIT things then move on to training decisions. Felt like there was more time to produce stuff. She doesn't know what Dept Head meetings were like prior but after reading my department head responsibilities...I don't have to really be here (as per the job description) to do what it takes to be department head.</p> <p>Eric: His perspective, as we have called this team the Leadership Team, it is a combined team that over 20 staff members have input/contribution that</p>	<p>Brian H. Included the notes from a prior discussion from January.</p> <p>Eric reiterated that he supports the current model as this allows all departments to be represented in the room at once. All voices are heard in this way from all departments.</p> <p>Dan E: Can we try and intentionally plan for more discussion within those 10 hours?</p> <p>Eric: Yes, the main question I get still is what is Dept Heads and what is LIT? He wants to make sure that all groups are represented.</p> <p>Carrie C: It would be good to know ahead of time for Dept Head's if LIT assigns days to department PLCs. There is lots of potential for discussions that need more than a month to hash out and come to an understanding about.</p> <p>Eric A: Asked if there was anyone advocating for this body to be split into two separate groups?</p> <p>Mary S: Added that if we didn't have the forced split for 10 hours, it is a good compromise. There might be some "retelling" of things in the groups but that may be a good thing.</p> <p>Dan E asked who would take notes for these? Brian H said he would be willing to come in and take minutes for the department heads. That way the chain of communication stays the same (which has been reiterated by staff from feedback via staff that the meetings minutes are indeed being met).</p> <p>Mary S: Disagrees with Eric's earlier comment about not having all departments being represented (Eric clarified that he meant not all dept's have LIT leaders represented).</p> <p>Don C: Asked about transparency regarding Dept Head meetings. Will there be students/parents?</p>

<p>represent the school more broadly. He feels that those combined voices has an opportunity for more buy in from staff as a whole. Eric prefers to have as many voices in the room to have these discussion.</p> <p>Steve R: Provided perspective in support of the current model (as he spoke to being at a school prior to WHS that didn't have this type of forum/body).</p> <p>Cesar M: Feels more comfortable that we have a larger/more diverse group that contributes to decisions.</p> <p>Brian H: Attended the TURN Conference last month and seeing the potential of this body allows for the potential for more to be done. He feels like the teachers in the room are the ultimate decision makers, which is good, but there should be time for LIT leaders to have those discussions.</p> <p>Shelly J: Spoke to previous body of being a member of the Shared Decision Making Teams (SDMT) that did struggle due to having split teams to make decisions. Also, would like to suggest where there is problem behavior where we can drill down on those behaviors like some buildings do.</p> <p>Mary S: Reiterated that Dept Heads have limited chance to impact curriculum (which is the Dept Head focus) in this setting.</p> <p>Eric: Clarified that there are decisions made here that impact curriculum (schedules, calendars, etc..)</p> <p>Tara J.: She emphasized that her department trusts her to be their voice and offer her perspective to this body and to her department.</p> <p>Tammy G: Liked the opportunity to hear a variety of voices.</p> <p>Todd B: When we first started this meetings were lasting to past 7pm and now they are manageable with the current model.</p> <p>Eric: Spoke to how we will continue to use the current combined model.</p> <p>Brian H: Asked for all of us to provide for input on the meeting agenda. If there are things that you want on the agenda, please email him. The thought that somehow he has been the driving force behind the agenda isn't really a fair description. Please email Brian so he can add your needs to the agenda.</p>	<p>Brian H: There are notes from past meetings that addressed that?</p> <p>Carrie: Not sure if she would want to have parent's time wasted if we are talking about dept items like master schedule, plc meetings, budget, etc...potentially why we may have some pushback as would parents need to be there to discuss that?</p> <p>Eric: The parent could definitely see the agenda and decide if they want to be a part of that. There is no reason he could think of to not have parents want to be in the room, if they wanted to be.</p> <p>Penny H: I think the comments in the past were about having parents at all of our dept meetings as opposed to just dept head meetings (group agreed)</p> <p>Brian H: Also wanted to add that December dept head meeting will include Ricardo to discuss course offerings that will be in place for scheduling next year. Brian is already trying to implement a calendar ahead of time for items that we know will be important for certain times of year. Wants to have system in place for continuity.</p> <p>Motion on table (motioned by Tammy) to keep meetings as is, seconded by Jackie A...no further discussion. Eric asked for vote, unanimously approved. No abstentions. (*Robobaby decided to cry at this point...Cory handled it. Apparently).</p>
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<p>15 minutes</p>	<p>Hat Policy Review</p> <p>From 10/8/18:</p> <p>[ASB leadership shared current policy and the suggested change to the policy which would allow hats in the halls at WHS.</p> <p>Hats would still follow the requirement in the gang portion of the dress code; teachers would be in charge of whether or not hats would be allowed in their classrooms.</p> <p>Can it be piloted? How will ASB be working to hold students accountable? What will the rollout look like?</p> <p>What about hooded sweatshirts? Right now hoods just have to be behind the ears so it isn't blocking their face.</p> <p>We've been working toward aligning things, does this go against that alignment?</p> <p>Looking for support of this as they take it to school board. Leadership team seemed in supporting of trying the pilot.]</p> <p>ASB President Jessica Gutierrez presented the current ASB policy regarding the head covering policy at WHS/WSHS. She went on to read a proposal to change the dress code procedure. She referenced the cause of the past procedure (regarding safety issue & past gang activity) and addressed the other local schools that have adopted a similar policy.</p> <p>Mary S.: Asked Jessica to reread the policy for clarity. Mary wanted to make it clear</p> <p>Tammy G: Which section of the dress code is being addressed? (Section 3 & 4)</p> <p>Jessica: Section 3 addresses clothing articles while Section 4 provides specific details about the logos/graphics/labels that have been a security issue.</p> <p>Don C: Is it still an issue with a hat being on that it becomes difficult to view via video cameras?</p> <p>Eric: I spoke with Tom and while it can be difficult to see at times, there are other factors that also make it difficult.</p>	<p>Eric: Looking at this policy as a building-wide, with individual teachers being allowed to run their classroom as they see. With data showing that staff shows almost 80% not seeing a negative impact on...</p> <p>Nikki B: I think that since it started mid-year, it was a bit more difficult to set those boundaries. If we start it at the beginning of the year, we can have better follow through.</p> <p>Tammy G: Agreed, when switch started let it go but next year.</p> <p>Mary S: When I ask kids to have no hats, no problem. When she had a sub there was an issue that led to a referral. Putting subs in a tough position. Thought it was unnecessary for sub to have to deal with it.</p> <p>Steve R: Would go as far to say that the hat change has improved our culture quite a bit. The least favorite thing is that confrontation about a former kid asking to take his hat off. If anything, it has allowed him a way to strike up conversations with students, building a relationship with them.</p> <p>Eric: Wants to make sure admin is supporting staff's work in the classroom, if they are.</p> <p>Carrie C: Concerned this is going to be a power struggle in the future. That she has to have the same conversation, have the same clarification all the time. Disrespectful.</p> <p>Eric: I'm saying use that as a referral. That becomes defiance.</p> <p>Carrie: I'm worried that why should that disrespect become the new anticipatory set. Shouldn't we have this as a school-wide. *Not talking about hats, more so with earbuds.</p> <p>Tara J: I hear what you're saying, we all have different expectations, just like each home has its own expectations. I can't control what my classroom neighbor is doing, I can only control what I can control in my own classroom.</p> <p>Eric: Please remember, whatever it is that you as a staff decide to do for your own classroom, please remember Admin is here to support you. As a school, we aren't seeing issues as a whole in the hallways/cafeteria's</p>

<p>Mary S: So we're really talking about baseball hats, cowboy hats, sombreros, visors? (Yes)</p> <p>Dan E: One thing he had heard that it could be easier to identify non-WHS students as they often wear hats.</p> <p>Ricardo: I would add that we have numerous WHS students that do, regardless of the rule, wear hats at WHS. Unfortunately, because we</p> <p>Brian H: Along with this policy change, what will ASB to help hold students accountable?</p> <p>Jessica: We can't force kids to take off their hats, but we can remind students that aren't</p> <p>Brian H: So is the expectation is those involved in ASB will be active in helping to police this? Is there a plan in place?</p> <p>Jessica: The plan is to relax the policing aspect of it, but we as ASB can help remind students that they are violating the policy.</p> <p>Brian H: I just don't want to have kids get this policy then have it revoked. I'd love to support policies that are brought forth by students but I'd like to have those students also hold themselves accountable for these policies.</p> <p>Jessica G: We'd like to have ASB/Leadership help identify those hats and let Mr. Anderson(Admin) know about those kids that choose to go further than what is allowed.</p> <p>Rachel: I would suggest a pilot to see how this can be rolled out.</p> <p>Eric: We could do this, but</p> <p>Dawn M: What are the thoughts regarding hooded sweatshirts?</p> <p>Eric: We have been telling kids that as long as the hood is back behind the ears we are ok.</p> <p>Dan E: I'm concerned about the conflict of interest about how "it's ok in one teacher's class but not in another." Also, having the conversation about what is appropriate and not regarding gang attire.</p> <p>Eric: Those are things that are ongoing discussions and we rarely have to deal with it. When we do it is mainly the Raiders/Dallas football attire.</p>	<p>with regard to this, but we do want to support the staff's classroom decision.</p>
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Dawn: Do you think we aren't having problems because we aren't allowing the hat policy?

Eric: No, because there are many ways kids can show this (socks, etc).

Mary S: I don't think that the onus has to be more on the kids to have kids adhere to the new policy, it's back on us as staff.

Dan/Tammy: Both agreed that they liked the idea of a pilot.

Don C: How long would be pilot?

Eric A: In my mind, to about winter break.

That would give us nearly 2 months of giving it a shot to see how it works out.

Jessica and Eric spoke about not needing an action vote but Eric asked for a show of hands (large majority of Leadership Team raised hands in support of this policy change).

Jessica will be reading this at the school board meeting tomorrow evening.

From 5/13/19:

Mary S: I tried the hoodie/hat thing and she isn't allowing it in her classroom as she feels it is a lack of respect. Had a friend visit and felt it was disrespectful. Not in favor of the new hat/hoodie policy. Not sure if we were planning on reviewing it, if we are was wondering if we were going to discuss it? Eric asked if anyone else was experiencing this?

Tara J: Spoke to not having issues with it in her classroom, but understands Mary's concerns.

Brian H & Cesar M: Both spoke to how they don't

Carrie C: When Jessica (ASB President) first proposed this, it was a probationary period and said we'd revisit (Asked if we had revisited this? Eric, no haven't yet.)

Eric wants to bring Jessica back in for a conversation. Would also like to revisit the topic in

Brian H asked for it to go out in departments as we have a heavy LIT agenda. Eric asked for Dept Heads to bring it up for Wed meetings.

Dawn M: Wants to make sure we're clear on this discussion, are we saying kids are being disrespectful for just wearing it or are they being disrespectful in general?

Mary S. : Wants to discuss about the overall impression that this has on the school. She is saying that she's pointing out that she

	<p>doesn't like it. She thinks we need a read from the faculty.</p> <p>Dan E: Our original intent was to revisit that (Mary agreed) and we need to have clear input going into August.</p> <p>Eric: Wanted to clarify that we are discussing different things...hoodies...hats?</p> <p>Brian H: Discussed why he doesn't allow them in his class...wants to be able to discuss the policy in a way that is clear for the kids to understanding why.</p> <p>Eric asked us to lead the discussion in our department. From his perspective, in the hallways at least, there is less problems. However that may not be the same experience that some are having in the classroom. Wants us to remember that we went about the change because of inconsistency in the classroom.</p>	
<p>45 minutes</p>	<p>Review LIT group meeting notes from 6/3</p> <ul style="list-style-type: none"> • Assemblies • Schedule Changes • Data Review of 2017/18-2018/19 • No timesheets next year • Other Concerns brought forward by staff 	<p>*Eric: One of the items I want to bring up is collective consistency whether it is ear buds/cell phone ...we will be implementing a No Cell Phone policy during instructional time (*Unless you specifically asking them to use it). We are also implementing a no cell phone policy in the halls during instructional time.</p> <p>Now, consistency. There will be issues with consistency. There are staff that already do this and have no issues. Some staff have pockets in class that allow them to keep track.</p> <p>They will be ordering a demo box for an option for staff. Eric will be sending out a form for input from staff. They are not cheap and he wants to make sure that if staff wants this, they will actually use it. He wants to offer this out as support for those staff that would potentially like this option.</p> <p>Will W: He doesn't want to speak for all counseling staff, but he wants to be aware of those students that will have "withdrawals" that can lead to confrontations. Unfortunately that's an "addiction" that some students now have to deal with.</p> <p>Michelle Jobe: What is the box's intent?</p> <p>Eric: For all students to place it in there. That students would have to place it in there. Some kids would want to keep in their backpack. The intent would be to not have the phone on their body. Backpack is ok.</p>

		<p>Intent is no phones out during instructional time.</p> <p>Cory M shared some of the ways she's implemented the phone</p> <p>Eric: We are also going to have new hall passes next year. We've had yellow passes for 4 years and next year we are going to have a different color.</p> <p>Mary S: Asked about the tech watches as well.</p> <p>Eric A: Not a way we can really enforce that.</p> <p>Michelle J: As a parent, I want to say thank you! (Many staff agreed)</p> <p>EricA: Again, we want to find a way to support staff on this.</p> <p>Mary S: What about when kids leave to go to an assembly, will they have access?</p> <p>Eric A: If we have a split assembly, we can continue to enforce this.</p> <p>Michelle J: I agree that Will is right, there is going to be some anxiety that goes through the roof and will take time for kids to adjust.</p> <p>*Much discussion about the lock box/pouches...</p> <p>*Shelly J: Asked for extra boxes for those in interventions so those people that can access them later on as well as the consistency.</p> <p>Mary S: Asked about the students who need the phone when it is a fire drill when parents are texting calling multiple times.</p> <p>Eric: To be clear, parents call the office because kids call/text them to call the office. We can easily communicate with parents about the drill taking place.</p> <p>Mary S: Likes that Will brought up the withdrawal/addiction aspect and would also say there will be parents that have that as well. Many parents will need to be given a head's up about this.</p> <p>Eric: More info will indeed be coming out as soon as we get the boxes.</p> <p>Assemblies: Shelly J wanted to bring up some changes about how ASB will be doing assemblies</p> <p>Brian H passed out a collective list of concerns from teachers at the last LIT meeting. Wants to have Leadership Team to pair up and review the list to look for recurring themes.</p> <p>Jelsing: Not many assemblies this year planned by ASB. Calendar for next year's</p>
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		<p>activity assemblies are planned and it will be in the calendar at the beginning of the year. ASB monthly calendars (someone said they liked that), we're bringing those back so that communication is constantly going out to staff. Pep assemblies will probably be during lunch. HoP assembly, lots of concerns came up so we're looking at how we can make expectations clear for all, be intentional about it. PBIS assemblies will be small, class oriented, and we hope to build the expectation around assemblies starting with those as well. Sound is gym is a major concern so split assemblies may be the way to go for those assemblies where sound is an important factor. IF we decide to do something full gym, we'll have to look at ways to fix those sound issues.</p> <p>Dawn: What we own as speakers is not great. Sound at graduation was great because we bring in speakers. The speakers that sounded awful were probably ours.</p> <p>Anderson: Communication of assemblies seems to be a bigger concern. There's been some uncertainty even with the students so having those in the calendar in the beginning of the year should help provide clarity and help teachers with planning. Sometimes the assemblies feel last minute even when we know they are coming, and calendaring all the assemblies helps negate that as well.</p> <p>Jelsing: Weekly calendar across from activities office as well as monthly calendars in the classrooms.</p> <p>Giacomazzi: Announce them on social media...will this help communicate what is in it for students?</p> <p>Jelsing: We really want to include more students in our school as well.</p> <p>Anderson: Should we be creating a policy around assemblies? Should we create a policy that requires a specific lead time? An assemblies committee?</p> <p>Dawn: We should try to be as proactive as possible, and sometimes opportunities crop up that we should allow for. Not everything</p>
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	<p>is getting into staff calendar correctly so we all need to be more proactive so when opportunities arise we can take advantage of them.</p> <p>Collins: I'd like to see a 2 week requirement for notice on the assemblies.</p> <p>Anderson: If we are going to do that what are we asking? That it's on the staff calendar, or that it's email notice of it?</p> <p>Collins: If it is not on the calendar then I think it is reasonable for there to be a 2 week notice requirement.</p> <p>Anderson: Are we talking about all school assemblies, choice assemblies?</p> <p>Ellwood: An email should go out if it's an assembly that is not in the monthly calendar</p> <p>Giacomazzi: An email should go out if it is not in the calendar at the beginning of the year.</p> <p>Anderson: If it's not in the calendar by September 15 we can bring the assembly to Leadership and send out an assembly.</p> <p>Schafer-Cloke: What about when we win state? What about when we have a rare opportunity (like the last person out of Rwanda when we only had 2 days notice)? An arbitrary time limit limits us.</p> <p>Symonds: Heart of Panther could be a split assembly if we want to make it more dignified and fun. Students really are not trained for it.</p> <p>Anderson: We've talked about honoring more kids through splitting the assembly. It's up for discussion us looking at that assembly differently.</p> <p>Symonds: 9/10 graders need to see scholarship awards, bug awards to realize that could be them.</p> <p>Anderson: Let's see how it goes next year. Any changes to the schedule needs to be communicated. It feels like it's the same for</p>
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	<p>schedule changes. We'll work to be proactive, get those in the calendar, and communicate changes as early as we can.</p> <p>Now onto data Mendoza: Stats on student success in employment in the valley, students coming out of tech schools.</p> <p>Giacomazzi: Comparative data over time on SBAC, ACCUPLACER, lots of other acronyms.</p> <p>Anderson: We can do our best, but things change a lot. We can compare a single year to others when there is consistency in those tests.</p> <p>Giacomazzi: My group liked seeing the comparative data to state and other schools.</p> <p>Timesheets for next year PBIS, AVID, AP, TECH, these are some of the groups that are affected by this new budget issue</p> <p>Anderson: We have some flex time built into lunch time. 15 minutes. Each week you can use this flex time as a way to continue those meetings. Maybe not meeting during that time, but not requiring you to be in the classroom for those 15 minutes and instead moving that flex time to after school hours.</p> <p>Christensen: Some of that time is already flexed for clubs and groups. What about those?</p> <p>Anderson: The goal is isn't to give up all of that time. Maybe 1 week? The goal is not to have you work without getting paid, the goal is to shift time.</p> <p>Ellwood: Maybe we need to be more careful about what we are choosing to focus our time on because of the lack of resources.</p> <p>Symonds: Moving time around, LIT time, Wednesday morning meeting times? Do we have to do a celebration morning every month? Why not do a committee day during that time instead? If people don't want to work on committees, why not make them go</p>
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		<p>anyway, even if they are only sitting there listening?</p> <p>Anderson: 25 minutes may not be an amount of time that lets people get traction on anything.</p> <p>Roche: What about monday mornings?</p> <p>Anderson: That is something we could do but we would have to ask for a variance.</p> <p>Dawn: I think more of that is going on at the elementary levels so I think we could do that as long as we had a plan.</p> <p>Anderson: Well, we'd have to request it and go through the process of getting it approved.</p> <p>Symonds: I love the Monday individual planning time but I would also love for that time to be divided into wednesdays so we could do that work on Mondays.</p> <p>Anderson: There is an abundance of individual planning time on Mondays. If people feel that is a better option that doing after school.</p> <p>Andrewjeski: What about teachers who are not on committees? I'd rather work during those Wednesday morning times and just work harder and smarter during those 25 minutes.</p> <p>Christensen: Or maybe flex that wednesday morning time to after school time. Could we cut down to 1 staff meeting a month, 1 department meeting a month, then 2 wednesdays for committee work? Is it equitable?</p> <p>Anderson: We have asked about adding a second department meeting a month so that departments aren't responding to leadership team meeting conversations during the entirety of their department meeting time.</p> <p>Christensen: Maybe every other month departments get time and then we'd have that wednesday time for committees? For</p>
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		<p>teachers who are not on committees how do we get them engaged during that time?</p> <p>Anderson: One of the reasons I like that Monday time is there is less trading. More accessibility for people to attend those meetings since they are during the school day and then giving the Wednesday time back to teachers as personal time which helps spread it over the week.</p> <p>Janet: I just don't like forcing people on committees. We have a lot of time put building curriculum and I don't want to force them to be on another committee.</p> <p>Ellwood: Trading that Wednesday time for Monday individual time sounds like a best option</p> <p>Roche: Makes Motion</p> <p>Motion: Convert 60 minutes a month of Monday individual plan time to committee work time and trade it for 25 minutes of staff meeting time each month. (net loss of 35 minutes of planning time per month).</p> <p>Collins: Are we going to seek out staff feedback?</p> <p>Andrewjeski: What committees are there?</p> <p>Anderson: There are other committees that could be built beyond the ones mentioned at the top of the conversation.</p> <p>Symonds: I'd like to do this in departments, but collect total staff votes rather than department votes as a group.</p> <p>Anderson: That's fine, but if the staff votes no, we still need a solution.</p> <p>Giacomazzi: Members in my group ask why I'm going back to them to ask. That it's my job to do this as the rep on leadership.</p> <p>Dawn: Could it be LIT time instead of individual planning? Collab time?</p>
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		<p>Anderson: You could decide that with LIT time, but then you're giving up a lot of your lit time.</p> <p>Can we send a google form out that requires those that say "no" to provide an alternative solution.</p> <p>Christensen: It seems like the option is Monday individual time or lunch flex time.</p> <p>Giacomazzi: Can we put both options on the survey?</p> <p>Anderson: I'll send out an email with the options, put the form together wednesday morning so staff can vote. Staff vote will then push variance or not.</p> <p>Roche: Motion to Convert 60 minutes a month of Monday individual plan time to committee work time and trade it for 25 minutes of staff meeting time each month. (net loss of 35 minutes of planning time per month), dependent on staff vote..</p> <p>Symonds: Second</p> <p>Passed unanimously</p> <p>Staff concerns Administration has asked some departments to look at assessment retake policy. We support that idea. Teachers have brought it up with us. We would like to see something uniform by subject area. Things like quizzes, test buybacks, not finals.</p> <p>Andrewjeski: It feels like math was mandated to offer buybacks. We didn't meet on it. Do other departments do that same thing?</p> <p>Christense: We have something in foreign language</p> <p>Chemistry has a policy</p> <p>Freshman English has a policy for retakes</p> <p>Anderson: We are in favor of it, we have not said anyone has to do it.</p>
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		<p>Christensen: I think a lot of these concerns are for department heads and can populate our agendas for next year.</p> <p>Dawn:</p> <p>Symonds: What about the question about teachers being removed from AP classes for not following admin suggestions?</p> <p>Anderson: That is not happening. But to clarify, RIGHT of ASSIGNMENT still comes from administration.</p> <p>Dawn: I would like to see all testing done in late starts so chunks of students are not missing from my classes.</p> <p>Symonds: Can we minimize the impact of testing more?</p> <p>Anderson: Can't change late start, probably, because it's a district thing. But I will check in and ask if there are other ways we can minimize the impact of testing.</p> <p>Symonds: This is my last meeting as department head. Thanks for the memories.</p>
<p>DEPARTMENT HEADS RELEASED</p> <p>Minutes Approval: Dawn McCormick, Cori Montgomery, Tara Janet, Penny Hedman, <u>BRANDON HARLE</u>, Tammy Giacomazzi, Mary Symonds, Steve Roche, Carrie, Dani Schafer-Cloke, Christensen, Nikki Buzzell, Michelle Smith, Shelly Jelsing, Higgins, Cesar Mendoza</p>		
2 minutes	LIT Funds Review	LIT funds: \$6,034.14 ADMATCH: \$16,684.80
Added item	WHS Culture Playbook	<p>Eric introduced a podcast called Focus 3 with Tim and Brian Kight. There is a podcast episode called the Culture Playbook.</p> <p>A lot of staff concerns seem culture/behavior centered and we may need to take a step in the direction of building our culture even further. I will send the podcast to you and if it is something that interests you as a group maybe we can meet to discuss if this is a possibility for LIT to focus on next year.</p>

15 Minutes	<p>Lit Funds Requests</p> <ul style="list-style-type: none"> • Block <ul style="list-style-type: none"> ○ Professional Development with the National Oceanic & Atmospheric Administration <ul style="list-style-type: none"> ▪ \$5255 • Symonds <ul style="list-style-type: none"> ○ Printing the Student Creative Magazine <ul style="list-style-type: none"> ▪ \$1024 ▪ Approved 5-2-3 • Bushy and Deal <ul style="list-style-type: none"> ○ Unroasted Coffee Beans for Summer Academy <ul style="list-style-type: none"> ▪ \$295 • Roche and Tiedeman <ul style="list-style-type: none"> ○ Supplemental text for AP World History/Text that supports the redesigned College Board curriculum for AP World History Modern <ul style="list-style-type: none"> ▪ \$2745 • Buzzell <ul style="list-style-type: none"> ○ Rockwall <ul style="list-style-type: none"> ▪ \$1000 	<p>Motion – Second – Dead by lack of motion</p> <p>Motion – Giacomazzi Second – Buzzell</p> <p>Motion – Schafer-Cloke Second – Andrewjeski Approved 10 – 0 – 1</p> <p>Motion – Schafer-Cloke Second – Higgins Approved 10 – 0 – 1</p> <p>Motion – Schafer-Cloke Second – Giacomazzi Approved 10 - 0 – 1</p>
5:00 p.m. proposed 6:28 p.m. Actual	Adjourn	Motion – Buzzell Second – Schafer-Cloke