HVRHS Meeting Agenda

Date: 7/17/18 Location: Room 120
Minutes:
Norms:

1) Start and end on time
2) Agree to disagree
3) Be explicit about what is shared and what is not
4) Trust each other

The HVRHS community promotes personal and academic growth, as well as independence of thought and spirit for all its members, within a culture of respect, responsibility and safety. The core values that support this statement include a commitment to 21st century academic expectations which encourage all members to grow to their potential, accept and respect different learning styles, solve problems and think analytically, and communicate their ideas effectively. Members of the school community are also expected to make ethical choices, demonstrate social and civic responsibility, and show pride and care for the school and its environment.

Attendees:

Discussion Item/Action Item/Expectation of Participants	Facilitator	Time Allotted To This Item	Final Outcome
Warm-up activity	Ian	10 min.	Adjust back to "school talk."
Governing structure and membership for the Leadership Team through next year	Membership Task Force	60 min.	Approval of draft or suggestions for revision toward a final draft. Task Report Form on Membership
Break		10 min.	
Operating structure of the LT: do we want separate subcommittees or should all work take place within task force groups? We will conduct a Grading Practices "Autopsy" to refect upon the efficacy of that roll out for the most recent changes (18-19), and what structures can best be used to improve communication and implementation of school-wide programs. Task Report Form on Grading Practices	Ian	60 min.	Agreement about the best practices for implementing the decisions of the LT.
Opening of School: what will the beginning of school look like to reflect these changes in our operations? How will we sustain these structures throughout the year? How will PLP or other structures support strong communication?	Ian	60 min.	Plans for the opening of school that promote effective communication of changes to policy and operations.

Lunch Break - Ice Cream Tasting!	All	45 min.	
Moving Forward as a Team: Work for 18-19. How the call for data (Data Calendar Link) requires us to measure what we value (also see Core Values, school-wide rubrics). Identification of our own task forces to address and define the means of assessing student acheivement of our values. - Portrait of a Graduate work	Ian	45 min.	Understanding of what data are being shared and why
Work time for Task Forces: Assessment, Membership, Grading	Task Forces	90 min.	Drafts of Task Force sheets that outline work for the coming year, with particular attention to the PD needs. To be approved at beginning of next meeting.
Professional Development for 18-19. Synopsis of identified PD needs for next year with a sense of how these should be scheduled to promote continuity and effective implementation.	Ian	30 min.	Draft of PD needs and calendar that can be approved during the August meeting.
Parking Lot Items	● Review of School Improvement Plan (SIP), Revised C1, C2 ● Schedule ● Identification of other priority areas for next year ● Lifeskills		

Announcements/Notes

Suggested agenda for each "task group" report:

- Task Group Reporting Form
- Task Group Reporting/Discussion always should include:
  - Presentation/Overview of results (5 min)
  - Clarifying Questions (5 min)
  - Discussion, Input, Problem-Solving (5 - 10 min)
  - Decision (if appropriate)

- Decisions are made using a ***Modified Consensus Model***

- % of group required for decision making (Quorum is 10)
  - e.g - at HVRHS - 16 members - at 85% - 14 people would need to agree (Quorum- 9 people would have to agree)
- All efforts made to reach consensus during discussion, input and problem-solving portion of meeting
- Agreement is not necessary but advocacy for work is required

Notes:
Attendees: Ian, Steve, Lisa, Liam, Jackie, Tom, Rose, Beth, Pete, Scott, Jeff, Deron, Damon, Mark, Nur
Opening Activity: Check-in

- Excited to begin but fear/cautious that our summer work may be negated/wasted if our Leadership Team is not able to really lead
- Parent teacher group getting shut down shows that collaborative work is prevented. This is the little fear in my mind. Wondering how Leadership Team fits in the governence of this school.
- Briefly shared personal stories from the summer.

Leadership Team Governing Structure:

- Reviewed Organization and Operations Task Force 060118.
- Questions:
  - **LT is a decision-making body. (Central Office should be made aware of decisions.)**
  - If number of Department Chairs change, does that change the number of people on the LT.
  - Can we have public comments prior to the LT meeting? Comments after the meeting don't allow their input into that meeting.
  - It is difficult to meet during class time because it's difficult for some departments to provide lesson plans for subs. Please consider PD days first. After school meetings is also very difficult for coaching.
  - Difficult to come to a quarum when we have almost ½ of our faculty on the team.
    - Repeated solicitation from input from faculty was not evidenced, and that is part of the reason why the number of people was established.
    - 20 people seems large but we have a lot of work to do. Are we an advisory group to the administration or a voice? We need as many people as possible.
    - Should we lower the benchmark for a quarum? Right now 85% is the consensus standard. Quarum is 10.
    - Can we set it as a minimum of 8 people to vote? Concern about that is that 8 people would be making a decision for the group.
    - How does a "substitute LT member" in someone's absence have all the background knowledge? Should this person vote? Can there be a bit of time after the absence to vote so the absent person's input is included? Things come up in the meeting and the absent person might not have voted the same way he/she would have prior to the absence.
    - Are people going to be willing to be open/honest if there is video or audio taping? Also don't think people will be open/honest with public audience.
      - We had discussed it being open to the public but no recording.
      - Make the minutes public so they have an understanding of what the meetings are about, without the fear of limited openess/honesty with the public in the meeting.

- Can the LT share the discussions/decisions at a faculty meeing, and then have faculty vote?
    - What's the role of the LT? Are we here to make decisions (as we represent our departments) or are we to be of the structure where LT would recommend what we discussed/voted on and then faculty would vote?
    - Task Groups are to solicit information from faculty.
- We had discussed sharing what is and is not public. There are conversations that may not be appropriate to record.
- Where does the quarum number come from? If the quarum is 11 then you would need 10 to come to a consensus (85%). Can we please get this number written into the document?
- If we must attend 80% of formal meetings, what happens if I miss that 80% right away? What are repurcutions for Dept. Chairs? What about legitimate reasons (illness, etc.)? If Dept. Chair isn't thrown off then why should a non-department chair get thrown off? Leave it to a conversation with AP or Principal to discuss the reason for absences.
- Are some of us wishing to reach consensus here and then requiring consensus during a faculty meeting. Longer to get results if we are to have faculty vote.
    - If we are representing the faculty's interests, then we wouldn't need a faculty vote. Task groups would be to solicit the information from faculty. By the time the LT votes, we are already up to date with the faculty's input.
    - Can parents be a part of the Task Forces instead of sitting in during the LT meetings when needed/appropriate?
        - Can we put out a faculty message to solicit faculty for an upcoming Task Force?
        - Same for parent involvement.
- Is the process to vote on the document section by section or as a whole document?
    - Could a vote mean, "I may not agree with #2 but can live with the document as a whole." We should look at things holistically.
    - Eventually, we will get there but we should go point by point right now.
- Vote on this document. Today's consensus would be 12.
    - Concern #1- consensus reached (without staggered LT membership and open meetings discussed).
    - REVOTE on Concern #1- consensus <u>not</u> met (including info about staggered LT membership and open meetings discussed). Task Force needs to break out this document so items are addressed separately.
    - Concern #2- consensus reached
    - Concern #3- consensus reached. Can we revisit this and ask that a number be placed in the number of meetings required.
    - Concern #4- consensus reached
    - Concern #5- We don't know what we are voting on because we don't know the mechanism(s) for transparency. Task Force needs to revisit (later today). This concern needs development before we vote on it. Can we vote later today after the Task Force meets? Only 2 people are present today out of the 8 that were involved. Table the vote for #1 and #5 until the August meeting when the other Task Force members are present.
    - Concern #6- More explicit meeting dates should be in the document before voting. People need to know about these meetings at the start of the year.

- Opening Structure of LT
    - What's the relationship between the Task Force and the Leadership Team? Grading Practice Task Force made decisions, came back to LT to discuss, and Grading Practice Task Force then refined documents.
        - LT group can discuss the documents created by the Task Force, and then Task Force members can be assigned to design

Communications, Implementation, Professional Learning

- Time concern. LT may not have the time that Grading Practices Task Force had spent on the work.
- Grading Practices Task Force wasn't tasked with a formal document we were to vote on.
- What do we do when LT doesn't agree with the Task Force's outcomes?
- Who does the Task Force comprise of? It doesn't seem like an issue if LT representation is on the Task Force.
- Task Force bring back research based document to LT, which includes Communications, Implementation, and Professional Learning.
- Change culture so faculty is ready for the meeting. Read/watch background information so discussions can occur (instead of repeating information). We need to take a look at WHY people are not reading documents prior to the meeting...if it was provided within plenty of time.
- Currently, decisions are to be made here and communicated "over there." This structure does not work if our building needs faculty making decisions. Survey data says current LT doesn't represent the faculty and maybe we can move to the LT decision-making model eventually.
- We will begin to develop faculty momentum once the structure is in place (which includes faculty representation on Task Forces).
- We don't know how authentic full faculty meetings are in terms of knowing opinions on issues since more vocal people speak and some do not.
- Please limit number of people on Task Forces to 5-6 so it can still be effective.
- Get rid of subcommittees and the Task Forces will be responsible for Communications, Implementation, and Professional Learning..instead of having those three separate subcommittees. It will only be LT and Task Forces.
- Task Force creates a plan for Communication (but comes out from Administration).
- Design a flow chart to explain this to faculty. TASK FORCE today.
- Faculty meeting changes (regarding Communication at the opening of school) draft. TASK FORCE today.
- Changes to opening of school meetings:
    - Include full student meeting in common voice/language
    - Break out into grade level meetings (officers/advisors)
    - Break into PLP groups. A student member from each PLP meet with SGA.
        - Do we have enough time to hold this? Can this happen during PLP time?
        - The first week should be about WELCOME and not about this is how we are getting graded and how things are being run. If we run Days 1 and 2 during the first week then the T (meet with 9th), W (meet with 10th), Th (meet with 11th/12th, etc). Or, utlize Activity Block. Day One should be "Yay, we are back." and not about grading practices.
        - Is 40 minutes enough time? Don't talk at them.
        - Day One: "Yay, we are back."
        - Day Two: Student questions can be brought up to PLP teachers and get to Ian. Prior to this, PLEASE make sure all faculty/PLP teachers understand what needs to be presented--same page! May need to strategically design groups to help present to PLPs with long-term subs
        - Day Three: Homeroom items (Enriching Students, etc.)
        - Day Four: Administration do a full presentation (address student questions at this time).

        - Grading Task Group: Create lesson plan for PLP to review Grading Practices.
    - PLP model needs to be revised. Need a triage group, even if outside LT since we have so much on our plate right now.
        - We can't throw changes into the schedule or PLP design at the beginning of the year. Can we please NOT make changes until 2019-2020?
        - Can we hold only one in March instead of two? We don't have anything built into the calendar right now for traditional parent/teacher conferences in the Fall.
        - PLP buy-in breakdown. We need to reestablish purpose to students and parents.
        - Change the typical parent/teacher conference before reintroducing them. We are seeing the same parents who we don't need to see, and not the ones we do.
        - Some parents need those conferences to be reminded that kids are kids first, and then students.
        - The real focus is to keep parent/teacher conferences focused on learning.
        - Add an additional Task Force to address PLP and parent/teacher conference changes for 2019-2020 year.
        - Elementary School PLPs: Fall is for goal-setting. Spring is for showing the progress/accomplishment toward those goals.
        - PLP would be more meaningful if the end goal was a CAPSTONE assignment (which carries credit).
        - Students are telling other students they don't have to do it (since there is no accountability). Look at graduation requirement. Be careful because it's adding a classroom assignment since teachers would be assessing.
- Viewed Region One Data Calendar. We need to look at meaningful data for reporting purposes so we can measure progress throughout the year. We value more than what is reported on the SAT.
    - Are you envisioning this Task Force on interdisciplinary assessments, or how to update current assessments.
        - Our assessments should be linked to our Core Values. We have problem solvers in this school and we should show assessment data on this.
        - We didn't get to as many standards due to schedules (77% to 67% meeting time) and re-assessments. This is a parent and teacher concern. Please define the goals of this Task Force so they know what they are getting into.
        - Concern about an Assessment Task Force where we will "do and redo" based on the curriculum audit plans the Assistant Superintendent describes.
    - Need to have open SRBI files from middle school on DAY ONE here at the high school.
    - We need to use data points at the beginning of the year to plan/adjust teaching, as well as identifying students.
    - We don't need data just to have data. This is what happened when we were collecting data with the buildingwide rubrics. Hard to "data" the human being part of our students.
    - Can the assessment group work on what is formative, what is summative, and what kind of data do you want to be able to present?

Task Force Break-Out Session (90 minutes) and then Share-Out with LT.

- Leadership Communications Task Force- Jeff, Liam, Beth, Steve
    - Flow Chart:
    - Faculty Meeting model to aid in communicating and collecting feedback
- Grading Task Force- Jackie, Pete, Nur, Rose, Tom
    - Review Grading Policy form for Student Handbook 1819 DRAFT Grading Policy 071718
    - Plan PD/Lesson Plan for start of school for teachers to faciliate discussions on Day Two

    - (Tom shared with LT that we can set up Gradebook to automatically enter NYP for anything under 70%, and keep the original grade calculation instead of entering a 1%.) What do we need Powerschool to do that we can bring to Karen B. to test run?
- Assessment Task Force- Scott, Mark, Lisa, Ian
    - Professional Learning on Assment Literacy
    - Timeline for benchmark and summative assessments for reporting to the Board