



LEADERSHIP COUNCIL MEETING Minutes  
3:15 – 4:15 P.M.  
AUGUST 25, 2014

INFORMATIONAL ITEMS:

Thanks for a good week, open house. Everyone seems to be getting in to a routine

- **Placement** - Carolyn Blair
  - English math science – override report
  - 1. Come to a conclusion on forms for freshman vs upper class
  - 2. Request something definite about class size. If a class is full can they still override into a class?
    - Set meeting with override folks.
- **Summer Work** – Carolyn Blair
  - Encourage staff to use a Google doc for any class that has summer work
  - Send to department heads
- **504s/IEPs** – Carolyn Blair
  - Kate was quite successful in efforts in getting all 504 signatures
  - 504 signatures at faculty meeting
  - Some confusion with IEPs/504s
  - There are multiple IEPs that need a signature
  - IEPs tend to clump with certain classes – can be overwhelming for teachers
  - Used to get a paper copy - is there any reason teachers cannot get them in print?
    - Will receive electronic copy and hard copy
    - Teaches like getting both paper and electronic copy
- **Parent-Teacher Conference Update** – Dan
  - October 15 – Evening Conferences
  - October 16 – All Day Conferences
  - October 17 – No School
  - Dan will have firm guidelines and expectations for parents within next week along with a schedule.
- **First Day Feedback** – Dan
  - Go back to your departments and discuss the following:  
Looking at first day – when should we go over the planner, hold assemblies, and Academic Integrity exercises. The feeling was that it made more sense to blow up one day instead of 3 separate days, but more than 1 person has brought up that question -do we really want/need to do this on first day? Freshmen, particularly, seem confused–

because of alternate schedule on first day then normal schedule on second day. It was commented that it is such a negative topic for the first day (AI) and going over rules on your first experience with them.

- **Instructional Practices** - Stacy

- Get specificity on instructional practices – when you think about what good instruction looks like - What might be happening? What kinds of things that you would see. Benchmarks for what you should see
- What are specific signs of Observable ideas
- What defines your dept, what do you value
- Come to dept consensus – agreement on what we value enough to put on our list.
- What kind of things we expect from each other.
- Every dept will personalize it a bit, for example English will have something on conferences, science on labs, etc – they won't all look the same.
- If a stranger walked in, what are some things you wish you saw?
- Looking at a candidate, what might you see that would want you to hire/not hire them
- English may use conferences that focus on the thought process of the writer. Self reflection
- What are observable behaviors?

**DISCUSSION ITEMS:**

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
LC Voting	Dan	Develop Voting Protocols				

**Notes:**

- We need to develop voting protocols in terms of LC. Who votes, who doesn't vote? Is simple majority enough?
- How are departments represented – House vs. Senate.
  - It was decided LC is Senate.
- Majority of time, Leadership Council is an advisory body. For course approval – LC is decision making body for the process
- Advisory for principal
- Who should be voting?
  - Do we have a consensus on groups that should not be a part of voting?
    - Principal – Dan pulled himself out
    - Assistant Principal, Instructional Coordinator – part of conversation but not voting - agreed
    - Activities/Athletics – (there was a time they taught classes) – not voting – agreed
      - ❖ Agreed they should be part of conversation, but not vote.
      - ❖ Course requests – academic decisions stay academic
    - Advance Ed – Craig stated no constituency that he represents – so should not vote.
    - PDC – Dave pulled himself out – will not vote

- **Decision on who WILL vote**
  - Counseling
  - Learning Center
  - Technology
  - SSD
  - Dept Chairs
  
- **Decision on who WILL NOT vote**
  - Admin
  - PDC rep
  - AdvancEd Rep
  - Activities
  - Athletics
  - At large members

Timeline Suggestions:

Better to have discussion, then time off followed by question and answer. Would like to do this year. Present in Oct. Then q&a and vote at end of meeting. Many feel there wasn't enough discussion last year. Needed more time, to ask more questions, We needed to come together on the vote.

Additional Voting Requirements:

- It was decided you must present the proposal for discussion. You can send a representative if you cannot attend.
- Majority, plurality? Random Cut-off
  - ❖ If majority – 51 % (is that enough. If 49% disapprove)
  - ❖ Simple majority in the past. It was agreed for Course Proposal 51% is fine.
  - ❖ Deal with systematic change then course proposals. Last year introduced Freshman AP Class.
  - ❖ Admin still has the power to veto

NEXT MEETING: SEPTEMBER 22, 2014



**LEADERSHIP COUNCIL MEETING MINUTES**  
**3:15 – 4:15 P.M.**  
**SEPTEMBER 22, 2014**

**INFORMATIONAL ITEMS:**

• **PARENT – TEACHER CONFERENCES (DAN)**

- Wednesday, Oct 15, from 3:30-8:30 p.m. (Dinner from PTO served from 5:30-6:15 p.m. in choir room)
- Thursday, Oct. 16, from 8:30 a.m. – 5:30 p.m. (Lunch from Andre’s Banquet Center served from noon-12:45 p.m. in choir room)
- 10 minute conferences with no back to back scheduling to allow parents arrive to next conference on time.
- eblast, and letter with scheduling instructions and tips for parents will go home this week.
- Gene has set up online scheduling through [ptconferencemaker.com/clayton/](http://ptconferencemaker.com/clayton/). All scheduling questions will go through Gene. Gene did great work putting conference schedule together
- First year for conferences. Dan has been answering questions as they come in.
- Stacy will work with new teachers
- Will have a sheet with tips for resources for teachers
- In is understandable that some are anxious and it is our effort to try to take as much anxiety out as possible. As you talk with your colleagues, please keep positive and go in with a positive attitude.
- Contact Dan with any questions.

• **HOMECOMING (DAN/RYAN)**

- Homecoming is this week.
- Still need chaperones for dance – contact James Gladstone.
- Great kick off yesterday with Brawleyball and Powder Puff.
- Thank you for dressing up/participating in Homecoming week themes.
- 9/11 decorate tonight – dress up tomorrow
- 10/12 decorate tomorrow – dress up Wed.
- Rosh Hashana Wed – no evening events
- C Club decorates Thursday
- Please be aware of events going on tonight in regards to homework/test.

• **FIRST DAY FEEDBACK (DAN)**

- As mentioned at last LC meeting. The question came up in regards to the start of school. Should we keep our schedule the same – have assemblies, AI Lesson, planners handed out all on the first day or give students two full “regular” days, A and B then alternate schedule on Friday.
- An Alternative schedule was sent to Dan but he is still reviewing it.

- Dan asked for a raise of hands: Favor of keeping as is – 4, favor of moving to an alternate schedule 2. Many were undecided/open to either way.
- For now we will keep the way it is.

**DISCUSSION ITEMS:**

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
<b>EVALUATION MOMENT</b>	<b>STACY</b>	<b>10 MINUTE VISITS MARZANO WORK PROTOCOL</b>				

**NOTES:**

- Every LC meeting will have an Evaluation Moment for evaluation support. Stacy will introduce an evaluation tip at each meeting.
- Sept. is the month of VITA. Contact Stacy if anyone needs support. It is also month of goal setting. This is a change in the building. We are working towards the evaluation model that is coming down the pipe. We will have goal setting in the fall. Teachers will set goals in the fall, reflect, make sure they are relevant, set goal in the Spring
- Goal setting is what you put in TalentEd
- One goal should be Marzano Element 1. Second is another Marzano element and third a content goal.
- Depending on your review year, some goals are chosen for you.
- All dept chairs will meet with Ryan and Stacy to go through your departments -Where they are in their career year, how many evals they need.
- We would like department chairs to do short, maximum 10 minute visits, each semester and then provide positive feedback. We have so much we can gain from each other. We want to get to where it's not strange to be in each other's classrooms. Our hope is over the course of this year to try and up our comfort level as far as being in each other's rooms. The intent of these visits is to give positive feedback, find something you like to share. Visits do not need to be a surprise, it is up to you. When you observe, think about what did I observe that should be repeated. There will always be something positive you will see.
- When Central Office stops by your classroom, they are not intended as "gotcha moments." They are not trying to catch you doing something wrong, yet looking for positive feedback or offer suggestions to become a collaborative group.
- Dan will mention the department chair visits at next faculty meeting
- Watched a clip of a teacher giving a lesson. Question was asked: What did I observe that should be repeated? Responses: Student reading the clip. She made sure he had the attention of the group before he moved forward. She let him expand on the idea. She announces well.
- There's not a right answer it is in the eye of the beholder. There will be something positive we can see.

- 5 pieces:
- Name it –Not a major description. I saw you do....
- Describe it – describe something you’ve observed, one sentence, two at most
- Tell why it is good –an educationally why it’s good, this is a good thing to do because it helps with retention and recall, note taking
- Value statement – keep up the good work, I want to see you continue to do this statement
- Prompt for further thought – optional at first. A question, a statement of where this could go next. A prompt to push thought.

Examples:

Name it –we observed you pausing for time for the students to get on the same page.

Describe it – You repeated what student said, reference books, page number

This is good because... some of the students need to see the quote on the page

You should continue doing this to emphasize the value of \_\_\_\_\_.

Prompt for further thought...consider the student owning it.

Focus on something you want to see repeated.

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
<b>COURSE APPROVAL PROCESS</b>	<b>DAN</b>					

**NOTES:**

- See attached handouts on Process for New Course Proposals and Approval Form.
- Different last year. Principal has been moved down.
- Electronically.
- Next meeting is Oct 27- Initial conversation about course proposals
- Have an initial outline of any course proposals/changes
- Nov 24 – secondary conversation; vote immediately following

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
<b>ALWAYS/SOMETIMES/NEVER ACTIVITY</b>	<b>STACY</b>					

**NOTES:**

- Send feedback to Stacy
- Look for commonalities

- Things that are unique to areas
- October – finalizing of it so you have your department
- Department specific one
- If you are ready turn it in. If not, turn it in to Stacy a week before next LC meeting.

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
<b>SURVEY RESULTS</b>	<b>DAN/STACY</b>					

**NOTES:**

- Leadership Council members took a Google doc survey on the most pressing issues as it relates to these categories: Professional Development, Philosophical and Practical
- We compiled data and created a scoring system that identified the top vote getters in each category. Dan can provide the math behind the results.
- Professional development – evaluation support
- Philosophical - CHS 3 schools
- Practical – Define Non-negotiables

NEXT MEETING 10/27/14 , 3:15-4:15 ROOM 102



**LEADERSHIP COUNCIL MEETING MINUTES**  
**3:15 – 4:15 P.M.**  
**October 27, 2014**

**INFORMATIONAL ITEMS:**

• **Parent-Teacher Conferences - Dan**

- THANK YOU to everyone!
- We appreciate the feedback from the survey. Most of the feedback has been positive. There have been some good suggestions for changes, staggering dinner hour for example. Most of the feedback indicated teachers prefer no bells. About 80% felt the conference length (10 minutes) felt about right. Many teachers mentioned it was good to make a connection with the parents.
- The biggest concern heard from teachers was that some parents they wish had come to conferences didn't come. We may consider reaching out to those families through an invite with early sign-ups prior to others.
- To clarify – the length of time required for teachers to be on campus was a District decision as well as teachers on the Parent-Teacher Conference planning committee. It didn't feel fair if your conference load was lower than you could go home.
- Parents were asked what they would like to see change in regards to PTC and "nothing" was the overwhelming response. Some did mention lack of appointments due to the dinner hour, which we will look into changing.
- Looking forward to spring conferences – spring conferences are 2 evenings, dates are not yet decided for our building. Dan will get clarity at the next DLC meeting on District expectations for teachers.

• **Greyhound Room – Dan**

- The Greyhound Room has been transformed into a comfortable, creative space for inter-departmental teacher collaboration. Thanks to Lauren Compton who helped design the room and pick out furniture.
- We will host a "Grand Opening" on Friday, Oct. 31 with a special Halloween Edition - Donut Friday. Please let your departments know to come check out our new space.

• **Pawprint – Dan**

- The Pawprint is a means of communication for upcoming events and building news/information to faculty/staff. The 1<sup>st</sup> paragraph is usually personal; second two are about school events/information. Celebrations are included in the Pawprint as well as upcoming events/reminders. The Pawprint is written with the expectation that staff will read it. Often we hear "I didn't know about that" when it has been in the Pawprint. Faculty meeting announcement time could be less if more used the Pawprint as intended. Please encourage your department to take time to read it.



DISCUSSION ITEMS:						
ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
<b>EVALUATION MOMENT</b>	STACY	10 minute visits		1 <sup>st</sup> Semester		

NOTES:

- Non core area client surveys happen in November
- Please remember when using TalentEd, to Save Progress, not Save and Submit. You may "Save Progress" many times this year, but will only "Save and Submit" once as you complete the process (final).
- There is currently a slight flaw with TalentEd. Right now, it is not set up so that both teacher and observer can see it. The teacher owns pre-obs and teacher owns post-obs.
- Tasks to do are not loaded into TalentEd – Email Stacy with what you need.
- Evaluation Cadre – Will hold its first formal meeting this Thursday night (Oct. 30). In response to no child left behind, Missouri brought forth what we need to do. This is a District-wide group that will decide what the evaluation process will look like and to ensure Clayton is in compliance.
- Reminder: Please do a 10 minute visit into each of your department’s classroom during 1<sup>st</sup> semester. Stacy will address teachers to let them know and explain the reason for these visits at the next faculty meeting.

Watched a video of classroom instruction:  
 Name it (name the instruction that you saw that you wanted to see repeated)  
 Describe it  
 Tell why its good  
 Value statement (Continuing to do this will....Keep doing this because.....)  
 Prompt for further thought

LC shared with another person, did not share out.  
 Remember to let your statements stand on their own, don’t defend them. Tell the statement without saying why you chose it. As you do them, it will become more natural and more useful.

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
<b>New Course Proposals/Program Changes</b>	Marci Boland, Stephanie Kinnison	Voting will take place immediately following the November 24 meeting. Meeting Rescheduled for 12-2-14.				

Today we will introduce proposals and ask questions. There is no voting today. If questions come up after the meeting, email the contact person for the proposal. We will vote on the proposals immediately following the next LC meeting on November 24.

**CTE: Program Change Proposal: Two Separate Courses: Fashion Design and Fashion Merchandising: Lauren Compton**

- This program change was brought on by students questioning if there was a second course they could take. It will focus more on merchandising, behind the scenes of fashion design. If a student is interested in fashion, but doesn't want to sew, Fashion Merchandising would be the course for them. This class is designed for students who are interested in merchandising as a career path.
- Stand alone courses
- No new curriculum – will take what is already there and expand it.
- Both one semester courses, preferably 2<sup>nd</sup> semester.
- Students need 1 full unit of CTE. Personal Finance is half; the student chooses other the other half.

**CTE: Independent Study: Child Development Intern: Lauren Compton**

- Second level of child development. Opportunity to apply principles they learned in child development. Students would schedule time with family center and serve as student teachers, create lesson plans and are evaluated by the preschool teacher.
- Independent Study Semester Class, weekly meetings with Lauren to conference on Lesson Plans during her plan time.
- Semester Class, potential for a full year course on alternating days.
- Spoken with Deb Reilly and she is on board.
- About 6 or 7 students asked about this type of course last year. Current class of 24 students asked would take it if it were offered.
- This is targeted for students who are focused on education as a career path and would be a great resume builder.
- Offered to any grade level.
- Lauren is exploring the option to do a dual credit – earn a college credit.

**CTE: Small Business Enterprise: Marci Boland**

- Students would run the school store in the morning and lunch periods. This class would offer various business experience opportunities – inventory, cash register, customer service.
- Students will need to submit a resume and have received an A or B in a previous business class.

- Some revenue will help fund DECA trips
- This will also allow our students to experience co-op
- Zero Hour Class

### **CTE: AP Computer Science –Steve Beauchamp**

- There has been a growing interest in Clayton community for a computer science course. In spring 2013, Dan received an open letter from class of 2012 – expressing one common factor that CHS was lacking a computer science opportunity. They expressed many college friends had high school experience in Comp Science
- This course will give students a real experience in computer coding, programming, PLTW)
- Under PLTW - PLTW is bringing a computer science sequence online – 2 courses, with a plans to make it 3 courses
- Only offering 1 course at this time – potential for 3 courses
- Opportunity for students who may not be interested in engineering but maybe in comp science
- Course would use existing software but may need to buy tablets; however there are grants for that.
- Steve met with Chicago high schools about their programs
- AP but no pre-reqs
- General course – covers broad topics
- Year Course
- AP course – can put a stipulation - Only 10-12 or 11-12– whatever we decide.
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### **Gifted: Independent Learning Endeavor- Stephanie Kinnison**

- Offered to students identified as gifted. Could be offered to students who want to follow their own path and added after a meeting about the student if student shows interest. They would engage in a study/topic of their choosing and develop independent research.
- IS – zero hour (this is flexible – could possibly be offered during the day)
- Semester Course, but could be make it a year long
- No impact on staffing
- Will target an extremely small number of kids. Program of studies needs to be specific about who this class is targeting – identified as gifted, possible pre-req consultation.
- IS typically needs 10-12 students
- Are these the same students in enrolled in Forensics/newspaper? Too many zero hours?
- Consultation Pre-requisite??

NEXT MEETING November 24, 3:15-4:15 ROOM 102- Rescheduled for December 2, 2014.



CLAYTON  
HIGH SCHOOL

LEADERSHIP COUNCIL MEETING MINUTES

3:15 – 4:15 P.M.

November 24, 2015 – Rescheduled for December 2, 2014

INFORMATIONAL ITEMS:

- o Note time of next LC Meeting is **Thursday, Dec. 18 at 1 p.m.**

DISCUSSION ITEMS:

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
Evaluation Moment (15 minutes)	Stacy	TalentEd Training				

- Notes:
- ❖ Talked about some changes with the TalentED program
  - ❖ Working to make it more user friendly
  - ❖ Stacy has worked very hard to make it more user friendly
  - ❖ Dept heads are listed as formal observers. Able to look into folders of probationary teachers.
  - ❖ Question raised – dept heads can see anything in the folder. Admin felt this seemed appropriate. We are all professionals and respect others confidentiality
  - ❖ Bring up Talent Ed, on laptops
  - ❖ Oct., Nov., Dec. – months taking care of observations
  - ❖ All probationary should have two
  - ❖ 6 check marks before we leave for winter break
  - ❖ If there is are reason to wait – let them know amin
  - ❖ Client surveys – non-core teachers – window closes Dec 17. Check in with them so they don’t miss their window.
  - ❖ TalentED – every observation we do has 3 parts – pre-obs, observation notes and post obs
  - ❖ Look at folder TalentED. Pre-obs form – teacher being observed owns that form. Folder shows you what u are responsible for in my folder. My staff – shows all people assigned to you – should show people in your department as direct reports. Green checkmarks, when teacher submits this it goes into a queue. Awaiting signature- be careful – person who signs needs to be the person who did the observation. System will let you, but we need to be aware of who observed. If someone else signs post report – let Stacy know and Nicole

will unlock it. When teacher submits, it goes to them to sign; he will sign and submit it. Then goes into observers queue. As observer, put comments in. Form is done after observer hits submit. If nothing in signature, no one has done anything. May have saved progress, need to save and submit.

- ❖ 3 parts pre – observed, save submit
- ❖ Middle – obs notes – done by observer, save submit
- ❖ 3 part – post – they sign, observer sign – submit
- ❖ Observation notes – word of advice – couple ways to do it, Stacy typed “attached”, and attached her document, Dan and Stacy, use a Word doc and then cut and paste into that spot. Don’t trust form to type directly into form.
- ❖ Awaiting signature from direct report. If it feels like it won’t let you progress, see if they need to sign off
- ❖ Goals – 6 green checkmarks before vacation
- ❖ Evaluation cadre met twice – standards for professional practice, needs something that fits us but meets MO requirements

ITEM:	PERSON RESPONSIBLE:	ACTION:	EVIDENCE OF COMPLETION:	TIMELINE:	RESOURCES:	STATUS:
New Course Proposals/Program Change Q&A	<p>Marci Boland</p> <p>Marci Boland</p> <p>Marci Boland</p> <p>Marci Boland</p>	<p>Voting after meeting by the following LC Members:</p> <p>Dept.Chairs Counseling Learning Center Technology SSD</p>		<p>Google Doc ballot will be sent after meeting. Voting deadline is Dec. 3 at noon.</p>		

	Stephanie Kinnison					
	Carroll Lehnhoff-Bell					

Notes:

**CTE: Program Change Proposal: Fashion Design and Merchandising-Marci Boland**

- ❖ Does it make sense to break into two classes, current enrollment is 14
- ❖ Do we have numbers to support this course?
- ❖ If she splits into two classes, will they both fail, and not get filled. It is already geared towards a small group of students. Splitting may cause neither course to make it. If small numbers, would we collapse back into one – yes
- ❖ Enrollment – do we have number to support both?
- ❖ Stephanie wants to get the course to grow.

**CTE:Independent Study: Child Development Intern-Marci Boland**

- ❖ One semester – potential for full year course, alternating days
- ❖ Cannot take more than one time, viewing it as a semester course
- ❖ Internship with Family Center
- ❖ Students do not attend daily classes
- ❖ This course is geared toward students interesting in this as a profession. They would work more with the kids, more hands on.
- ❖ Internship vs. classroom
- ❖ Seems like the same thing as the Child Development class – one description needs to be saved.
- ❖ Students would be evaluated by/with Family Center and Luran.
  - ❖ Concern: Is there a set number of 0 hours classes one student can take? How much time will this take from the students? How many hours per week, how many per month.
    - Half credit – approx. 60 hrs.
    - Child Development is pre-req
    -
  - ❖ Will there be a designated time that they have to come?
    - She will work around kids' schedules.
  - ❖ Will this be part of an FTE to manage this course? Proposing lots of classes, look at what you currently teach. Say the class makes (15) does that become part of her schedule?
    - Yes, it would be considered one of her 5. She will assess students work at Family Center. Not happening during 0 hour, but during the school day.

### **CTE: Small Business Enterprise-Marci Boland**

- ❖ School Store – zero hour
- ❖ Concern: Can we change the wording for “Juniors will be handpicked”
  - Yes, change wording to “There is an application process, teacher recommendation.”

### **CTE: Computer Science-Marci Boland**

- ❖ Pre-req of Geometry course
- ❖ No longer AP
- ❖ Will wipe out Freshman
- ❖ Anyone can take an AP exam even though it is not an AP course
- ❖ Why keep out freshman? Logic and supporting steps and chains of reasoning. Geometric proofs.
- ❖ There seems to be a need, kids are looking for a computer course.
- ❖ PLTW adding a 3-4 course sequence in computer science. PLTW views AP COM SC as entry level for anyone. Visited schools in the comp science in Chicago
- ❖ Wanted to start with an entry level. There is a sequence and this is the first one in that sequence
- ❖ Is this accessible to the average kid?
  - If the student had algebra and geometry successfully, they should have the logical skill for this course.

### **Gifted: Independent Learning Endeavor-Stephanie Kinnison**

- ❖ Complete outside regular school day, zero hour class.
  - If that’s the only way she can have it she will take it but prefers it not to be. Doesn’t want it to be extra work, but something they choose to do and something they can be successful in.
- ❖ Semester course, but could grow
- ❖ Opportunity for students who either struggle to be successful in regular classroom setting but have intelligence to do something amazing
- ❖ Student centered class – look at their strengths and build on what they are good in; build in confidence and knowledge. Build on something they are talented in. Explore and learn something fully of their own desire and interest. Want to get the benefit of meeting as a group, discussing, organizing, want to learn constructive criticism. Could possibly meet as a group on Monday, discuss what will they accomplish for this week, and meet back on Friday and show what they accomplished as well as give/receive criticism.
- ❖ Presents scheduling difficulties, if becomes a six person singleton
- ❖ Targeting Junior/ Senior – not in current proposal. Due to discipline it would take it is better suited for junior/senior.
- ❖ Looking for a very small group
- ❖ Program of Studies – list under gifted education, general elective

- ❖ Students who are identified prior to high school are eligible – there is a protocol in the District for being gifted
- ❖ Will they become so engrossed in this course their other courses will suffer?
- ❖ Would not be possible in our current gifted learning center.
- ❖ Makes more sense to start as freshman sophomore and the later junior senior
  - Grades 9-12, zero hour

**Learning Center Peer Tutor –Carroll Lehnhoff-Bell**

- ❖ **Will not be voting**
- ❖ **Will discuss at Dec. 18 meeting**

Additional Notes:

- ❖ Reg schedule in boxes
- ❖ Program of Studies – get to pat asap