

John Read (0:00): So, good evening my name is John Read and I've been asked by the district to help facilitate this discussion. And, um, so that's what I am here to do. My day job is that of CEO for the Tri-County Cradle to Career collaborative. And, for those of you who want to know more about the work, I've put our materials in the back. But, essentially, what we are here to do, in this region, is to see to the success of all children. Um, and, um, use data and collaboration as a contact sport. Data, both quantitative and qualitative to accomplish what we can in support of your work. We are guilty of too often looking in the rearview mirror of summative assessment land at achievement and readiness. But we do it with a purpose. We use the data to learn from the experience of the students and the districts what seem to be the most important issues that lend themselves to root cause analysis. And, in this same way, this evening session is about drawing on the experience of principals in the room to contribute to the future of this district, to contribute to the strategic planning that is under way and needs to be completed. If last week, we had in this room, those people who are probably the most important to the education of children, the teachers. Today we have those people who are most important to the teachers, and those are you. Not sure about that grammar but you get the point. So, my purpose in facilitating this discussion in the interest of the Superintendent to listen, is to work with you as a group to listen to each other, to build and expand on what each of you says. So, that there is a greater degree of robustness and richness to that exchange than there might otherwise be if we have just sort of a one shot speaking exercise, which I don't think is in anyone's interest here. So, for the first hour or so, perhaps longer, that's what we're going to do. And, we will begin with a statement from the Superintendent. Um, my request is only that you listen to each other. We will go for as long as we need to. And, for those of you that are here as observers we will open the floor up for comments and engagement from you to the extent that there is an interest in doing so. But, it's purpose will be to deliver, to this group of experts here, what your thoughts are engage their point of view. Joe Williams is here with the Superintendent, hi Joe, nice to see you again. And, what I am going to do in addition to working with you, if and as questions come up, which require an answer or suggest that we are heading into a rabbit hole, I am going to go over there and write them on a parking lot sheet. and we're gonna go over them before we break to get answers to those questions publicly made by a date certain so we can keep moving without getting too caught up in the things that don't contribute to the session. And the last thing that I point out, I think between SCAZA and at least one other event, there was a challenge for you to be here. I know at least one person drove all the way back from Myrtle Beach to be here. And, what I know about the scheduling here, is that that was inadvertent and I have talked to the Superintendent. She wants to have as much input for as many principals as possible. When this session is done, I think we will survey the principals again and ask if they would like to convene another session because this is really, at the end of the day, getting as much input as we can into this process. So, I don't think this might be an issue here but I am going to say it anyway because I said it last time. And, that is because I said it last time. And that is that I could tell you that what gets said in this room says in this room, but that is clearly not the case. But, what i can assure you of is that, if any of you believe there is some negative response to what you might have said here, by the district, then you should contact me directly and I will step into it. I don't anticipate that. But, I know that was a concern, and I will express it again here. So, let's get started, Superintendent.

Gerrita Postlewait (5:30): Hi everybody, and thank you for coming, I think we may have one or two principals that are in the audience. I would invite them to pull up a chair and come, there are some spots there on the end of the table. We want to have all the principals participate that are here tonight. Um, and I just want to, again, tell you how much I appreciate your being here and reiterate what we have said

before. To make sure that we are communicating more thoroughly with more people, on the front end of the discussion as well as on the after, follow up of decisions. And, to point out to you that, as we're working this evening, the six categories that now exist with respect to the strategic areas that we're working on. I know you've been working on these parts for months but it looks as though the categories of activities are falling into six sections. The first is teaching and learning ensuring college and career readiness. The second is just continuous improvement systems, improving all the time, that has to do with various kinds of data. The factors that let us know that children are thriving, or not. That teachers are sensing a sense of well being or not. The third area is well-being, providing supports to learners and teachers and leaders; managing resources, that's where we have the areas like governance, finance, human resources, operations. Communicating is about conveying the activities, the goals, the outcomes and input, getting input. And community priorities have to do with those different areas that don't fit any of the other five. Um, items of particular to the interest of a constituent area. For example, constituent area three might be looking for a location for a bus lot. Constituent area nine might be working for a strategic plan across the district. Constituent area four might be thinking about how to organize a K12 feeder pattern to feed into schools more cleanly than they already do and how to get a center for advanced studies started. So, those are the examples of the kinds of things that would fit in category six. So, as we move through this evening I hope you will feel comfortable giving your ideas, feedback and what you think should be in each of those categories as well as bringing up those issues that you feel we need to work on this coming year that may not fit in one of those categories. So, I invite your input. I will tell you we are going to gather input from as different many community representatives as possible both in and outside the system. And, hopefully by the end of July bring the first draft of something to our board. So that everyone can see where we are and we can work on it. I also want to say to this group, we realize you have deadlines you have renewal plans to the State Department of Education so some version of the strategic plan will be developed enough for you to meet the August 15th deadline for you to submit your school renewal plans. we understand that we might have to make modifications to our district plan as we move forward. Ok? Thank you.

John Read (9:16): Uh, thank you Superintendent. So, when we spoke to teachers or when the teachers talked amongst themselves. We started on communication. We kind of stayed communication and we finished on communication. So, prompting and engagement around one of the six topics was not a challenge. So, you may choose to do the same. I am going to invite any body to open up this discussion. I am prepared to wait a full 45 seconds through silence while somebody starts some kind of conversation. But, rest assured that I am going to bounce it across the room and try to get more of a complete conversation for the question or the comment for the question as we go. I would also add that there are six topic areas up there. There might be five when were are done with this. There might be eight. So, don't feel confined to those topics but where you can bring your experience to bear bringing those topic headings as robust as we can. Floor is open

Kevin Smith (10:49): I guess I'll begin.

John Read (10:52): Well done Kevin.

Kevin Smith (10:56): So I think one of the questions or even dealing with communication is what are the measures we are going to use to determine success. And, being very comprehensive and also strategic in

how we define success, ultimately for our learners. And, so I don't really have all of the answers there but I think when we talk about how individuals are contributing to the system. The question is what are the priorities to the contribution and how do we determine success. And how do we then measure what we are then saying is success? Just to summarize what I am saying, what is success? how do we work toward success? And how do we measure our progress towards success?

John Read (12:00): Are you thinking of what is a successful teacher when you say that or you talking about kids when you say that? Or what are you talking about?

Kevin Smith (12:09): For example, our whole system. How do we measure success as a system? Ultimately knowing that the purpose of our system is education. And everything ultimately surrounds the preparation of our young children for, you know their life. So, the question is, what are the things necessary to prepare a young person to be successful in their life? We have to find those things and determine, like I said, what is it? How do we measure it? And, if we're not making it, how do we improve? And how do we communicate our progress towards success?

John Read (12:53): Do you have a view based on your experience of one or two metrics that are top of mind that you think can serve that purpose?

Kevin Smith (13:06): First of all, I have a view but I also know that my view is incomplete it may be accurate but incomplete. I think that that's where we have those conversations and begin to look at how do we determine, you know, my view with, and someone else's view. And then, looking at how do we make that very succinct and how do we communicate that. And how do we measure it. So, yes and no.

John Read (13:37): Okay. Comments? You all heard the point. First there needs to be clarity to the metrics. My understanding of the data is that there is no lack of choices and it's making the right decisions about then, which is the work ahead. What's your reaction to that? What suggestions might you have about top level measures of the district's success?

(Silence)

John Read (14:10): Pull the mic close to you when you speak. Thanks.

Steve Larson (14:14): I agree with Kevin. One of the opportunities with the strategic plan with the six buckets of work. That really speaks to me because we can categorize. There's so much to do in a school district. And to be able to categorize it into specific areas makes a lot of sense. One of the things that I hope we are able to do with the metrics is also measure the qualitative efforts that the adults engage in to make those things happen, just as much as we do quantitative measures. And, it's hard to do. It's just as important to say how has the organization shaped around the work. What's different this year than how we're doing business next year? And then how do we celebrate that? Or, evaluate it for progress? So, it's definitely a challenge. if we just use student data to evaluate our strategic plan we're really missing out on the opportunity to reflect on our own ability to be there variable.

Kevin Smith (15:20): And, if I can, to Steve's point, when we use the term data, that, again, goes back to are we using a narrow definition or a broader definition of data of which things that we can observe. I

think just having those conversations on what is data. And, how do we use data? When we think of data, we immediately think of scores, state assessments, MAP, several different types of data. Um, which is not bad, right? It's just not the only data. And, again, I say it's a view that is accurate and incomplete. At the same time, we can always have the conversation about everything we can measure. And, then we can major on measuring. And, we don't want to major on measuring but we do want to measure so we know what we need to do to improve.

John Read (16:29): So, let's talk about qualitative data and its place. I think the first place to look is how you determine excellence in a teacher and what are the qualitative factors that contribute to that? You all have a lot experience in working with teachers and knowing what passes for an excellent teacher. I think trying to get qualitative data expressed in regard to teaching data would be a good thing to do. If I am correct, the keywords in this strategy include citizenship. So far as I am aware, the general assembly has not yet passed a formative test on citizenry. So, I think the district is left to it's own methods for determining progress and accomplishment in that regard. So, what are your thoughts about qualitative data that might be brought toward an expression of district success three or five years from now?

Anna Dassing (17:42): I'll jump in. Okay. When you start thinking about those things that measure success, we really have to stop and reflect on how we are providing people with feedback. Really outstanding, that in order to have continuous improvement that we're all growing at any given point. But, we've got to have a metric and a way of being able to provide that feedback that it comes across as growth points; there's a million different terms that we can use for that. But, what comes across is that we're only looking at the numbers. That we're not looking at the qualitative. In order to get that qualitative data, we have to talk to people. We have to coach teachers and we have to coach each other on getting better without fear, losing something, position, status, job, school, whatever it happens to be, when we provide that feedback. I don't know a teacher on the planet that doesn't want to get better. They're constantly coaching their children and wanting their children to improve. And, I think we as administrators have to make sure we're doing the same thing for our teachers. And, I think that's just critically important for us to get better at doing that. I know there's a number of principals in this room, and not in the room, that are magnificent at coaching and providing feedback. But you will get the qualitative component that you are talking about through face to face reflective kinds of things.

John Read (19:25): A lot of heads nodding around the table on that point. Comments? Reinforcement? Alternative view?

Cathie Middleton (19:32): Well I think we also need to talk to teachers about coaching each other. For years, we did a peer coaching model in this district that was very good because it didn't come from us, it needs to come from them too. So looking at ways on training people how to do that so the fear factor is gone. So that you know that you're in that together, kind of thing. I think it's a real step in the right direction in showing them what coaching is and what it looks like and how important it is and how they can help each other.

John Read (20:18): As a principal, do you feel, when you sit with one of your teachers and talk about performance, that you can do that? Or are you feeling that you really have to drive toward the quantitative

and that this is not about that teacher's improvement but about something else? How do you feel about that?

Cathie Middleton (20:38): I think if you build a good relationship with your teachers you can do that. If you haven't, there's no trust. If all they see is a number or a fear then you can't. But, if you have a good relationship with them and you've done it enough then they see that you are speaking truth and that you've walked the walk. They have confidence then what you're saying is valid; then, yes, you can.

John Read (21:05): The idea of peer review or 360 evaluation right alongside of qualitative appreciation for a teacher's performance was talked a lot last week. What do you think about that? What do you think about... those of you who have had experience in the peer coaching process? Does it lend itself to where this district is right now or what needs to happen next? Or is it something that should be considered for this strategic plan?

Cathie Middleton (21:30): Well when we did it before, it was not something that was recorded. It was just building relationships between teachers to talk to each other and be in each other's rooms and giving each other feedback. It, mainly, was a process for the teacher to be reflective. So, as the coach, I am just asking the teacher to figure out what they need to do. So, to change that into a number that is a part of an evaluation is...

John Read (22:14): Right, you're talking about coaching that is very different from an evaluation process where you're coming from. Comments? Those who've had experience with the peer review process, when it was here, think about that.

Lara Latto (22:37): So, I had through the leadership academy when I became a principal, which provided me with great feedback about these things that I might have missed that I thought I was already doing for the teachers. And, so it gave me a lot of time to reflect on my practices and to sharpen my tools and my toolkit to meet their needs. So, I found it very beneficial when I did it, years ago. And I find that I survey my teachers at least once a year and try to get feedback back from them about things that are working well at my school and things where I need to improve, or the school needs to improve. And, then we have discussions based on what they think needs to be done. And, I found that to be very beneficial. And I do the same with the parents at our school as well. So you're taking that feedback and actually doing something with it; is the more important part. Because if we did something like a review 360 and it sat there and did nothing with, there's no point. If we actually put some teeth into it and activate that model then it could be useful.

John Read (23:47): And how might it apply, maybe this is what you're doing, to principals? That is, teachers benefit from a peer coaching process outside of whatever passes for evaluation? Where do you go for support and advice and coaching principals?

Lara Latto (24:07): I've actually gone back to my teachers and asked them, "something didn't seem right" "help me what should I have done differently?" And, I try to get support that way or I've got several colleagues that I can lean on and say, "hey, I need an idea for this" but a lot of times you are kind of feeling like you're on your own and people don't really understand your unique situation because every school is a little bit different.

John Read (24:33): It can get pretty lonely doing that kind of a job, having had one, not a principal but something similar. Comments for coaching and advice on how to be better leaders?

Michael Griggs (24:48): I don't mind. If, when we start, we do get a mentor, and so you have a principal... I talk really soft sometimes, I'm sorry. You do receive a mentor when you become a principal. And of course as an assistant principal, and many of have been assistant principals in different areas, and we've been mentored even by district personnel at various times. Those are some people that you can always go back to and talk to and you can always get advice from. In my particular case, when I am in a situation when I feel like I am lost about something or I need help with something, I've got the people who used to be my mentor or, sometimes, still they're my mentor. And people that I know, who trust me and my other colleagues in the area where I am working. We kind of stick to each other and talk to each other to make sure that at least, in our particular constituent district or those who have worked with us before and those we are friends of, we call one another to make sure we're on the right page sometimes with different things.

Kevin Smith (26:01): I can speak on, you know, in our learning community. I am in the middle school learning community. I feel very comfortable speaking with Dr. Williams. He and I, we worked in the building when I was an assistant principal and he was the principal there, colleagues. I was seeking my own personal development and there were a lot of opportunities that the district makes available to us or the state makes available to us. I have been able to take advantage, as well as literature. You always have colleagues outside of your schools. Most importantly, you can survey folks, trusted leader/teachers in your building and get their perspective on things and ultimately, you know, we can't designate responsibility but we can get input. I realize that, when I have to make a school based decision, I am not delegating responsibility but I am asking for perspective and feedback. So, I think that's really important.

John Read (27:01): I think that experience can inform what it is that the teachers would want from a teacher's teaching model, in their own way. They are no different from you. If you go down this path to try to take, make more explicit, the opportunities to learn from each other, among teachers and principals, I think you've got a common agenda; is my sense. So, we can walk around these topic areas any way you would like. One of the points about strategy I think applies, at every level of the district, but it certainly applies to you. Strategies should also tell you what you are able to stop doing, by telling you what's most important, they also say you can stop doing these other things because they are just not as important anymore. And, I would welcome a conversation among you, I am sure the superintendent would too, about what is no value added anymore given as we are as an organization. And what you would like to see sort of put on the shelf.

(Silence)

(Laughs)

John Read (28:30): Are you trying to get someone else to talk, Kevin?

Kevin Smith (28:35): Yes, because they say I talk a lot. (Laughs) And I do. I can own that. John, the dangerous thing when, I know that a not to do list is really important and it can also be somewhat dangerous, if it is because we are making our list based on a wave of something that is happening. Does that make sense?

John Read (29:10): It does.

Kevin Smith (29:12): And, it's also really important that we are scrutinizing what is not value added what's not making a contribution and I think that's where data does really come into play, the broad sense of the word. So, I don't know the necessary answer to start giving particular items, especially as executives that is very easy for us to get dragged into things that we really want to do and want to help but don't necessarily move the organization forward. And, so I think so, a goal for me, for my colleagues, I think it's pronounced the Pareto principle: you get 80% of your productivity out of 20% of what you do. And I think, as executives, we have to analyze that in a way, and this is my personal learning right now, I need to do a time audit of myself in "what am I doing" "what are we doing" that we need to make the organization move forward.

Kevin Smith: (30:00): I think as executives we have to analyze that they and this is personal learning right now, I need to do a time audit for myself and find what I am doing, what are we doing, that's not giving us the productivity we need to make the organization move forward.

John Read (30:16): Okay, fair enough. I think the risk is as you say, every organization I've ever worked in and I've worked in plenty have their share of well intended good ideas programs of the month that get deployed and atrophied but they still involve some sort of reporting requirement or test or whatever. I think you can leave those decisions to principals individually to decide what works for them and what doesn't and you lost some of the alignment in continuity. you can also in discussions like this, make a collective expression of these things are less important now than these other things and so not necessarily to pursue it further since I might have just created my own rabbit hole, you should be conscious of the fact that simply layering more stuff in a strategy on a district that's already stocked full of stuff is not a good strategy. Joe.

Joe Williams (31:20): I was gonna say if I could tweak what you just asked and ask the principles honestly if ask them to be open, on behalf of the support staff here at the district, if we were to ask you what is it that we could, we can do to help you grow because I know that one of my biggest challenges as an executive director is making sure and ensuring you all feel that you know you can call and I appreciate that you said that Kevin, but not just all to help troubleshoot your problems or issues but call to help you grow in areas you feel you may need you know to grow in. You may be a little weak in and you know sometimes I may not have the answer but I should know someone that can help you in those areas. And I think that's the biggest job right now to do for you all's help you all as leaders you know be the best leaders that you can be. While you know your teachers look up to you to do that for them, that's one thing or question that I would pose to you all and if we kind of put that spin on it, what kind of feedback in reference to that. Does that, is that fair?

John Read (32:27): That's fair game. Let me just give you a taste of my prior experience. I used to be a manufacturing plant manager four times over, four different plants. One of them here in Charleston, best job I ever had. Tried like crazy not to get promoted out of it or fired from it, and I was not successful. But one of the things that Joe is rephrasing the question that it I think of is a when corporate connects is how can I help you. Part of you just wants to say go away. Go away, go away, I've got this, you know, I know from your experience and your reputation that that's a legitimate and authentic question warranting an

answer. I'm just saying try to get past the fact that it might result in another district program descending on you school.

Kim Jackson (33:19): Well, honestly as he was talking, I immediately thought, when we want to support teachers we go in their room, we actually are there immediately, we know what's going on, we even if it's a 10-minute pop-in we know the culture of classes we know how team dynamics work, and one of the ways that the executive directors can support principals is to actually just be there. Actually come into the building, beyond just the high profile camera driven visits, but literally just show up. because it's going to be really difficult for an executive director to help me if you don't know how I do my job on a daily basis. It's really important for my executive director to be in my building, to know how I do my job and not just from people who call upset about something I have said or done, but from my real work everyday on a boring day, on an exciting day, on a bus is missing day, just be there, often enough so then when I come to you with I'm struggling with how to make this happen, you can really not give me the head answer but the real heart answer. The alright, Kim, here's the I suggest you do, knowing how you work, knowing who you are, here's what I suggest for you.

John Read (34:51): I think that's very well said. Comments. Joe you got a lot of stops to make.

Steve Larson (35:00): I just wanted to add as a new principal in the district it's been a pleasure to see how other districts work and what our priorities throughout the country. What I can see when I come here, there seems to be two endeavors that they're investing in. One is the people and the other is the systems that the people run. So it's wonderful that you can call any manager of the system and they're going to give you that sense of confidence, the here's what you do here's how you do it and take the risk, it's okay I've got your back. But it's also really evident in the systems that we're choosing to prop up through the strategic plan that says you know these have really good shot at working and really improving student achievement, let us know when it's not, and we'll rework it, so I just appreciate the systems and the people who are running the systems because it seems like a really intentional strategy for the school district.

John Read (35:57): So have you arrived here from some place else?

Steve Larson (36:01): Yeah. All over the place.

John Read (36:05): So, from an all over the place viewpoint, first impressions, strategic thinking, in the room? What's top of mind for you as you look at your role here within this series of systems that play into and through you. What's top of mind that you think a strategy might pay attention to.

Steve Larson (36:30): Well I think that the number one strategy or priority of the strategic plan is pretty evident, it's to raise student achievement on whichever metric we end up choosing, it's to raise academic achievement for all students. So when I looked into the strategic plan and I had the benefit of playing with it along the way, it's pretty evident that failure on any one of the districts part is going to have an impact on student achievement. So everybody has a very distinct role to play, which I think communicates that it's much more complex running a school district or raising student achievement than we really communicate out. It's not just about ya know increasing revenues. We've got human that we're developing and it's going take systems of continuous improvement. We've got to have local priorities and ways to



communicate success, and agree upon metrics that everybody cares about. Learning supports, title one dollars to height poverty schools, and then teaching strategies that evolve over time, so to me I don't want to sound like it's just all perfect but from where I come from, I'm not sure what's missing. So, I'm proud of it.

John Read (37:51): One of the points you made I think at least implicitly if not especially is that one ought to take 6 boxes in a strategy and resilo with the space by treating them as separate initiatives. That it's all of a piece, that the district is all of a piece. Student achievement is found in every one of those boxes. Is that a fair expression of what you said?

Steve Larson (38:16): Right, I think some speak more directly to improving student achievement so like the metrics for teaching and learning are gonna be your graduation rates that your (aside to J. Cobbs: what do they call the state test here?... J. Cobbs: The SC MAP Test): The MAP test, SC pass those things but for improving, the improving section that's gonna be more like, did you do better this year than you did last year, and how do you know? So. Did that answer your question?

John Read (38:46): Did I ask the question? I guess I did. I think the point is well made, let's see what others of you have to say about it.

Kevin Smith (38:54): If you want to know to me, one thing that you know senior leadership and what have you can do to support what we're doing, I think we all can benefit from the power of protocols. In other words, just what is the baseline way that we go about doing something. So as you go about talked about being a plant manager, I'm sure that there was a system to do certain aspects of the jobs to move forward the goals of your plan right? And it was probably a very specific and unique culture because things were aligned and I think about someone's back. If you're out of alignment, it affects more than just your back. And so I think when we have protocols that helps with the alignment of what we are trying to accomplish, and when we have alignment in what we're trying to accomplish I mean then we have a very specific, very well defined culture, and I think that if we can create those protocols that we can always go back to but expand on when we are proficient in using those protocols then we would be in more alignment. And I'm not saying that as a negative thing, things always happen, things shift and of course you know we have to be a nimble organization. But I know that for example, I can give a specific example. There was a data discussion protocol that was shared with our reading coaches and we used that at our school with the whole staff and we kind of worked through that and it was a great protocol to use. Now we may build on that later, but it's a great protocol to begin with and I think if we all know we can begin together maybe not veer off too far to the left or to the right but know that that's our basis or our foundation that would create more alignment for what we're doing. And we can support one another as we do it. Because if one person is doing a better job at it than the other, just as we do with teachers, we say swell peak to your colleague, ask them why did that work for you, it didn't work for me, and then kind of bounce those things off of one another.

Jake Perlmutter (40:59): I'd like to volunteer that I think some of the framework for some of these things that we are talking about is already in place. For example, the goals based evaluation, I know this is sort of a few years ago now, but it allowed for a lot of latitude in teachers designing their own evaluation, so that is to say we all just discussed some of the different metrics that are available to us, the different test

data, the different this data, even the things that are more nebulous or less quantifiable, like citizenship, or one of those that you mentioned. It allowed teachers to come up and design a way that they would be evaluated and then the job of the administrator was to hold them accountable for accomplishing whatever that was. I mean I think that that framework is sound; it shows a great deal of respect for the teachers themselves. I feel like, teachers don't get to that point of their own professional career until the third or second year in, so they have some experience at that point and if they wanted to choose something that was very you know empirical, they had the opportunity to do that using test scores, attendance, numerous different sort of very, very easily quantifiable things, or they could try to, if it was their preference they define citizenship and you know however way, making a good juror, making a good neighbor, making a good boater, making a good etc. and then try to design a way to quantify that so that, that was part of their evaluation. I feel like us moving away from that is largely the, you know, administrators share a lot of blame in that. Teachers brought some unimaginative goals, and administrators accepted them. That's the, so the teacher would say I'm going to use my smartboard, or technology, and it's something that's so plain, it's just a part of the job that we didn't really push them. So I think that using an instrument like that, even if it's designed at the district level and it has a teacher you know aligned their individual goal with one of these 6 strategic focuses would show a great deal of respect for teachers. It would provide for all the coaching opportunities that Cathy was talking about cause there's something very personal and intimate about going you know reviewing a goal with a teacher and then having a follow-up conversation in the middle of the year and then having a follow-up conversation in March to make sure they've achieved that goal. And just you know holding people accountable for designing a sound goal than achieving those goals and again I think it shows a great deal of respect for teachers themselves.

John Read (44:10): So let me see if I've got these two points correctly. I'm going to use the word protocol or framework. I here you saying that there should be a set of protocols that come from the district which bound and guide the work in schools and maybe another more school specific set of protocols or frameworks within which the teachers are free to engage in creative alternative approaches but outside of which it's clear that that's territory you don't enter into and I am, I kind of embellished a little bit. But I'm trying to get the sense because I think you live under a set of protocols so do the teachers under your auspices.

Kevin Smith (45:11): So I only take exception to some degree with the word bound, right. I think a starting place or the fundamentals, if there are places where we may have ambiguity, things that we believe, let's have a conversation about the best ways to do the things that we all take for granted, we always do. That's what I mean by that. I mean with in my building there's the understanding that these are certain parts, that these are the things that need to be included in a lesson and you also have freedom to do the other things, but these things must be included. For example, we have to start with the state standard and make sure that we're meeting the level of rigor or surpassing it for that. Now if you want to do that with a hands-on activity, if you want to take the children outside, you know, but it needs to be standards-based instruction. We don't want to just do something to occupy time but we do want to be effective and we also want to be engaging and exciting. So with that being said on a principal level, there are many ways and different protocols we may use for data discussions with our individual teachers or with our school. There may be many ways that we have, I don't want to say faculty meetings, but there are many things that we do, we just do them because that's what we do on a daily basis. And there are some people I think that as we take those things for granted we don't have sometimes conversations about what

I'm doing, what you're doing, and maybe learning from one another. And so maybe compiling those and giving us smorgasbord of options and other alternatives, the same way many times we do with teachers, by saying here are some instructional strategies you can use, choose from those but we know that these are effective.

John Read (46:58:00): Aren't those boundaries?

Kevin Smith (47:01): Yes, they are parameters and but they shouldn't be restrictive, they should be guiding and so it's somewhat of the semantics of the term. I want them to be guiding principles but not necessarily restrictive. Restrictive in a positive way. If we have to say restricted.

John Read (47:15): Fair enough, accepted.

Anna Dassing (47:20): What I heard Jake saying was that we've got to make sure that teachers have voice in their professional development and how they go about increasing student achievement. Again there's not a teacher on this planet that does not want their students to succeed, but if we are always prescriptive and never give teachers the opportunity to select their professional development or select their you know how they are going to increase the achievement, I know we've done a variety of things. I know personally as a young teacher, when I decided to go through National Board Certification, that was the most reflective and I grew as a teacher, and my students grew more in that year that I did National Board Certification because it was about I was choosing everything that was going on. I knew where my weaknesses were, where I wanted to grow, you know I analyzed and reflected like never before. And grew by leaps and bounds. And so I think we have to figure out a way of how we make sure that teachers are making choices because as Jake mentioned we have second or third year teachers that we might want to guide more, but we've got veteran teachers that could grow leaps and bounds if we kind of just took off the restraints from them. So I think we've got to listen to teachers and we have to put them in the professional, give them the professional responsibility to grow. The, you know, growth is not an option. If you've got to move things forward with yourself and your students, but if we don't give them a voice in being able to move forward, then they're not going to trust us, and they're just going to just think we're out to get them.

John Read (48:57): So, I got a question for you, but Jake did, we get it. I don't mean me but is this, is this...

Jake Perlmutter (49:08): Yeah, I think the easiest way to sort of capture, if you close your eyes, everyone at this table, and think if you let your best teachers design their goals and they all met those goals would your the school be in a better place than it is today, and I think that that's the you know taking people, assuming good intentions, and teachers, is important. And assuming they can design a growth metric that they think is fair to them and that you think is acceptable as a school. You know I suppose it's possible that you could have a situation where every teacher met their goal but the school didn't meet its goal but that would be more unlikely I think and it would be a great point of reflection. It's a good conversation I think to have. I think you know I'm betraying my allegiances here but I think that no school is better than her teachers and I think that you can you know allow the teachers a little bit more atomy in the design of their evaluation, they'll feel more ownership. And frankly, I think that Dr. Williams has done a great job

about that with his principles, right. I mean he gave us one goal, we picked two others. And yes, there were guidelines, boundaries, there was some work, but you know there obviously had to be able to support these goals and they had to be time bound because you had a to get within a timeframe, but that atomy allowed us more ownership of our own goals, and I think that's just best practice that we could turn key with teachers pretty easily and I think that it would show great respect for them. And their own input on their own evaluations.

John Read (50:44): I'm going with parameters, I'll do that. And do you feel like you have what you need to replicate the experience that you just shared for your teachers?

Anna Dassing (50:58): Yes, I do. I think one of the things that, fantastic leaders and good principals do is develop relationships with their teachers. When you trust your teachers and you know from being in classrooms from talking to parents and working with students, that the students are moving forward, you can do that. And teachers can develop their own, and the sticky wicket is for those teachers that aren't showing growth and you know we do have to have a protocol and a procedure for helping and coaching, maybe that's a peer coach of some sort. If I'm not doing as well but Shante is, and Kevin mentioned this a minute ago, we need to be able to support each other and grow together and I know there have been some really creative ideas about doubling up teachers in classrooms and doing different kinds of things, really thinking outside the box instead of trying to just get rid of a poor teacher really working to improve and help that teacher improve, but again that teacher still has to have some ownership and some buy in and some voice in that. You know I mean you go to the doctor and they tell you, you have high blood pressure, you need to take this medication but it tastes terrible you're not going to take or you know or it gives all these side-effects you're not going to take it, you've got to figure out, what is the strategy to correct the problem without killing the patient. Sorry. (chuckling)

John Read (52:20): That's a good definition of strategy, actually. Figure out what the district needs to do without killing the patient. It's a strategy is what that is. Or tactic. Do you, just sort of a general question, designed in part to prompt some of you who having spoken yet to do so, does your job as principal and the way that it's structured allow you to do what Anne said, what others have said, in terms of the trust building that can take place. The same kind of walk into the classroom that Kim described, for district folks, that you as principals would and should do. Does your job, as it's structured allow that to happen?

Tim Schavel (53:10): Yes, yes it does. (It does?): It does. I feel that way, and it goes back to that trust of the educators, the relationships you have with them, going into those classrooms knowing that you're there to support them and provide them guidance, but I think that comes back to that relationship piece you have with your staff. One thing Kevin spoke about earlier was the relationship and the team, most schools I assume. I know at my school we have a leadership team and we meet every Friday or faculty (inaudible): and that involves teacher leaders as well as admin from the school who work together on making decisions for the school. So I feel like yes, that's an answer to your question, we have that.

John Read (53:50): So Tim, you seem to have a lot of inanimate objects in your job description, that there's buildings and there's all that goes with that, still you can deal with all of that and be there for the kids and the teachers.

Tim Schavel (54:12): You have to be, the kids come first, that's why we're here. If they weren't there we wouldn't be employed but at the same time you have to delegate and find ways to handle situations, building, there's a flood in the building, there's a bus that's late, those are important but students learning is most important and that they're safe, so you have to be a good delegator as well.

John Read (54:33): Is there a general review about that, is silence consent for that?

(54:38): I'll speak up.

John Read (54:40): Go ahead.

Kim Hay (54:41): I agree with, Tim, completely. We do have time and that is like Kim Jackson, that's the best time, is the time we spend in the classroom with the teachers and the students, and the more that that we do, the better the relationship with the teachers, and I also agree with Jake completely that to give, to empower the teachers is very motivating for them. They don't want to be micromanaged. They don't need to be micromanaged. They, the more we can empower them and build their confidence in their own skills the more they're going to go out and seek their own professional development, work in collaborative teams. GBE's would allow also for teachers to work collaboratively on goals together, so they could develop not just those quantitative test measurement type pieces, but also they can work on other skills, they can work on their collaboration skills, on their own perseverance, they can develop specific literacy skills if they want to do that. I think those are all things that really make teachers invest their time in their job, and their energy and really want to be in the building.

Brian (55:53): And I think I'd say, that going into number four that managing resources that some of the stuff that has been, in the short while that I've been principal, is how they've aligned with some of the operation side. Over the past few years, it's been much, it's streamlined a lot of things that in the past, seem to sort of clog up in places and has opened up sometime to be able to talk to the teachers and that type of thing.

John Read (56:21): Is that a common experience for those of you who have been at it a while, that change has helped kind of make more time available for you with teachers and kids? (head nods): I'm just gonna take that as silence. I can't even. So, let me ask you this question. Needless to say, communication has been a sensitive subject recently, some of it probably is a misunderstanding of communication, others would have, the communication itself was inaccurate or incomplete. Superintendent has fallen on her sword at least three times in my recent recollection about how things could be done better. You all are in the middle. You're pivot, the teachers unhappiness flows through you or around you. The district communication flows to you or through you. Where are you in this? What's happened here that can be made better as we go forward and redirect communication in a different way? (silence): I'm good for at least 60 seconds on this one.

(57:54): This forms a pretty good start I would say, and I think some of the conversations that have been had about the different feedback groups coming together this summer and maintaining some input over the course of the year next year is a great way to gather input. I appreciate you doing it Dr. Postlewait. I also think that and I'm saying this with my entire chain of command at the table, at the end of the day our

bosses are all 12 years old in my case, like was mentioned over here so I think teachers have a very good, their at least in their a-political day job, they're very good at being responsive to their charges who are the kids in front of them, so they can compartmentalize in a way. That's actually admirable.

John Read (58:52): Okay.

Kevin Smith (58:55): So I think one of my questions, well what I believe is that the need for making sure that we all trust one another in our system, and I just believe, I'll use an example I guess, there's a difference between you know telling somebody you know where we are, and that person believe that I'm judging them versus telling them where our starting point so that we can improve. And I wonder in some cases I believe, some people say okay so let's do it, let's improve, and some people feel like it's an injury. And I believe some of that is based on the level of trust each of those individuals have and perceive, or have towards the system. And, I don't believe that everybody feels one way about that.

Kevin (1:00:00) on way about that and so for those who do have that level of trust how do we replicate it and for those who don't we need to know how do we fix it. Because that's slows down the problem. some people here have read The Speed of Trust by Stephen Covey and you know one of the things he talks about, you slow down everything when there is not trust involved and so I believe that as a building level administrator that if my staff has a question that they will come to me and that I can be the filter or give more explanation and tell them how we are moving forward together and I hope they would trust and I don't know if all of them would have the same level of trust of me they have different experiences and what have you but by in large I would hope that they trust that I can tell the where we are and what we are going to do and how we are going to do it and that they have to trust that because we all have to trust that we are working for the betterment of our 12 year old bosses or what have you based on where you the level that you are working on. And part of that is the communication and I know that you know we want to be clear and also recognize that people will have different perspectives of the same thing that we say. Someone says just like we said, bound, parameters, guides. They have different feelings to people but we just all need to understand exactly what we mean by it so we know we are doing this because we are working together.

John Read (1:01:37) did you have what you needed to have did you know what you needed to know in the past two or three months to be able to be that trusted source for what is going on here as principals

Michael (1:01:53) I'll say something concerning that um, actually i'm speaking from myself I am too involved in trying to do what is necessary for the students and the parents and the community where my school is and schools works as families and so everyone had to work as a part whenever you are a stakeholders your parents student teachers administrative, all of us have to function together for the good of the student that's there that is what our job is and when our focus is on doing that then and there are other thing that we can think about but when our main forces is constantly on that than that's the job we are trying to do. Now there are some outside influences and generally they come to the top and they come to principal and some of those things you could make them the burden of everybody or you could show them the burden and they continue to do their job. When in \_\_\_\_\_ teacher you do your best to make sure they understand that they are still a family, you are still moving forward. Don't put a negative light on it I have to trust the staff the students the parents the community half the trust of the person over the

school is the principle is able to do what is necessary to help them but the principles got the trust of the people in the district office are able to do what is necessary for what's best for them. As long as we have an I guess an optimistic attitude about the thing than we don't let those things worries us and what we do, and what I personally try to do is what is best for students do what is best for the school, for the parents and make sure that success goes forward and if it's not been as successful as we wanted it to be than ask a family we talk about it and find out what we need to do to move forward and of course any help that we need and perhaps I need anytime I need help on any level I have been able to get it. um and maybe some are not getting it so I don't have a reason yet to distrust anything and I have trust I expect my people to try to trust me, so that together we can do what is best for children. I guess I am too focused on doing what I'm suppose to do to kind of worry about some of the other things.

John Read(1:04:18) Okay, I take that as an indication that you pretty much have gotten all the information that you need to continue those relationships on trust and to support the teachers.

Michael (1:04:30) Now I believe I do, now personally we have pretty good relationships. There is no school I think that every single teacher is going to love you to death. You have to work hard to make those people love you. But, as long as you are doing the best that you can as an honest person, trying to do the best for children and people see that and understand it then generally you'll do I believe okay. Now as far as the idea of improvement is concerned some of the areas are really difficult. They are not impossible but they are difficult. But with people working together it doesn't matter what the school is, it can be successful and but not only can be it must be. And with the work of everybody together if we can't do it, or if as a principal if I can't do it then they need somebody better than me to lead the people, that's the way I see it.

John Read (1:05:25) Fair enough, comments?

Roshon (1:05:29) I would also agree. I have recently just moved here from New York

John (1:05:35) City, or the state?

Roshon (1:05:38) The state. Um Rochester, New York. Um and I can just tell you coming from a district somewhat similar to this size, maybe a little tad smaller. One of the things that I can tell you that was very clear to me from day one was the support coming from Calhoun Street. And particularly the supposed coming from my direct supervisor. Um when there was things that I was not quite clear on, um I had great communication and still to this day have great communication coming from my supervisor and things that I should be made aware of. Um, I'm getting that communication. And one of the things that I can just tell you that helps me as a leader is heaving the resources available to me coming from our central location, Calhoun st, allows me to just have more of a comfort level and knowing that I'm going to get the support that I need to make decisions that are in the best interest of children. And like Mr .Griggs has said, when we are busy focusing on students and making sure that we are meeting the needs of our students in our building, regardless of what is happening outside of our building I just know that often times things will work themselves out but also understanding we need to keep out focus on our kids and our building and if there is something we miss I know that based on what from what I have experienced that support will come and it may not be in the most perfect time set, um but it will come and I can just tell you from my

experience, I can just share based on coming from New York that was one of the things we really lack at least coming from the district was formed was trying to make sure everyone was on the same page but it seemed like there wasn't always children weren't the main focus and I can see from this district that children are the focus and that just has been my experience from the short time I have been here.

John Read (1:07:47) So lets circle back to one of the first comments made about this strategy and the alignment of the district around a common set of metrics. How would you as leaders of this districts see coming together around and potentially consensus what the metrics should be. What is your place in that what would you like it to be?

Kevin Smith (1:08:24) Can, can I double back just a second though?

John (1:08:28) Sure.

Kevin Smith (1:08:29) Because I think to some degree we are not necessarily addressing some what elephant ears in the room right so I think the conversation and the question was to some degrees the out of what we have been just experiencing. Is that fair to say?

John Read(1:08:46) I poked at that a little bit I didn't get much in the way...

Kevin Smith (1:08:53) Well I'll just be, here is what I believe if we looked at it if we had it to do over again, there are a couple questions I would ask. One, would we want to measure children's growth as a measure to let us know how we are doing and how we our children are doing. That's I, I can answer the question. I think as a rhetorical, I mean I think it is rhetorical, yes. We want to know how our children are doing from year to year and were not, we don't want to just look at the children who came in the most prepared and have that you know in our proficient to the beginning to the end. We do want to look at growth because to some degree and in many cases a lot of children started such a defecate and we need to focus on their growth and that's just a fact. Not to say they won't be proficient but don't say they are all bad. They are growing that is not a bad thing. Right, so, I think yes, we do want to measure growth and we also want to measure proficiency. I believe we do both. With the roll out I believe, one of the question is would we have done it at the same time had we have to do this over again. Would we have done this at the same timeframe I don't believe the answer is yes I believe the answer would be different. I believe we would do it differently and we did it with a lot of speed and with that speed lost some of the communication, understanding and trust, which caused the reactions that we received. I don't believe anybody believes we shouldn't measure how our learners are are doing because we're not measuring the work that we are doing and that is really important as well. At the same time the question is are there also other metrics as we talked about earlier that should be used, or the other data sets. That's should be used to determine how our young people are doing and how well are we preparing them as they move on and matriculate through our system and so I think if we were to start from ground zero knowing what we know but never having to experience it would we have done it differently. Yes, but would we have done it would we have used a metric to determine how our young people are doing. Yes and I think that is where these conversations are really going how do we best work together to measure how our young people are doing. What are the metrics that we use how do we communicate that how do we establish how we support one another when we are not meeting it and replicate it when we are.



John Read (1:11:16) That is an important point. Where are the rest of you on that subject. Let all agree that the roll out of the past few months could have, could have/ should have been done better. I think that has been said plenty of times but student improvement in some form in your collective judgment and experience should be one of those metrics that aligns the district. Is that what you are saying is that where you are? There are a lot of heads nodding up and down. well the next question of course there are an array of performance measures you can use map for improvement you can used.. which is the one I understand is the most deeply imbedded in the work. It is, its purpose is diagnostics it's really is for the benefit of the teacher and the student to help that process improve. Does it serve in your experience as a summative, not as a summative assessment but as way of align the district around improvement. What are your thoughts about that?

Steve (1:12:34) Yeah I see a parallel, this is going back to my earlier comments that um and Kevin it's the, there is danger in that ultimate measure I think and usually it is a quantitative measure and it really is what there is most appetite for most in the community. Is it working and how do you know. What's the challenge is no adult what's to be given one ultimate measure, did ya, are you making it or are you not. We want to be evaluated on a body of evidence. And um somehow triangulate it so somehow the multiple sets of data are saying yeah you are pretty, you are good your district is good, your school is good you're a good principle.. all of those things. I think those are in place I think that the fun work now is identifying which key metrics we all have appetite for. So, graduation rate yeah that is kinda of the big deal but do we have to measure third grade reading third grade writing third grade math third grade science fourth grade you know all of that. Attendance rates. Behavioral infractions all of those things start to muddy it up and we just aren't knowing what we are looking at and then we blame the strategic plan or the people implementing the strategic plan so that next level of work and paralleling it with how we evaluate adults, let's pick a few things to get really good at and determine how we will monitor agree on that and then take a look annually that one are the metrics good or two are the strategies good or three is it a people issue. So..

John Read (1:14:06) okay, qualitative as paired with whatever quantitative measure in your experience

Steve (1:14:14) a body of evidence is what I would call that.

John Read (1:14:15) Okay

Jake (1:14:23) Again, I would share that I think map score applicability has limitations as well so it for example in high schools you know it has been my experience that high school kids don't take map or when they do they don't take them very seriously. In science and social studies in middle schools um there is a limit ya know certainly in some of the other classes you know or shop or masonry or something that is a little outside the bounds of reading and math I think in the early grades it has limits as well uh because you don't have a baseline. So again I think that allowing a teacher of a, you know my schools are a diverse place you know to use an instrument for a media specialist as you do for a guidance counselor, there is a flaw in that design I think that allowing some input on the design of the instrument from the the person who is being evaluated is a good practice.

John Read (1:15:29) and to just play that out a little bit, I and I understand clearly the point about teacher evaluation but when you consider three or five years from now looking at a top level set of metrics for how are we doing how well have we executed the strategy that was intended to accomplish this. What do you see up there? That which, whether it is used to evaluate teachers or not is it a summative map score or is SC ready or is something else

Jake (1:15:55) I'm just not sold on that's even the right even way to think about it you know because that is that's very um sort of a three to five year. I understand that this is a fashionable way to do evaluations and to have nice neat empirical evidence. But I um this is going to go to an earlier point that I made, I prefer our teachers to be going to bed and waking up thinking about a kid or group of kids or a lesson or strategy rather than a district's organizational flow chart or their three to five-year district plan for a graduation rate. I think you get to a place where we all like to get to by having people really you know having really principle people on board who are right minded and thinking and going to bed and waking up thinking about kids in a sort of strategic way. So it's not sort of, I don't know it's hard capture into words. I haven't really thought it through but it's sort of thinking through the district three to five-year plan. Us all accomplishing our own that year plan or that kid plan or that class plan. That lesson plan.

John Read (1:17:17) that almost sounds as if this is a bottoms up strategy that we, by understanding what the teacher needs and waking up each day to think about and improve the children that she serves that somehow that sums to an expression of success or lack thereof. Is that.. Something like that?

Jake (1:17:36) Correct, yes.

John Read (1:17:39) so let me ask you this question that we have sort of backed up from and thank you for doing that and then I am going to ask for questions and comments for those of you who re here and I id ask you to direct them as much to the experts who are sitting around this table as to anyone else because they are the best able to answer them. How would you like to be, there are tensions here. There are going to be tensions about how do we resolve the place of teachers and their performance in a strategy how do get complicated with each of those elements so we can get simple again in terms of a clear expression of what constitutes success. How should principles, how would you prefer to be involved as these tensions are resolved. You want the district to do it with the board. Do you want a seat at the table? Teachers want a seat at the table by the way I am not revealing any secrets.

(1:18:52) I think that definitely having principals a panel, maybe a leadership panel of principals who would maybe represent a secondary middle school and elementary at the table when we are having these discussions so you are getting that perspective from each of the levels and I think that when you have all the key stakeholders at the table you are able to get different perspectives and coming from different angles and I think that you have better opportunity to come up with better solutions when you have key representation at the table.

John (1:19:30) I think Mr. Miller in the back just offered you his seat at that table. Others? There's an approach.

Kim (1:19:40) I actually agree that one of the things if you equate it to coming up with an individual education plan we would never do that by ourselves. There is a group of people we bring to the table. All the stakeholders. And as they get older then the kids are actually apart of that stakeholder group. I don't think that we can honestly .....

about kids, about communication, about what's happening if we don't all come to the table at some point. I just don't think that it'll be authentic if we are not all involved. Because once we have a representative, then we may disagree with how they representative, how they represented us, I apologize, and we know that happens. But honestly, once that person, that group is chosen then they speak fro the larger body. I think we need to have everybody involved if we're really going to make real change. And I also agree that kids have to be the center of every decision, lesson plans have to be is it right for the kids? Not necessarily easy, not necessarily my math, or whatever your program is but is this right for these kids right now. And I think we center decisions on is this right for these kids right now and everybody's at the table with that one common student goal we can go anywhere. But the minute we pull away and we have one group that's not at the table or upset about what's being said at the table so they turn around and walk away or we have a table that's too heavy on one end, that's too heavy with 75 Calhoun and not enough other representative, we miss pieces and every piece has to be there but those pieces have to be students are the center of the decisions we make. So it's not any piece, it's the pieces focused on students first.

Lara Latto (1:22:04): I understand, you know, teachers wanting to be at the table and I want to be at the table to support them as well because, I think, sometimes, I think, if we look just at the test scores, we don't capture everything that's taking place in the classroom over the year and there are pieces that even I, as a principal, am going to miss because I'm not in there every single day with them. So being able to talk to them to find out what's been going on in their classroom and listening to them and then using, also, my own observations, my discussions with them, helps me determine, you know, what do they really need. There are a lot of variables in the classroom, um that I think everyone can attest to, that may not show in test scores. Um, students may have special needs, there may be a high number of special need students, different backgrounds, um, students who came in at a much lower level and teacher have grown that student immensely through the year-through that year. But not all of that is shown necessarily in that one test score and I think sometimes, too, we look at the test score and go okay. But, you know, what if your dog died that morning and you came in and you took math? Your math test may not be that great so you know you really need to look at everything else that's going on. What has the teacher tried? What interventions have been in place? And those types of things so I think having everyone at the table to speak on their behalf of what they they've been doing is very important.

John Read (1:23:39): Last week, we got a long list of things that could actually happen when you're scheduled take a test and do. The point was well made

Lara Latto (1:23:45): I bet one of my teachers was there.

John Read (1:23:47): Might very well have been

Lara Latto (1:23:48): She wouldn't be upset if I said that.

John Read (1:23:49): I'm going to turn to you all and see if you have questions or comments but first I want to see and you're not in this Michael, sorry, no sorry. If you wanna be in this you could sit out here. Superintendent or Dr. Williams and then Mr. Miller, any clarifying questions or thoughts about what you've heard so far?

Superintendent Gerrita (1:24:14): I just wanna, I think that Kevin was just getting ready to say one more thing.

Shawntay White (1:24:19): I was uh, I was about to say something, I was fighting Kevin for the mic. I think it is about understanding, uh, the unique differences of schools. Um, all of our schools have different climates and cultures and, uh, respecting that as well. And just because a school has high test scores or that they're a high achieving school, let's look within the heart of that school to find out is that school healthy on the inside. What is that principal doing to know, to grow their faculty and their staff, um, because there may be differences, um, at a school that may be like high achieving and people just are looking at the outside or looking at, oh, those children are proficient, that principal doesn't have any challenges. I think that we have to respect all of unique differences and we have to be treated as professionals to have time to build those relationships and to find out what our students need at our particular schools, um, so, that's just a little piece.

John Read (1:25:22): Superintendent?

Superintendent Gerrita (1:25:23): Um, thank you. I'll just say, I'm really comfortable with everything the principals have said and I hope the principals are comfortable and felt comfortable that we could have these kinds of conversations in this environment. I mean, these are the kinds of things we talk about when we get the opportunity to talk and I think that in your breakout sessions with your executive directors, um, you pretty much, um, talked about that...that is a place where you are invited to give your opinion and feedback. And I appreciate the suggestions you provided, I think they're absolutely on target and, um, particularly with respect to getting everyone at the table before we set the goals as we move forward and that we take into consideration the unique needs of schools while focusing on, always focusing on what's in the best interest of the kids and the need to make sure that all of our kids are able to step out of our schools and into something that is a productive life option for them because simply talking about, and I know this is what you meant, simply talking about a high school diploma is no longer an adequate measure and we all agree on that and welcome the opportunity to think about some more robust measures that are fairer and, um, more widely representative of the complexity of human growth and development. So, I just wanna thank you for your candor.

John Read (1:26:54): Dr. Williams?

Dr. Williams (1:26:58): Again, ditto. Um, you know, I feel like uh, being a leader is such an awesome responsibility so again uh we want to thank you all for being such awesome leaders. You know I heard a lot of great things tonight, um you know, one of the things that stuck out to me uh was that whole issue, that whole point of collaboration. And I would want to encourage you all to collaborate more because I feel like, you know, being in this position for the first time this year, I've seen so many great things at so many schools and I'm like, wow, you know, that's so great, you know, so and so can benefit from this

and vice versa and also I remember my very maybe first week on the job and I'm gonna go back to something I said earlier and I went to Dr. Postlewait as far as my job description is concerned what is the most important thing you would like for me to do? And her exact words were support principals. So I go back to what I said earlier it's very important that you all understand why we're here. If you read a lot of your recent emails they said your desk support team because that's why we're here, we work for you all and we want to know how we can make your jobs easier. So thank you all and let us know how we can do that.

John Read (1:28:10): Mr. Miller

Mr. Miller (1:28:14): So, first, thank you guys for coming and participating. I was expecting a little more communication from you guys but I do also understand that the position you're in you may pause or have some hesitation to speak openly honestly and candidly when you have your supervisor and your supervisor's supervisor at the table with you. But I will say this I appreciate the work that you do as teachers and principals and the fact that with awesome power comes awesome responsibility and I understand that that is some sign of trouble and also you feel like you have a bull's-eye on your back and I believe that's unfortunate but that's reality and that's real because student achievement starts in the classroom but often time you as principals and school leaders are held responsible. So with that being said the last two meetings that I've attended, listening sessions, I've heard that every educator wants their children to be successful but yet when I look at our numbers in our district, I don't see that. And so many times when I ask teacher about that same question they tend to, I'm not going to say skirt responsibility, but they start to point the finger. They point the finger on poverty; point the finger on things that are outside of their control. Principals tend to do the same thing, unfortunately, so my question to those of you who are principals if your main responsibility is student achievement and at the end of that achievement is number one is your college career and citizenship readiness across the schools what role do you play when you don't meet that for a certain segment of your students and what explanation can you give me as a board member that would make me feel okay if my daughter was one of those students who didn't meet number one?

Moderator (1:30:50): With respect, I would like the question to be directed more towards the future.

Mr. Miller (1:30:59): How do we move towards that in future?

John Read (1:31:00): Yeah like that, like he, what he said.

Ann Dassing (1:31:07): I think we kind of hinted at it already and really giving teacher and principals the information and saying what are you going to do about it? And at the same time understanding that we can put things in place to move student but when teachers or principals are fearful that their responses are not going good enough or quick enough that we're not being as punitive and I think we even chatted a little bit about this, when people are fearful, they shut down. And so we have to have, we've said it over and over again and many of us participated in leadership blueprint training last week, we talked about the importance of relationships and trust. And I'll get better because I trust Kim Wilson and I have a relationship with him that I know he won't steer me wrong and if I need to grow in a certain area he's earned the right to tell me I need to grow in that area and so we have to build that with our faculty. If

you're scared you're not going to be honest, and if you think you're going to lose your job because your numbers are not where they're supposed to be then you shut down. And you become defensive and you say it's that or it's that or it's that and you don't become reflective. So, I would say for us to answer that question we have to come together, and several people have said this about being a family, coaching each other, caring enough about each other, feeling the support from each other but also from our community. We get a lot of pressure that we're not doing enough fast enough and so I think that when we feel supported in a community, by the board and we're all in this together there's again not one person in this room that doesn't want our students to be the best that can be. But when we're scared or we're fearful or we're confused or we don't know or we're afraid, we're not going to be able to do the work. So I think we have to work on the culture of the district in order to move to the hard work and continue the hard work of student achievement and growth.

Cathie Middleton (1:33:26): I think we also have to get our parents onboard. And we can't do it all I mean that's an important step that we all work on individually at schools and how our culture is built but in that respect we have different ways of doing that too at different schools. The other thing that I probably need to say is that I feel like sometimes we need to look at the state and what is the state asking us to do? Because I think that sometimes teachers feel like the state is asking us to do this and we're asking us to do this and are the two meshing and are they together or is it something in addition or whatever and I think that's where some of our communication issues happen and that there's confusion about where is this directive coming from and why do I have to do it and what is the consequence of all that but I think the third piece of the pie is the parents and getting that community buy in to the fact that education is important and it's a way for every child to grow and learn and be a productive citizen.

John Read (1:34:35): I think you've particularly in the last few comments, enriched this topic and provided a deeper understanding of what we're dealing with. I'm going to give you first crack at asking a question since I didn't ask the question you handed me to ask. Want to take a shot at it?

Audience Member (1:34:56): I'll try, good evening everyone. I'm so glad Mrs. Middleton touched on my question because I was asking him where does the family fit in and Mr. Griggs I'm glad you pointed that in the beginning. Because when I was lead teacher at Burke I always felt, I always believed in a triangle approach. Your parent, your student, I meant your student and your teacher, your teacher and your parents at the bottom, that foundation, and they're trying to bring that child up to where they need to be. But in this matrix I don't see parents or families, and I may be overlooking something, but to have that within that presentation I think is needed somewhere and if it's in there then could you steer me to where it is?

John Read (1:35:52): What about that? Where do you families fit into the work of principals and the district in supporting teachers?

Dr. Williams (1:36:00): One of the things that we, you know, have as a goal for next school year is to develop cabinets and we have parent cabinets as a part of that so we will be meeting with them frequently to have input from our families. And that would be under number five, under the communication piece.

Kim Jackson (1:36:29): I think, and I could very well be wrong, just reading this from the outside I believe that families fit into every one of those because for me I can't do, as a leader, I can't do any of

that if I don't have my parents, my family's with me. And speaking to Michael's point, I have to look at each child and each family individually so in order to support your daughter in making sure she does everything she needs I have to know where she is, I have to support the teachers to make sure they feel really good about every, about the resources they have to help every child not just a certain child and that's different at every school. Some schools the population they need a certain type of support they may need more music infused classes and enrichment to make sure that they are reaching kids who, in this day and age, memorize through music and making sure that if that's what a child in a group needs that I can figure out how to make that happen, I can manage resources. So in order to give your daughter and your daughter and my niece everything they need, I have to make sure I know my population of my community well enough to be able to manage the resources and provide what they need and then I have to help teachers use those resources so I have to know what they are as a leader but then I also have to provide professional development and make sure that my teachers feel really good about whatever resources they do have so that we can reach every segment of our population and not just one.

John Read (1:38:28): Steve and then let's go to back to the questions from here.

Steve (1:38:33): Kevin

Kevin Smith (1:38:36): So, I'm not going to say parents aren't in the strategic plan, I do always want to caution, for example, when I reflect and think about myself, understand that parents are outside of our locus of control. Ok, and so I recognize that and understand that and I want invite them to participate and when I say invite I want to expect them to participate but I also understand that there are so many different situations and variations that each one of those young people have different levels of support at home. Some of our young people who are not financially impoverished are time impoverished because their parents are able to provide them all of the material things but aren't able to give them that same time and then the opposite may be true. But ultimately they are not in our locus of control.

Audience Member (1:39:33): (inaudible) When they get to that environment and that's where-

Kevin Smith (1:39:37): And that's the ultimate thing, is do, even if they are are not in our locus of control do they feel like they are a welcomed part of the process? And they should be because ultimately we are a part of the process for a certain amount of time they are a part of that child's life, forever. And so, yes, we do need to educate them and invite them to participate but we cannot, we do not control them.

John Read (1:40:02): For this purpose, maybe just attending to being more explicit in the strategy as to where families are an important element of it. Questions?

Audience Member (1:40:21): So I first of all want to thank you for having such an enriching conversation, and opening it up to the public, and this is very good for me as my family and I moved here from VT a few months ago. One of the things that was very stark to me, and this is coming from a brown skinned person coming from VT, how people were having conversations of black and white schools. Absolutely mind boggling. Until my son was enrolled in a black school because I didn't know which district or anything we lived in and we were told he needed to be at school by 7:30, and I was getting him to school around 7:25, and after like the 4<sup>th</sup> time he came home and said I have after school suspension, and I was

like why, and he said oh because I was late, and I went to talk to the principal the next day, and she explained to me that this is our practice, we do that to curb the behavior, and I asked her what behavior are you curbing, and she said well we want to make sure the kids are here doing what they're supposed to be doing. I said well let me make sure I'm hearing you correctly, you're telling me that you are going to punish my child for me getting him to school 5 minutes before the time we were told we needed to be there is that what you're saying to me, and then and that when were you going to call me, and say Ms. Lindguard, I want to address the issue of Dakota being late, I know he was late, what could we do to help curb this behavior. And she said no no no, that just doesn't work, this is our practice and this is what we do first. And that is just unacceptable, and absolutely ridiculous. No child should be punished especially for something that they don't know that they have done wrong. My son did nothing wrong, but yet that principal was so willing to punish him with an after school suspension, which effectively punished me as well as then if he misses the bus, then I have to leave work to go pick him up, and that creates this ripple effect. That was one thing I just wanted to point out that was so grossly wrong to me, [Has it been resolved for you?] Absolutely, I am a solution based person! But another quick point, and I've been in many conversations around schools, and I had a lovely officer talking to me about some of these "black schools" and the officer said to me that he gets tired of these kids littering the streets, and I was thinking oh wow he just really said that to me. And I said to him, well what would happen if these schools in these impoverished areas where you just pointed out that these kids are litter, if you these kids in those communities the tools to clean it up, like make them an Orbitz commercial. And I'm looking at Stall High School, and I'm thinking, what does he mean by littering the streets? I'm looking at the school where my son goes, and it's predominantly African American and then there are some Hispanics. If these are the kids that are littering the streets, and if they're littering the streets, chances are they're going to have encounters with police officers, they're having the encounters with police officers, chances are that could lead to an incarceration. If this is the case, why don't we make Stall a school of social justice and policy. If these are the kids going to be funneled through the system, why don't we teach them about the system, and about how to become these change makers so now that they have a tool to be able to work with to say I'm not going to be apart of that system, I'm not going to be litter, but yet I'm going to be a person who can effectively make change, because what we're doing in that moment, we're creating a school of purpose and aspiration that's like the kids that go to the art school that they know they can come out and be an arts major of some sort or a STEM school, If there's a school, if N. CHS HS is in one of the most decrepit neighborhoods, let's make NCHS a school of architect and design, and a school of sustainable development and urban planning, where they learn how to clean up their own neighborhood, and with their own hands learn how to build and rebuild their neighborhood and create something sustainable for them. So just a few points.

Audience Member (1:45:28): Before I give my comments, I just wanted everyone to know I had the honor of teaching your sons this year, I was Dakota's English teacher, and he is such a fantastic kid, in fact I want to give you a hug. He is just a fantastic kid, a great writer, and just a wonderful joy this year. So, I was struck by Dr. Postlewait's comment about how she feels comfortable and how everyone feels comfortable because last week, I was in a meeting which felt very very different, also sitting in the audience, and I think part of the reason is that there are no high school principals around the table today, probably because of SCASA, oh we have 2 high school [principals], I'm sorry I didn't realize. So, last week several teachers, both around the table and from the audience spoke scathingly about the progressive discipline plan, they said specifically the PDP prevented them from disciplining students,



prevented their principals from disciplining students and really caused a whole lot of problems and anxiety for doing that, and that wasn't mentioned at all tonight, and I'm not pointing it out because I want you to mention it, but just because of the clear divide between what teachers are talking about and what administrators are talking about right now, you should know that, and the 2<sup>nd</sup> thing is that test scores and EVOSS and the pressure they felt and the enormous anxiety and that was sort of touched upon but not really touched upon. And teachers were getting up and saying that they were proud that their principals were standing up to their bosses and said they're not going to put teachers on plans, and others were saying well I wasn't so lucky, my principal just put me on plans without telling me. I ran into a principal at Costco and I said boy how did you avoid going to that meeting where the superintendent pushed names and said those 3 teachers need to be on a plan, and that principal just said I didn't listen, I just didn't do it. I'm not asking anybody to comment on that, other than to say, that's what teachers are talking about. This isn't the teacher section, so I don't expect you to talk about it, but you should know, very very different meeting. And I would've really appreciated it if this meeting was a little less comfortable than as comfortable as it was.

John Read (1:48:28): I was in that meeting, I would've provided somewhat of a different summary of what took place, but I do agree that the focus was on the topics that you mentioned

Audience Member (1:48:40): The last time I was at this meeting; it was on the subject of a principal removal. Now, some of my question are directed to the executive director on his mishandling of dealing with a situation of my daughter being cyberbullied, and bullied at the HS level. I went the proper route, I went to the principal, I went to the executive director of CCSD, I went to the police dept., I've been to the mayor. Now, I'm already up at the dept. of education. My child dealt with this for 6 months, and nothing was done to the child doing this to her. Now I know the principal is sitting by my right here and I have the utmost respect, as a person for him. But, were his hands tied because that's what I was told in his office. His hands were tied by his rules, vs. CCSD rules. Now as far as I know, from what I've read off of CCSD's website, there is supposed to be zero tolerance for cyber bullying, so my question is why was anything not done about it until the police got involved when I had to file charges. Now I also want to let y'all know I think that if y'all want to do some things, we're dead last in education in the county... that's sad. Now, at his school, it's a zoo. These children that are there are not teachable. So why are they still there? They're taking away from the kids that want to learn. So me as a parent, my child wants to learn. And unfortunately, I still have my struggles with my child, but I am a parent, and I am here. So I mean we need to get these children out of the schools, and the viral problems with the phones, CCSD needs to put in rules. No cell phones period at school. That will end that problem. Now at that same school, they have a speeding problem with students driving into school. That's the next rule I want to see CCSD put in place. No child should be able to drive to school. Because I'm tired of playing derby with them.

John Read (1:51:35): I am sure that this is not the forum for an exchange around a specific case, so I'm going to ask that that not be responded to. But your other comments I think are understandable and have been heard. Are there other questions?

Audience Member (1:52:00): I just wanted to ask about the continuing of these types of discussions and communications where they're not just happening because something has happened, but that the conversation continues. But I do agree that sometimes the conversation needs to be uncomfortable so we

can move forward and make changes so that we can have sessions where we can interact with one another, and when we do that, seeing that the district is k-12, we're not segmenting it off with just secondary and just elementary, because sometimes we can learn from those other areas. As a PE teacher k-12, I often feel left out of the conversation, as if I'm not affective in helping in other areas. We know with psychomotor learning that often times the PE teacher is the first one who can notice a student is not on track with reading or something like that. So how can we include everyone and keep the conversation ongoing and not just in crisis mode.

John Read (1:53:20): I think 2 pieces to that which you may want to comment on- 1<sup>st</sup>, how does this effort to improve the communication at all levels not be simply as response to a bad couple of months and 2<sup>nd</sup>, in improving the communications, not segregating out to elementary, middle, and high, but mixing and engaging across the experience level at all levels.

Kim Jackson (1:54:10): I didn't attend last week's meeting, but I do hope that there were teachers at the table from all experiences, not just homeroom teachers but related arts teachers like physical educators and arts educators because again, we can't just have one piece and think we have a whole pie. We have to have it all so, we need to hear from physical educators because let's be honest, they do see the kids in a different space, and sometimes, that space is where a child excels. And there is somebody who can say to us, this child, is really good here, how can we when we're coming to the table trying to brainstorm ideas, why don't we talk to the person that has the child at their absolute best every time they see them. If that's the physical educator, then so be it, if that's the music educator, then that person needs to be at the table. Because if we're going to get the best out of our children, then the person who sees them at their best, needs to be part of that discussion. So I totally agree, that we can't just have homeroom teachers as part of the discussion, and I know often times when we call teachers to the table, that's who we call, but we have to remember that every body touches the life of a child, and every educator, not matter what point they see the child during the day, or how long they see the child during the day, makes a difference in that child's life, and that means they need to be at the table.

John Read (1:55:48): I think that was a very diverse group of teachers that were here and they did agree that communications needed to be improved from every vantage point that we heard from.

Joe Williams (1:56:05): If I could add to that, sometimes we don't like to think about life in this manner, but a lot of the times we are really reactive instead of proactive. And kind of think of it on a more personal level, if you kind of look at yourself and say you know what, I know that eating those chocolate covered almonds every night are going to put a little more weight on me, I realize that eating the chocolate covered almonds every night are not a good thing, but it's not until I step on the scale, or try to put on those really nice jeans that I like, and I'm like maybe I shouldn't have eaten those almonds. So while we know that there have been some concerns with communications, we're looking to address those things, and so that's the best part about it, when you realize that there is a problem or that there is a lack of something when you realize it and you do something to change it. So that's the first point I wanted to make to you, ma'am. And secondly, Mr. Read is correct, last week that was one of the things that was brought up, and I'll be quite transparent with you, it wasn't about just looking at teachers that teach different subjects, but also the lack of color that was around the table. And so that was one of the things

that was brought up, so we now have noted that we would like to delve into that piece as well. We will add that piece to make sure that we have equal representation from all teachers.

Audience Member (1:57:47): I just want to speak out of terms, I just wanted to say that that was such a valuable opportunity that was missed. Coming from from being a victim's advocate, one of the things victims need to hear is I'm sorry that you had that experience. And no one acknowledged that this man had the courage to say what his child was going through, and it doesn't matter whether you address the issue or not, but just to say I am so sorry you are having that experience, and I'm so happy that I can follow up with you, come see me after this event. [John Read: I'll take responsibility for that, I stepped in the middle of that] We don't want to encourage the parent to go home and say, take this weapon to school and handle it by any means necessary, we have to mediate that, which brings me to is there restorative justice in our schools, and circles of support, because what he was just talking about, is where restorative justice comes in, and you have these moments of restorative justice and circles of support within the school system to bring these parties together to address these issues, and they address it with the children, and bring in the parents, and then we all come to a communal decision about how best to deal with this, but I wish someone knows who he is and please follow up with him, because someone should acknowledge him, and that he was heard and that he was truly not dismissed. [John Read: Understood.]

Audience Member (2:00:00): I just want to go back to one thing Mr. [] said, and I've thought about it a lot. He asked, what can I do to make sure every child succeeds, I work very hard at that every day with the resources I have so this is what I would like to challenge the board. Is that you realize that every school can not blankly get the same resources. And when you're faced with more challenges, and I know that some things are being done at some schools that have severe challenges, but you look at other schools that are doing the best they can but don't get an assistant principal, doing the best they can but don't get a specialist, that if the resources aren't given, because they're blankly put at every school, then I'm not given the opportunity to reach all the students and make that difference you're asking me to make. So when budget decisions come to the board, please consider that schools need different things. [Read: Have that be the object of the strategy as well]

Lora Lotto (2:01:29): A few weeks back we met, and Dr. Postelwait said you know this is going to be the year of the teacher, and I do value that because I do put a lot of stock to what my teachers are doing everyday, and try to support them and I think that they all have suffered a big blow this year with things that erupted at the end of the year, and I think that it's going to be important for all of us to really go out and put a lot of trust and effort into restoring the teaches trust in the district and I think we as leaders need to come together and support that whole idea of the "year of the teacher" and I know my assistant principal and I have already talked about it and that's going to kind of be our theme at our school but the teachers have to be happy and on board in order for the student in the classrooms to be happy and on board, so I think that's a big thing we need to focus on, is restoring that trust with our teachers.

Anna Dassing (2:02:34): I just want to say thank you for listening, I think listening is important, and I know a lot of times the communication is lost because someone is not listening, and so by having these listening sessions, I think as long as we continue to do them, and not having them be lip service, which I

know it's not, I just appreciate the opportunity to provide the input and to be able to respond to people directly. Thank you.

Kevin Smith (2:03:04): I'll just say this, I hope that as we move forward as a system, as a community, that we are interdependent on one another, and I think about it like this: If my teacher wasn't here today, we'd notice immediately, if I wasn't there for a week, I would hope someone would notice, if the superintendent wasn't here hopefully someone would notice because we are interdependent with one another, and if we have to align ourselves with this agreement and all, sharpening one another, not trying to cut one another off, because we are interdependent, and we need one another as much as we may disagree, that is a fact. And to the best of our ability, when we are able and develop a better way to communicate with one another, rely on one another, hold one another accountable, support one another, so that we do the best job that we can for kids, then we can be the best system that we can be. But as long as we continue to fight one another, we won't. We are interdependent. We are not independent, and we're not just dependent, we have to know how to weave those things together, and work as a coherent, aligned system on behalf of our kids. Period.

[John Read: Superintendent]

Gerrita Postlewait (2:04:34): Thank you. I wonder if we could take just a point of privilege and ask the principals to comment on the progressive discipline plan, specifically I would like to know for those of you that are sitting here, has it been your experience that as you discovered areas that need to be adjusted that the district is beginning to make the adjustments? I know at the end of the first nine weeks we made some adjustments, is there still really difficult work that needs to be addressed because there's the committee that works on that, and it's our impression that we are responding to the problems that principals point out to us. As well as the problems that parents, community members, students have pointed out to us. So we need to have a very honest conversation about whether or not you feel as though the PDP is responsive to your needs and whether when you discover difficulties with it, that we are listening to you. Now, that is all said in the context of understanding huge disparities that we had in the treatment of students. When we looked at our results, we realized we had some very disproportionate outcomes for kids, and that we using punitive strategies rather than instructional strategies. We weren't creating enough environments for kids who weren't able to succeed in environments and were disrupting teaching and learning. So, it goes without saying, we do not want a discipline plan that allows a disruption of teaching and learning, nor do we want a kind of plan that allows kids to be put out on streets where they don't have opportunities. So, with those caveats, it's really important to hear from you whether or not you feel as though you're getting input either yourselves or through your representatives on the PDP. [Read: Do you want that here and now] I would appreciate a word or two here and now even though it's running the session a bit long because it keeps coming up and it's important to know. A lot of things have come up tonight since you mentioned it. Thank you for asking the question of if I want the feedback now. There are much more candid conversations that I know principals want to have about some of the things raised tonight. And because I'm sitting here, and because their direct reports are sitting here, I did mention- and when I say comfortable I meant to say I'm proud of you bringing up some things that needed to be brought up tonight. The audience may not have recognized what those were because of the way you brought them up. And I especially appreciate your questioning some decisions that might have already been put in place, and that need to be revisited. So I thank you for that. And I just want to hear on

progressive discipline because Jennifer Coker is sitting here, she's working all summer long she convenes with people all the time, and we need to know, are we off target?

Lora Lotto (2:07:54): I can speak on the elementary behalf, we at our school recently at the tail end of the school year provided some feedback with regards to the PDP. We followed it, we do not have a whole lot of discipline issues, but we followed the plan as it's written. We did find it very repetitious when it came to things like reteach the expected behavior. And it seemed like we had to go through re-teaching the expected behavior numerous times before there was anything, any value, when at the elementary level, we're already re-teaching it 65 times before the teacher finally says, "I'm done, now it needs to go somewhere else." So for a lot of the behaviors that require us to re-teach it, the teachers have already taught it taught it re-taught it before it gets to the office level. And I'm having to reteach that expectation again.

[Postelwait: Just to get to the point for tonight, do you feel like you have a way to get that feedback heard and responded to?] We did it when we had our PDIS meeting at the end of the year, so I was able to provide that feedback.

Gerrita Postlewait (2:09:15): Thank you. At the middle school level, do you feel as though you've had the opportunity yourself or through your representative, to report to Jennifer and that committee that works on the plan? [Yes] Thank you. How about the high school people?

Steve Larson (2:09:39): So my assistant principal actually participates on the committee, and I just wanted to mention the point of a progressive discipline or the parameters or boundaries make perfect sense. What we're also able to do is add the restorative practices beyond that so that the community is repaired. So we don't see it as a limiter, we see it as this is how we can create consistency, and then we can individualize the response with each student given the specific situation that occurred.

Jake Porlotter (2:10:13): If I may, with systems and people, it's important to remember, at least for us, this implementation of the progressive discipline plan as a system coincided with sort of a deep cut in terms of people: Student concern specialist, communities and schools, a system principal reduction. So there were some things I feel like the system might have been sound. The budget constraints that were unique to this year made it difficult to implement some of the systems. And that's not, in my opinion, chronically underfunded alternative program piece, that is just within the schoolhouse itself this year. [Postelwait: And the complications with the budget problems] Correct. They were unique to this year.

Kevin Smith (2:11:08): I just want to say, as we question the PDP, we know there were adjustments because of something, and a lot of the times we don't think about what that something was. And you alluded to it, which was the disparities, the suspensions, and so on and so forth. So the question is, did we over correct? And I mean that's a question and I don't want to go too deep into that because that's not what you asked us. I only say that in the perfect world, my understand of any discipline is so that we can teach the child to avoid the behavior. Period. So that the question I think for us sometimes comes down to, is the consequence able, is it severe enough to help the child understand that this behavior this stimulus to the behavior should deter the behavior in the future, within the confines of school so that as they go out, they are more productive and veer away from using that same behavior.

Gerrita Postlewait (2:12:18): Thanks. And so before we close it out, did any principals or anybody else at the table want to make a comment before we close? Okay. Thank you again, thanks to everybody in the room and certainly thanks to these principals. I think Erica surveyed all the principals today asking those who couldn't be here this evening if they would like to meet, and we will follow up with those who do, and make sure there are opportunities to do that. We've talked already about the reestablishment of the principals cabinet, and to address a question that was asked a moment ago, this is not a one time event, nor a one time series of events. We simply have to operate differently as we move forward. It will take more time to reach decisions, because we have to meet with various representatives, and hear from them prior to the time that we're taking something to the board. But that's the reality. And it requires that we plan very carefully, so that we know each quarter, those things that we must accomplish in order not to go so slowly that we let kids languish, when we could have been doing something more to support their learning. So, it is the beginning of a new way of doing business, there will be cabinets Erica Taylor built into her budget request, some funds to support the travel of people to participate in parent, student, business, and community leaders, and principal, and teachers and classified staff cabinets. What I heard tonight though, is there has to be a time for those representatives to come together because those viewpoints represent different perspectives that are sometimes in tension with one another. And we're going to have to find that middle ground so everyone feels as though their voice was heard. And students and their parents know, that they are the primary reason why we are here. I've said to principals over and over, and I mean this sincerely, you are one really impressive leadership team, and we enjoy working with you, and I just want to acknowledge that publically, and promise everyone in the audience, that we will continue the conversations.

[John Read: Thank you everyone for being good listeners and participants]