

ISU Laboratory Schools
Laboratory Schools Advisory Council
University High School, Library
December 9, 2025, 6:00 – 7:30 p.m.
Zoom Link: <https://illinoisstate.zoom.us/j/81464855823>

LSAC Members

Liz Austin (end term 2026)	Liz Kinsella, Booster Representative
Megan Bozarth (end term 2026)	Lyndsey Carney, PTO Representative
Christine Chiodo (end term 2027)	Katherine Smith, Faculty Representative
Meredith Diaz (end term 2028)	Kara Story, Faculty Representative
Christina Doxsie (end term 2028)	TBD, ISU Faculty Representative
Mike Jones (end term 2026)	Anthony Jones, Director
Kathy Murdoch (end term 2027)	
Ryan Scritchlow (end term 2027)	
Andy Shirk (end term 2028)	

I. Call to Order @ 6:01 pm

II. Roll Call

- A.** Present- Megan Bozarth, Chrisitne Chiodo, Meredith Diaz, Christina Doxsie, Kathy Murdoc, Lyndsey Carney, Anthony Jones, Katherine Smith, Kara Story, Ryan Scritchlow, Liz Austin, Liz Kinsella
- B.** Absent- Mike Jones, Andy Shirk

III. LSAC Purpose

- A.** To assist the director in maintaining a viable relationship between the Illinois State University Laboratory Schools and the University, community, and State regulatory systems
- B.** To provide recommendations regarding both short- and long-term goals of the Laboratory Schools
- C.** To promote parent and community representation on committees, as determined by the director
- D.** To provide a liaison between the administration, faculty, and parents of students attending the Laboratory Schools

IV. Minutes of Prior Regular Meeting

- A. The minutes from this meeting were transcribed from the Zoom meeting and are being pasted here.**

Summary provided by Dr. Jones use of ChatGpt to summarize notes.

1. Minutes of Prior Regular Meeting

1. Discussion

Members confirmed they had reviewed the minutes from the November 11, 2025 meeting.

2. Approval of Prior [Regular Meeting Minutes from November 11, 2025](#)

Motion: M. Diaz

Second: R. Scritchlow

Action: Minutes approved as written.

5. Announcements

1. PTO updates

- The annual **Holiday Bazaar** at Metcalf was reported as successful.
- Appreciation was expressed to volunteers and organizers.
- **Montage**, Metcalf's major fundraiser, will be held on **January 24, 2026**, from **5:00–10:30 p.m.** at the Castle Theatre.
- Ticket prices increase on **December 15**

2. Boosters updates

- No new updates were reported

3. Winter Break-December 22, 2025 -January 4, 2026

5. Report from the Director

1. Calendar Committee meeting update

- The Calendar Committee met earlier than usual this year.
- Draft calendars include consideration of **full-day Friday professional development**.
- U-High may continue two early-release orientation days specific to its program.
- Inclusive calendar practices were discussed, emphasizing recognition of religious and cultural observances while maintaining instructional days.
- The possibility of adding **parent representation** to the Calendar Committee was discussed.
- The next committee meeting is scheduled for **January 12**.

2. Weather-Related School Communication

- Families were reminded of protocols for late starts and school closures.
- The goal is timely communication whenever possible.
- Continued coordination with athletic directors is underway to ensure clarity regarding extracurricular activities during weather-related schedule changes.

3. List of Lab school's apps?

- LSAC members raised ongoing concerns about the number of communication platforms families are asked to manage across classrooms, activities, and buildings.

- The administration is compiling a comprehensive list of all apps currently in use.
- Potential long-term solutions discussed include a parent-facing dashboard or a more unified communication platform.
- An updated inventory will be shared at the January meeting.

4. Follow-up from Family Forums

- Families responded positively to the recent hybrid (in-person and Zoom) Family Forums.
- Suggestions included earlier and repeated reminders, coordination with school newsletters and social media, and sharing presentation slides with families following each forum.
- These recommendations will be incorporated into future planning.

6. Open Discussion

1. LSAC Family Survey Results

- Fall 2025 survey data has been compiled and reviewed.
- Discussion focused on identifying **trends** rather than individual comments.
- Members discussed how to address recurring themes, clarify misconceptions, and communicate responses to families while maintaining anonymity.
- The administration will prepare a family-facing summary highlighting key themes and next steps, which will be reviewed by LSAC prior to release.

7. LSAC Meetings for FY 2025-26

1. **Dates:** January 13, February 10, **March 17**, April 14, May 12

Time: 6:00 – 7:30 pm

Location: UHS Library or via Zoom

8. **Next Meeting Date:** January 13th from 6:00 – 7:30 pm

9. **Adjourn** -meeting adjourned **@7:32pm MSP: Scritchlow/Diaz**

Full Meeting transcribed below

18:01:09 Okay, I would like to go ahead and get started. It's 6-0-1.

18:01:18 And, uh, I do believe we have enough to, uh, get started.

18:01:22 Uh, we'll go ahead and get, uh, started with roll call.

18:01:26 Liz Hoffman? Megan Bozar? Here.

18:01:30 Christine Kyoto here. Meredith Diaz here. Christina Doxy?
18:01:35 Mike Jones? Kathy Murdock? Here.
18:01:40 Ryan Scripps, though? Here. Andy, sure.
18:01:45 Liz Consola? Lindsey? She's here, Liz is here.
18:01:49 Sorry, Liz is on Zoom, yeah. Lindsey? Not yet.
18:01:59 Here.
18:01:55 Catherine Smith, here? Hear a story? Anthony Jones? Here.
18:02:03 Okay. Thank you, Chris Dave.
18:02:10 Um... Hopefully you all have had a chance to... I mean, you should have had a chance to review the minutes from November 11th.
18:02:17 Uh, discussion? Okay, motion by Meredith. So I'll move. Second by Ryan.
18:02:26 Okay, moving my mind, okay. minutes are approved as written.
18:02:33 Okay.
18:02:38 announcements. So, I have the announcements from, um... Lindsey, she's gonna be a little late. She had to take care of some things with work, and so, uh, she'll hop on Zoom here pretty soon, but she did.
18:02:52 share with us, um, some updates from PTO. Uh, so, uh, last Friday, uh, PTO had another successful holiday bazaar.
18:03:04 Um, for those of you who don't know, Holiday Bazaar is an event where Metcalf students are able to shop for gifts for their family members.
18:03:10 The gifts are all donated throughout the year for Metcalf families.
18:03:14 Thank you to all of the volunteers, and to Kelly Hessler and her team for another year of this wonderful school tradition.
18:03:23 Upcoming is Metcalf's largest biannual fundraiser. a montage. Montage this year, or this upcoming year.
18:03:32 uh, is on Saturday, January the 24th, 2026. Uh, at the Castle Theater, uh, in Bloomington.
18:03:42 Um, and so, uh, just a reminder, uh, do you have your tickets yet?
18:03:46 Uh, don't wait. Prices go up on December 15th.
18:03:50 And, uh, she did leave, um, a link for those who would like that.
18:03:56 Uh, to be able to purchase tickets. Does anyone know the time?
18:04:02 For the montage, so usually 7. I think I wrote it in last month's... Okay.
18:04:10 Alright, I just noticed it wasn't on there. Okay.
18:04:17 And if we have any questions, uh, we can reach out to Lindsey, or she may be on later, if she's able to pull away from work.
18:04:30 5 to 10:30. 5 to... oh, 5 to 10:30, I was way off.
18:04:32 Okay. 5 to 10:30. Yeah.
18:04:40 And this year, it is, um, like, karaoke? Is that why I did that? Karaoke, okay.
18:04:47 All right. Hi, Liz, are you ready to provide any updates or announcements?
18:04:55 I do not have any updates for this month.
18:04:56 Consuming.
18:04:59 All is well.
18:05:01 Okay. All is well at Boosters. All right.
18:05:06 Hi, Liz, Austin, I see you on here, so...

18:05:09 I was gonna say, you definitely caught me deer in the headlights. I was like, oopsie, what? I don't know what I'm supposed to do.

18:05:16 Yep, no, I'm here tonight.

18:05:15 Yeah, we have two Lizzes on here, so... Okay, got you.

18:05:21 All right, the only announcement that I put on here, and again.

18:05:26 All of you are aware, but I'd just like to make sure that for our team, is that you all know that our.

18:05:32 Winter break is coming up, December the 22nd. Uh, to January the 4th, 2026.

18:05:40 Okay. reports... I had the opportunity, uh, yesterday, and I added this, you won't see this on, uh, the, uh, agenda.

18:05:52 Uh, but I wanted to make sure that I share with you all. I told you that I wanted to visit a.

18:05:58 A couple of lab schools and so, or schools similar to ours, so last... Um, early in this semester, uh, we had a chance to go up.

18:06:08 And I went up with Fitzgerald, Dr. Fitz. Uh, to IMSA, uh, and we had an opportunity to meet with the director, CEO.

18:06:17 there and visit their schools to see what their programs are like.

18:06:20 Well, yesterday, I had a chance to go down to visit uni.

18:06:24 Uh, and see, uh, Dr. Fitz, uh, in his element. Uh, I went down, I actually, um.

18:06:31 kind of, like, just bum-rushed, um, the trip with our tech folks, so two of our tech folks, one for Metcalf, as well as UHI, uh, connected with Dr. Fix to go to Uni to kind of see what they're doing with their technology there at the University of Illinois, and so I, I joined in and crashed their party, and it was, it was great.

18:06:51 Uh, just really just colleague to colleague, and getting to know Fitz, uh, since I've been here, uh, he's doing a really good job. Of course, you know, uh, Fitz, those of you that know Fitz, very intelligent and.

18:07:03 Just knows a lot of people and things, and so he's navigating and having to start over, so it's really interesting. Here, he knows everyone. And so, now he's having to start over, and so just kind of hear him talk about how he's adjusting there, and learning about, uh, the program, and comparing.

18:07:21 what he knows as a faculty associate here, and then working with their teachers there, uh, has been... it was just a really great conversation. So, uh, those of you who don't know, he shared a little bit of, um.

18:07:33 information with us, but I thought I wanted to pull some relevant things.

18:07:37 that I think it would be interesting for us to know. So, uh... They have approximately 325 students.

18:07:45 Uh, 8th through 12th grade. Uh, they have about 65... I want to make sure I got it right... 65 8th graders.

18:07:54 Uh, who they call subbies. So these are sub-freshmen.

18:08:00 So, they have the opportunity. to come to uni early to kind of get adjusted for the transition, so... Uh, families do apply.

18:08:11 Um, as 8th graders and those who are admitted into uni, they get the opportunity to come.

18:08:17 Uh, there, and so he talked about how. Um, talking to parents and talking to the students.

18:08:22 Most of the 8th graders that apply are those who are, you know, 8th grade can be very.

18:08:27 very tough. Uh, you know, you're at the top, like, those of you who attended, like, uh, middle school, I attended a junior high, so... So, junior high, you know, it's pretty much 7th through 9th grade, and you're kind of in the middle as an 8th grader. Um, but, um, those of you who've attended middle school, you're counted at the top, but those students who are kind of quirky, they're very intelligent, you know, socially, kind of...

18:08:50 still trying to adjust. Um, he said that they typically get those type of students who are, like, very high-end academically, but socially still trying to adjust.

18:08:59 Uh, but they tend to do well. And so, uh, they have, um, 65 of those students there.

18:09:27 Something that was...

18:09:29 Interesting where you sit. Uh, so, uh, it's not really tuition-based. They do pay fees, but they... families are asked to provide, like, a certain amount.

18:09:38 Uh, for toward, uh, donations and fundraising. So, I thought that was interesting.

18:09:43 Uh, so about 40% of the families are. Supportive there. Uh, some of you have already shared this with me about uni. I think uni has the reputation of being more like a, um... Not really a feeder school, but a school that is typically for gifted students who do really well.

18:10:03 Uh, academically, so many of those students who do apply.

18:10:06 Uh, the expectation from their families is that they go to the high-end colleges, so they go to Harvard and Yale.

18:10:13 Uh, in colleges, uh, like that, and many of the.

18:10:17 feedback that he gets from family is typically around when those seniors don't get into those high-end.

18:10:23 Uh, schools. And so that's typically when he would hear from, uh, families, uh, there.

18:10:29 But other than that, um... Um... the relationship that he has with families is pretty... great so far, and again, he's been there since June, and so he's still in the honeymoon period.

18:10:44 Um... Another thing that I thought was interesting in comparison to ours is that the director's direct report.

18:10:52 supervisor is the provost. Not the dean. Uh, the College of Education and Uni.

18:11:01 is separate, so... the laboratory schools there is not a part of the College of Education.

18:11:07 Uh, so they are directly connected to the provost.

18:11:10 And historically, the College of Education decided that, you know, uni did not align with.

18:11:16 you know, I guess with their purpose. what they wanted their purpose to be, so they kind of separated, and the provost took it over.

18:11:24 their mission and their focus is innovation. So, in comparison to ours, is that our focus and our mission is the College of Ed working with.

18:11:33 Clinicals, pre-service teachers. Okay, then the other... from my perspective, the other 3 pillars kind of fall and align with that.

18:11:43 Um, and so I thought that was interesting, what he shared. They do.

18:11:46 have some clinical observation from the College of Edge, so they do work with students who want to come over and do some observations, but it's not their main focus. Their main focus is to.

18:11:58 Uh, work with the university with innovation, and so... uh, faculty, uh, do come over to do research, and students do have the opportunity to.

18:12:07 access, uh, resources across the university, very similar to ours, our students who take advantage of those opportunities.

18:12:14 And then, you know, for me, just overall, just having the opportunity to visit different, uh, models of the laboratory schools.

18:12:21 Um, it all depends on the historical connection of the laboratory schools.

18:12:25 And how those universities kind of initiated the start of their lab schools. And so.

18:12:32 is the difference that many of the lab schools are different, uh, and it all depends on the intent.

18:12:37 the purpose and the mission. So, uh, it's very, very interesting as I get the opportunity to visit more.

18:12:42 Uh, lab schools. Uh, very, uh, the building, those of you who haven't been there before, again, the building on the outside, it looks like.

18:12:50 great. I mean, it's... it's like an old-style... Like, uh, um.

18:12:56 Hogwarts type of thing, yeah. It's not really a castle. The castle is... but you know, the structure is very unique, but you go in, and it's, like, 19... 40 or something. So Fitz will tell you that, you know, they have some pretty old buildings, and he's working with the provost.

18:13:15 Um, and uh, families there to do some, uh, renovation.

18:13:21 Uh, there, and so, uh, we did a tour of the building, did a tour, uh, across the campus in terms of, uh, the parts of the buildings that are connected.

18:13:28 Uh, with, uh, uni, and again, I was glad that I, I, uh, took the time to go down.

18:13:34 It just gives... it gives me a broader... just continue to give me, like, a broader picture of lab school, so... I have another piece.

18:13:42 of, uh, what lab schools look like. Uh, my next visit that I'm trying to get to is, uh, University of Chicago.

18:13:49 And so, get over to, uh, although it's a private school, I'm very interested in seeing how their structures.

18:13:56 All right. All right. Uh, the next, um, report, uh, is the calendar committee.

18:14:02 Uh, we did have our meeting. Um, last month, uh, we met with, um, representatives.

18:14:09 From faculty associate administrators. Uh, to kind of discuss the beginning of what our calendars could look like.

18:14:16 Um, I think I shared with you all last time is that this is an earlier meeting. We typically meet in January, and it's one meeting, and then we.

18:14:24 have two calendars that, uh, we have discussions over, and then we send that out to, uh, faculty associates to provide, um, feedback and kind of elect the calendar that.

18:14:36 fits the needs of the lab schools. And so, this time, we had a really, really great conversation. Again, uh, you'll hear me say this again later on, is that, but we're really hearing from... listening to you all as parents, and feedback in terms of.

18:14:49 looking for more consistency in terms of how we, um, set our professional development time, early hours, and we kind of know that it has this popcorn feeling when you kind of look at the calendars.

18:15:00 Uh, so there are a couple of the... I've seen the drafts.

18:15:05 And there are some calendars that will be proposed that have full-day.

18:15:11 professional development on Fridays. I think there are some exceptions with the high school, because the high school.

18:15:17 Um, they have 2 days, one in the fall, one in the spring, where they specifically.

18:15:23 help teach students to come in, and they do a program and work with those students to get them.

18:15:28 oriented into, um, uh, the high school, and so... you will see those calendars. Each one of those calendars have a day where it will be an early out for the high school.

18:15:38 But, um, the full day will remain with. Metcalf, but that's... that would probably be the only difference.

18:15:46 Between the two. Uh, we had a really extensive conversation about the inclusive calendars.

18:15:51 And again, recognizing and acknowledging that if we included every, um, holiday or religious.

18:15:58 holiday in terms of recognition of different families that we would never be in school.

18:16:04 And so, uh, we did have a really great conversation in terms of.

18:16:08 acknowledgement and recognition don't necessarily mean that you get a day out. And so.

18:16:14 I really appreciated that we had a conversation and clarity around.

18:16:17 that. We want to be able to acknowledge and recognize the different holidays, uh, religious holidays of our families, but, um.

18:16:25 the calendar that I've seen in terms of the draft.

18:16:29 Uh, may not fall on a day where they quote-unquote get a day out.

18:16:32 And if it falls on that day, uh, we still will acknowledge and recognize those families.

18:16:37 Uh, so, uh, we're still having some more conversations about that and getting some clarity, but the three drafts that I've seen so far, and we, right now, we have.

18:16:46 I don't know if we may narrow it down to two before we send it out to faculty associates, but we will put it on the table for, uh, discussion. So I'm looking forward to the results of that.

18:16:57 The hampath does reflect that. If they would choose the calendar where a... A family wanted to have a religious.

18:17:06 Yes. Yes, absolutely. Yeah, that will not change, so families do have... yeah.

18:17:15 Uh, but we just wanted to have some consistency and clarity in terms of what those days look like.

18:17:21 Uh, again, those days, we're really honoring some of our students from the high school.

18:17:26 Uh, which was interesting enough, we talked about it earlier, they were from the debate team, debate and speech team, and this was one of their, um.

18:17:34 Um, speeches that they did, and so they took this presentation and presented it to the calendar committee two years ago, and it was, I mean... How could you say no? So... so it was absolutely amazing. And so, we wanted to kind of bring some more clarity to it.

18:17:51 Uh, because we realized that we can't do all of the things, and they absolutely said that when they presented. We know that you can't.

18:17:58 You know, a knowledge and recognize all the holidays within the calendar. We just want it to... we just want recognition.

18:18:07 an acknowledgement that there are different representations in our schools, and so we just want to clean up that process, and we had that conversation.

18:18:14 conversation in the calendar committee. Finally, we did have a discussion about the possibility of adding.

18:18:28 We did have a discussion about that. It was kind of like, hmm.

18:18:29 Yeah, and think about that. So, uh, we'll come back to that when we meet in January. Again, our next meeting is January the 12th.

18:18:40 Um, I did add something about weather-related school communication.

18:18:43 And I just wanted to make sure that, uh... If you receive any questions or clarity from families, send them my way.

18:18:51 Uh, again, remind them to make sure their contact information is up to date. I did send a letter out.

18:18:57 Uh, right before we got out for, um, uh, the break.

18:19:01 Uh, just kind of reminding everybody that, um, the intention is to let everybody know.

18:19:07 by 6pm, whether we're gonna have a late start or school closure.

18:19:11 Um, that is the goal, but you know that whether, uh, does it behave.

18:19:17 All the time, and so, um... The goal is to have that information out to families. Uh, we did discuss what that looks like within the buildings, making sure that we have some double-loop communication so we don't miss anyone.

18:19:30 The one area that we do need to clean up, um, that I didn't put in the letter is probably more of an internal conversation.

18:19:36 is that often it is... it is ignored, which I don't know why it's a hindsight after.

18:19:43 But our extracurricular activities. So, making sure that we have clarity in terms of making sure that working with our ADs.

18:19:50 Um, that we have some clarity in terms of what is Council, what is still, you know, available to happen.

18:19:56 when schools are either late start, uh, what the... Rules say is that when you cancel school.

18:20:04 after-school activities are canceled. And so, uh, we just want to make sure that.

18:20:09 we're including the ADs because they're communicating with other ADs from other school districts.

18:20:14 Uh, they may have, in that school district, they may, you know, the roads may be well, and the parking lot may be well, and they may.

18:20:22 have activities there, but we just want to make sure that we're not missing anything in terms of communication with you all as parents and those who have kids participating in sports and activities.

18:20:34 After school. Okay. Let me go back to one thing on the calendar. Absolutely.

18:20:40 As a laboratory school, that's the state of Illinois state that we have to be here for under 9 years.

18:20:47 Let me see, do I have that on here?

18:20:51 Yes. Okay. It was an easy question. Um... I did hear back from, um... Uh, the superintendent ROE.

18:21:01 I asked him to, uh, clarify. the policy around that for laboratory schools, for lab schools.

18:21:07 We do not have to follow the traditional calendar.

18:21:10 Uh, we do have some flexibility to have a.

18:21:14 start date and an end date. Without really having to, uh, make up those days. We have to have those discussions with our faculty associates to make sure.

18:21:24 Um, because when we do have. Like, let's say, for instance, if we don't have makeup days, one of the.

18:21:31 groups that we have to consider are students who take AP exams, and so, um... We have to consider that in our... as we develop the, um, our calendars, especially in May.

18:21:42 And so, uh, but I thought it was very refreshing to know, uh, that we are not bound by the calendars for the state.

18:21:50 So we could have some flexibility. Uh, for that. Uh, we just have to submit the calendar to ROE.

18:21:57 And not through, um, the state system. Uh, when we submit the calendar. So, uh, we don't have a school board, we're not defined as a quote-unquote school district.

18:22:07 or local education agency, so that gives us the flexibility to be able to.

18:22:11 Uh, do some different things. Bravo, because that's the way it used to be. Really? I am so glad to hear.

18:22:20 That it's back to... Yep. Like it was when I was... We have that mentality that we're not locked in.

18:22:26 Yep. Yeah. But the lab schools are classified as public schools in the state of Illinois, correct? Yeah, that's correct. So, that is very confusing, then, because.

18:22:35 Is there any public funding coming to you from the state of Illinois? Yep. But there is no requirement on the amount of days legally that you need to be in attendance.

18:22:42 Nope. That is fascinating. And stuff you have to put the impact or funding if we're in school for less days. Nope, because it's written, uh, in their school code.

18:22:53 Specifically for the lab schools. One of those gray areas that lost.

18:22:58 In the last 10 years, so... About interpretation. We gave a calendar and said, we're going to be in school for 170 days.

18:23:06 Let's say there's so day. Yep. Are we bound to the 170 days?

18:23:12 if we submit that to the state, that we have 170 days.

18:23:16 Uh, we just have to acknowledge and communicate with ROE what we're gonna do to flex those days, but we are not.

18:23:24 We're not bound by the state. Follow those days. That's why I said with AP. Yep, start and end date. Yeah, that's why I mentioned AP.

18:23:33 having a conversation with our AP teachers would be... You opened a wonderful.

18:23:40 flexibility. Yeah. To work with. the university, which I know.

18:23:45 When Brian was here last time, Brian... Sue Galler was here, he was talking about.

18:23:51 becoming more parallel, working with the College of Ed, and, you know, and you, you know, I mean, you were.

18:23:55 For example, the, uh... Breakfast for all the faculty and staff, things like that.

18:24:01 That gives a little bit more flexibility, doesn't really... penalize our kids, and especially, that's something... the reason I wanted to link it with the calendar is that.

18:24:12 You know, obviously. The more days off we have during the year.

18:24:18 It's gonna... extend that beginning... And days. So, you know, it's all worked together, is where I'm saying.

18:24:28 Yep, and... and, you know, we'll have, uh, more, uh, conversations within our, uh, shared governance, uh, with our faculty associates to make sure we have clarity.

18:24:38 With internally, in terms of how we want those days to look.

18:24:42 Uh, and so, uh, I'm looking forward to those conversations, because when.

18:24:46 Mark Johnson gave me that information. He was even shocked. He said, he said, I have good news for you.

18:24:57 Hi, my winter break was? My winter break started when ISU stopped.

18:25:04 Mm-hmm. And when ISU started back. So I had 4 weeks of break.

18:25:08 And I can tell you that for a fact, because I worked retail, and they were always looking to see where you had kids, because they can work.

18:25:17 extra during the Christmas holidays early, and then later.

18:25:20 And we were gold. We were the ones that always got the hours, because they knew that we didn't have to go back to school. Yep.

18:25:26 Yep. Now, that's for, uh... Teachers and students. Now, administrators, I think administrators are more in line with the university, so... I can see... I mean, that makes sense to me, but it's kind of like what Megan is saying, like, the 176. In terms of, like, what I... Spine? Yeah.

18:25:49 Yeah, what I said was that, okay, how did we determine.

18:25:55 176 days. Like, what's the research around... like, I've always said, oh, you have these, this, you know, this many days, and so, okay.

18:26:03 But why not 180 days for students? Why not 195? Why not 145? So, I'm quite sure there's some research around it. I haven't taken any time to go back and do some research on the number of days to say, okay.

18:26:15 This checks off academically, students are academically ready. Parents that can come on and say things like.

18:26:26 I can't deal with my kids being home. My 4th grader being home for 4 weeks, because I have no daycare, and things like that that'd be very valid, which would be totally different if you had a junior in high school, but... I don't know if I'd always went on my junior high school diamond either for 4 weeks if I wasn't there, but... Right.

18:26:40 You know, it's... I think that's a wonderful opportunity to expand our village.

18:26:46 Get the input of all. parts of the triangle. Mm-hmm.

18:26:51 Because we could go... no, don't take this out of here, this is not... Eppie is not saying this is what's going on.

18:27:00 As an example. We could say, as a lab school, that we're gonna go year-round. It's not like schools haven't done it, right?

18:27:06 But because we're the lab schools, there can be some flexibility in terms of what those days look like. What we'll have to do is have a conversation with faculty associate in terms of.

18:27:14 you know, the number of days, hours, and those things, and making sure those things are aligned, because if we're adding more days.

18:27:22 And we're paying staff for a certain amount of days, we have to consider.

18:27:26 those additional days and what that looks like. I do know year-round has 9 weeks on.

18:27:32 two, three weeks off, and so. there are some things where they do abide by those 176 days, so... I just use that as an example, so we could do a lot of things, yeah.

18:27:45 Mm-hmm. Yeah. Okay, I'm gonna leave that alone. I know that conversation will come up again once we get the calendars out to you all.

18:27:53 Uh, as families, and um... but we will come back and have that. That is on our agenda to have the discussion about.

18:28:00 Um, parent reps. I think that's wise. Uh, to at least have parents there to give input.

18:28:05 Uh, within the shared governance process at the beginning stages.

18:28:10 Um, okay. Alright, so, the list of Lab School's apps.

18:28:18 Okay, this is... this is ongoing. My focus was on, like.

18:28:21 Both buildings, so across both buildings in terms of apps.

18:28:26 And then I had a conversation today, and then it dawned on me that.

18:28:31 okay, we have apps like, uh, Pick My Kid, Remind.

18:28:36 crisis go, right? So... Um, it's more of a Metcalf focus, uh, but then.

18:28:44 We have apps that you all as parents have to sign up within the classrooms.

18:28:50 And so, um... I reached out to, um, one of our faculty associates who, uh, to gather that information from us, for us.

18:29:00 And so, uh, there are some apps within the classroom, like Duo.

18:29:05 I don't know that. Dojo. dojo, and then there's some other apps that, uh, Class Seesaw, yeah.

18:29:12 Uh, that, uh, you all as parents are being asked to sign up for. And so, I'm collecting all of that. Uh, Liz Austin, um, like we talked about the last time.

18:29:23 Um, just so we can kind of see. And then visually, uh, as administrators, we can kind of say, okay, now put yourself in the parent's shoes.

18:29:30 And so, let's say, like, what does this mean for a parent to have all of these different apps? So, I think that'll be good visually for us to see, and so that was a great recommendation from LSAC.

18:29:41 for us to put that list together, so... I will make sure, uh, I should have more detailed information, um... I would say before we leave for break, so by the time we meet in January the 13th, I'll have more of an extensive list of what it looks like across.

18:29:57 Uh, both buildings, and then within the buildings of different apps. It's just interesting now that I... I mean, now I have a better picture.

18:30:06 Uh, of what, uh, you all talked about the last time we met, so... Coming soon. Mm-hmm. Yeah.

18:30:13 8th grade, this is Papadrea, she just shared the Google Classroom.

18:30:19 Anybody else at the 8th grade? No, like, the drive, and you can just go to it, and I'm like.

18:30:22 I don't have to log in. I don't have to download anything, like, we can just have access to the same thing.

18:30:32 It was the easiest thing for me ever. Possibly, because without, like, juggling.

18:30:38 so many... I just can't remember which teacher's using which platform. It's not a preference for any certain thing, I just can't... Yeah. Manage them. Mm-hmm, yep, yep.

18:30:47 Is there any way we would be able to piggyback off of ISU?

18:30:52 Because, I mean, it's been a... it's been a hot minute since I was a student at ISU, but even when I was a student,

18:30:53 Yes.

18:30:58 a couple decades ago, there was a single sign-on for everything that I needed.

18:31:06 Oh, man, well, never mind.

18:31:04 Not like that anymore, really. Very cumbersome. It's like... I wouldn't put it in ISU's.

18:31:15 ability to create something. That's out of their scope. Yeah.

18:31:19 Well, not create something, what it already exists.

18:31:23 Like, don't the students just log in and grades and...

18:31:27 Like, it's just... you get to log in, and

18:31:30 everything is in one place.

18:31:33 Yeah, but what I've taught... the discussion that I've had with, uh, Jordan Harris.

18:31:38 Harrison, who is one of our IT folks for the lab schools.

18:31:46 Yeah.

18:31:42 Uh, we discussed a couple of options, so I think we talked about this the last time. Uh, using, like, uh, the Google, uh, Google.

18:31:51 docs. Um, Metcalf has something called the Dashboard. Where they have everything within the dashboard, and you can kind of go in and kind of see everything.

18:32:01 Um, and the links are within there, you can click on the links. It has everything within, uh, but it's more faculty.

18:32:08 Yeah.

18:32:07 staff, uh, associated, and so there may be some options for us to create that for parents.

18:32:14 And then, um, Jordan said there's a possibility to reach out to the university.

18:32:20 Yeah.

18:32:19 Um, Liz, like you brought up, to something similar to, uh, Redbird.

18:32:25 Uh, Redbird, um, I have it on my phone, Safe Redbird.

18:32:29 Yep, so they have all of the different apps, and you can... forms, you can fill out, and things like that.

18:32:35 That'll be interesting to see if they, um... would be willing to create something like that for the lab schools.

18:32:43 Uh, just one app that you can log in, and then you can click on it.

18:32:45 Or instead of reinvent the wheel, reach out to some of these platforms, like Seesaw, for example. Seesaw does all-in-one.

18:32:52 Or, you know, school cues, or, I don't know, school AI, or program... there's

18:32:59 Magic School, there's so many things out there. I mean, yeah, we'd have to pay for it,

18:33:03 Mm-hmm.

18:33:02 But I mean, if it means... in which, you know, in the lab school results, seeing that communication is kind of all over the place,

18:33:09 Um, if it means kind of solving that problem,

18:33:13 Um, it's definitely something looking into, like, what the pricing looks like.

18:33:18 Absolutely. I got a question. So, I know none of the apps, because I'm not in charge of any of that. Lucky you.

18:33:25 Yes, but, like, when you're talking about the school platform, I'm immediately thinking, like, okay.

18:33:31 I know different teachers use different things. And then every single coach uses a different thing. Yeah. So just because the school says.

18:33:40 hey, we have this platform. If it can't do sports.

18:33:46 at the level, like, I just... I don't think there's a product out there that can cover.

18:33:51 Academic to sports. I don't think it exists. Right.

18:33:53 I... I will, I will... give me 20 seconds.

18:33:58 Trust me, there's a product out there for it.

18:34:01 What we did do is just, like, narrow down the one score, like.

18:34:04 when we were at UI many years back, we had.

18:34:08 several different... Teams stuff game changer for baseball and basketball, all the different things, and.

18:34:15 They basically... I think more of a... Liability and having our information out there.

18:34:20 We're supposed to have narrowed down to 1. All of the high school sports.

18:34:25 Coaches are using one that the university, and we have all decided.

18:34:31 Is that, like, uh, remind, like, are you talking about remind, or, like, you have the schedule, like.

18:34:38 Remind. It has to be remind. That's the only one. Group meets JB Basketball.

18:34:45 A ball is behind. My ball is through the UHI app.

18:34:50 Um, track is an email. Yes, that's different, and if you have multiple kids, multiple different activities, it's just... I think the concern was, or the concern that I heard from a family.

18:35:03 Um, during madrigals was that there are all these... it's hard to keep up, and if you have a child in both schools, it's hard to keep up and feel like we're missing things as parents and, you know.

18:35:14 I can trust my freshman, hopefully, to communicate things. Yep.

18:35:25 to follow. I think that was... that was the concern that was brought to me. Yep.

18:35:31 This is what... But I think it's a problem everywhere.

18:35:34 Yeah. Unless you pay for one of those things that was found.

18:35:37 You should find something. She said she was looking.

18:35:47 Oh, I don't know sports at my school, thank God, so... Like, for your teachers, do they just use whatever they want for that year? Like, how they come in with parents.

18:35:56 Yeah. So it still is a free-for-all, like here. Yeah.

18:36:00 Because I think... but, I mean, like, you know, K through 5, they have a classroom teacher, and then their special area teachers are communicating through.

18:36:09 Infinite Campus email. I communicate everything through Infinite Campus email, and then social media on Facebook, but... We try to be mindful of the amount of communication and very intentional about how we're delivering communication. Like, parents hear from me.

18:36:25 once a month. Parents hear from teachers weekly. Mm-hmm.

18:36:31 Yep, it'll be interesting, too. I don't know, uh, fully if every coach.

18:36:36 Uh, and sponsor uses, um... Skyward, like, for rosters, like, so... Like, you can pull data to see.

18:36:45 Where our students are, you know, after school in terms of participation.

18:36:49 And you can look at data and kind of see, well, we have this percentage of students who are participating here.

18:36:55 thing we could look at it, uh, by demographics, we could look at it in terms of interest to kind of see where our students are.

18:37:00 And see where gaps are. So, this is another way to kind of utilize this one.

18:37:06 system, and if we can't get it, something we can do.

18:37:08 get something as close. I think once we put it together, and our coaches.

18:37:14 Uh, and our staff, if they're able to see it, then I think ideas will begin to kind of formulate from there, and so... I think, again, uh, thank you all for bringing that up, for us to take a look at that.

18:37:26 To me, from my perspective. Um, we're known.

18:37:32 for academics, right? But I think we're known for... I think... Our extracurricular activities, like studios, and I think that is, like.

18:37:41 It's almost like, well, duh, academically, right? But I think we're known for, like.

18:37:48 opportunities that our students have to be engaged in other areas. Yeah, incredible opportunities.

18:37:53 Yeah. Okay. All right, so, uh, Liz, if you could send that to me, um, information that you have, uh, when you get a chance.

18:38:02 As, uh, and again, we can bring this back up January the 13th in our next meeting.

18:38:07 Uh, to see where we are in terms of the list from classrooms and.

18:38:13 Um, um... Uh, activities in terms of the different apps that we use.

18:38:19 Okay. Um, just a quick follow-up from, uh, Family Forums.

18:38:26 And so, any feedback from the, uh, virtual second.

18:38:29 Meaning that we have, and should we do something like that again in the spring? So, face-to-face, where we have both options for.

18:38:36 face-to-face, and then those who can't make it, we have the Zoom option, and then we do.

18:38:40 A complete Zoom option as a follow-up, and. Continuing discussions. And so I just kind of wanted to open that up.

18:38:47 Um, in terms of... I know you like in-person. Kathy is in person.

18:38:53 Yeah. Okay. Like, 4 weeks out, three weeks out? Yep.

18:39:00 I think it needs to be a week out, and the day before. Something just so that we haven't... we are all busy. Okay. Are you or Stacey able to schedule send your communication? So, like.

18:39:09 you don't even, like, you work on it once, right? It's the same communication, but if you schedule... that's what I do. I schedule send everything.

18:39:16 Okay. What do you use? Google, is what we use. Or Infinite Campus is how I communicate, like, school, like, with all stakeholders. So I schedule on Google, too. Infinite Campus is like our Skyward.

18:39:30 I schedule send everything, because I know I'm gonna forget. Yep.

18:39:37 to tell parents about our March. Early out. Okay. Pd day. So, like, I schedule send that for the day before, so that way... Yep, and I know that that intentional communication is there, and parents will get that reminder. I will forget the schedule sent that until a parent thanks me for sending the reminder.

18:39:58 Oh, okay. Delayed. So then, delayed to your social media people.

18:40:05 Metcalf at New High to... Flood your social media, whether it's Instagram or Facebook, to say, hey, reminder.

18:40:13 It's a good idea, yeah. Because those people, obviously, are.

18:40:18 your tech people doing that, your social media, so it would be different, and send that out at the same time to say.

18:40:26 A glasses out. two days before the meeting that, you know, the day before and two days before that thing.

18:40:33 You know, family foreign. Okay. Where it's at. Because that might just be... Yeah, that seemed like easy.

18:40:41 Exactly. Usually it was on that, like, I didn't... It wasn't on Metcalf?

18:40:45 And I don't know if it's ever on you guys, I mean, UHI usually has a ton of stuff going on, but I know, like, there's so many changes, like, I'm in the calendar a lot in the past. Yeah.

18:40:54 Okay. I was trying to get more attendance there, because you're giving a good message, and... Right.

18:41:01 These people aren't as well as connected enough. They don't know when to. There's a lot of communication, but then... As a UI, not a Metcalf parent anymore, but as a UHI parent, I didn't know the Family Forum... I don't think Andrea communicated that, and as a UHI parent, I know I'm going to get an email from her every Sunday at 6 o'clock with what I need to know for that week, and so that would be a great addition, um, from that perspective, and then I'm not sure what Metcalf's doing, but, like.

18:41:26 They could easily put that on their constant contact. Yep. Um, so then it looks like it's... Both schools partnering with the director. Right.

18:41:36 To get this reminder out. And that's that... that's that communication piece. Yeah. Okay.

18:41:41 Thank you. I thought it was a great family forum, though, thank you. Yes, I want to do more. I wish more people had the opportunity to... Dude, like, listen in, but, I mean, I like the Zoom option. If we are out and about and busy with things, right? Like...

18:42:01 Yeah, yeah. And I did have one... Which I think is valuable. And I did have one family reach out to me who said that they couldn't make it.

18:42:08 And just ask me for, like, what was shared.

18:42:11 And so one of the things I think I talked about sharing.

18:42:14 Uh, the presentation slides. Uh, and so I did, uh, put that in a PDF.

18:42:20 And then kind of gave them a quick summary, but I.

18:42:23 sent that directly to the families that reached out to me, and so... I was thinking about doing that, maybe sending it out, I don't know.

18:42:30 I think that would be awesome. Okay. And the lab schools to say... You know, this is... You know, I've worked on this.

18:42:42 And it's been a combined effort. The parents and the faculty and staff, and this is what we've come out, and this is where we're going, and... You know, my door's open, if you want to discuss this more, because I think that.

18:42:54 That was good. I know I shared those slides. I screenshot it. Oh!

18:42:58 Don't have to do that. Okay, I'll make sure I get that. I said, well, here's slides that were shared, and we're thrilled together.

18:43:06 Okay, that's great information. Okay, I'll make sure I do that.

18:43:11 Motivate people to go the next time if they know what happens. Oh, we want to be a part of that next time.

18:43:16 Yep. Okay. Thank you. All right. Good feedback.

18:43:24 All right, um. Okay. Uh, just to close out, and again, you don't... you won't see this in the agenda, but just to kind of, um... Just wrap up, I mentioned this earlier, is that, um...

18:43:39 We are, as administrators, listening to you all and families, uh, with feedback.

18:43:45 Uh, we are listening. Uh, there are some things that are happening.

18:43:49 Uh, behind the scenes, and I'm putting, like, quote-unquote behind the scenes.

18:43:53 Uh, because we want to make sure that when we, uh, present things to families, we want to make sure that.

18:43:58 We're not always saying that we're, um... Uh, what's the... what's the phrase that we've used?

18:44:05 used lately, like, building a plane. Yes, yes. Right, so...

18:44:29 Yes, so we're very aware of that. We are listening, we are having some conversations. Uh, just quickly, some of the things that I would share with you that are happening, kind of like behind the scenes.

18:44:30 We gotta support our students who need additional support, whether it's mental health support, whether it's academic support.

18:44:36 behaviors and things like that, we are... working behind the scenes, collaborating with, um, the special education department, uh, at COE.

18:44:48 Um, there's some collaboration right now with College of Nursing.

18:44:52 Uh, we are having more discussions, specifically at Metcalfe right now, about professional development opportunities.

18:44:58 Uh, to increase awareness of students who need additional support and conversations with parents.

18:45:01 Um, there are some plans kind of formulating to do more, uh.

18:45:07 conversation and dialogue with families. And so, uh, inviting them in to have discussions, um, and questions, Q&A, bringing in some.

18:45:16 speakers and things like that to be more of support for our families as... as well as setting up some things.

18:45:21 work with our faculty associates for professional development opportunities. So, I do want you all to be aware of that. More things to come with clarity.

18:45:30 Uh, but, uh, I was a part of a meeting this morning, and it was very exciting to specifically, um.

18:45:37 focus on some areas that we can really begin to support our families and our students and.

18:45:42 I was encouraged by that conversation, and again, that conversation was kind of like a gentle.

18:45:49 nudge, uh, from, uh, one of our family members. And so.

18:45:53 That's what we want our partnerships to be that way. Uh, working with our school administrators, and uh, it was just really great to see.

18:46:01 to be a part of that conversation, and so.

18:46:04 more things to come. Right.

18:46:09 All right, let's open up for discussion for our survey.

18:46:15 Looks like you're ready. Christine's ready.

18:46:19 Just put some more things...

18:46:19 Sorry for the delay, y'all. Um, you asked me to do the same thing I'd done before.

18:46:25 So, it is there. Of course, I did it, like, just as the meeting was start, um...

18:46:25 Yep.

18:46:29 earlier today, um, there is a folder in there, um...

18:46:34 Um, and I put the link in whatever group chat, but...

18:46:37 If you want to look through it, great. If not, it's there. But I... the last thing I said, I couldn't for the life of me find

18:46:42 The 2025 spring results to do a comparison. So if someone can send me where that is, that'd be great.

18:46:52 What's out there is all we have. So you might actually have to just look at, uh, compiled document.

18:46:57 look at what now?

18:47:01 Yeah, I looked at that, but I think...

18:46:58 In this... in the spring folder.

18:47:13 Okay, we're looking now. What is the title of the one you submitted, Liz?

18:47:03 I think the one I did is not... I'll check again, but the chart is not there.

18:47:21 the folder.

18:47:22 So I just made a new folder in the folder. A folder in the folder, but it's in surveys, and then it's in 2025, 2026 surveys.

18:47:27 Oh.

18:47:28 Um, because there's, like, all of the raw data, so then I just did, okay, fall 2025, and there's just the two documents that are essentially the same thing.

18:47:37 Uh, it's just... it's just...

18:47:39 And one clear thing, and then there's, like,

18:47:37 Okay.

18:47:41 the analytics and the breakdown.

18:47:45 Okay. Liz, are you looking at the hard... are you looking for the hard numbers, or just a summary sheet?

18:47:53 whatever we sent out to... well, what was... so, in the past, I did the one email,

18:47:52 Or what?

18:47:58 with just a PDF, so it was literally, like, 2 pages of just the summary email, and then the chart.

18:48:04 with the numbers, so it was, like, each question, and then it was agree, disagree, and then there was percentages and all of that.

18:48:14 I think... I don't think we had everything, like.

18:48:17 Last time. That's fall, yeah. Did you open every document in Spring?

18:48:25 I don't... see, that's the thing, I don't remember. I feel like I'm taking crazy pills now.

18:48:32 So this is fall, right? For all 20.

18:48:35 Yes, this is the most recent survey results.

18:48:39 All right. So we did share results fall of 2024, right? That was... we had worked on that, yeah.

18:48:46 Right, but did we do spring of 2025?

18:48:47 But we don't... I don't think we did. Yep. We did something in late... it came out in the summer.

18:48:55 We... because... We were really late in responding.

18:49:01 Um, so it might... it might have been something in August.

18:49:04 I actually, I think we had started school when... or right before school came out is when we actually put the survey we wrote.

18:49:10 Result this year. Bye.

18:49:09 Okay. Okay. So, I mean, they're there, because, I mean, like, like, there's the, just like, you know, 16 pages of the raw data, so I can definitely... I can definitely do that.

18:49:20 Um, so I'll just add a column... a column, excuse me, for both of them.

18:49:24 Um, to compare, because as you see, like, if you open the folder, what I did was I actually put it into an Excel, so we'll be able to track the trends easier over time.

18:49:37 we sent out in the spring of 2025, and it was the document that's, like, the top 3 trends that's always sent out to.

18:49:43 Got it. Okay, cool. Good to know then. Um, I can't... like I said, I... it won't take me long to add...

18:49:44 Parents.

18:49:49 the comparative data, um, or if it doesn't matter, it doesn't matter.

18:49:53 Um... no, never mind, I'll go ahead and do that before the next meeting.

18:49:58 Okay. when do we want to share this with families? I'm thinking, is that too far out? If we can discuss now... And if you would maybe share out through email with everybody?

18:50:10 And then we can kind of communicate through email chain if there's any changes we need to see to that, and then just.

18:50:15 Bless it and send it on to Dr. Jones to... Yep.

18:50:20 I want to bring up something controversial. Yeah, it's out of me.

18:50:27 So, if you notice, we haven't had an ISU rep.

18:50:30 Around our table, right? Yep. It is December, the year's over. The only person from ISU that we've had other than Yibo.

18:50:39 is Dr. Zugaler. Yeah. And I'm... I'm going to be very blunt in that I'm an old.

18:50:49 lady, and I'm tired of this pussyfooting around in that we keep on sorry for being new.

18:50:56 I'm tired of reiterating the same thing over and over and over again, and this learning curve that we've been on.

18:51:03 Because we have this revolving... Door of administrators, and I'm tired of it.

18:51:08 I feel like I'm telling... and I'm not, you know, I... I praise... the lab schools, you all know my passion's there, and I will sit there and be loyal and carry that torch.

18:51:19 But here's what I'm proposing, and it's controversial, so just go with me on it, and open your mind, and just take that task.

18:51:29 What if we asked Ryan Zugelder, who... really, we've only got 6 months left of our year of this calendar year.

18:51:37 to be our ISU rep. It will... expedite him of understanding the lab schools. I don't necessarily have to have him here every month for a meeting.

18:51:46 But my big thing is, is that. I know that we have all been very, very good about.

18:51:52 keeping confidentiality regarding this survey and the comments. And yes, some of the comments were brutal.

18:52:02 They have been brutal for the last. There were some really brutal ones. Yeah.

18:52:06 But sometimes you have to be baptism by fire, and I think that.

18:52:10 I have met with Brian twice now, and I think he wants to hear... I think he is... has a good enough filter, it's worked with, you know.

18:52:18 They're not there working for 28 years. It's not new to this game, he knows... People... well, lovely bitch, you know, that's how it is. So I think maybe you can look at it, but you can also see some trends.

18:52:29 And we can have a fast track here on this.

18:52:32 I'm not saying that he needs to be our... our... forever ISU.

18:52:39 person on this committee, but I would think for this 6 months, this will allow us.

18:52:46 To let him see these. Be on our committee, let him see this, see the history that we've had for the last.

18:52:52 3 years of what parents are saying, and we'll fast-track him on understanding what you have been dealing with for 3 years, and having... how many bosses have you had?

18:53:02 Seriously? 4. You were hired by Wolfinger, and you had 3 cents.

18:53:06 So, it... I just want... I'm... I'm... tired of waiting. I feel like I'm biting at the bit of, like, okay, hurry up and figure it out, hurry up and figure it out.

18:53:19 And I know that this is controversial. I do not think that we should share it.

18:53:23 I still think we should have our rules, and that it doesn't go.

18:53:27 down the chain to our principals. Because people like you, Catherine, that's who.

18:53:34 It's evaluating you. You know, so we don't want those necessary, those comments put there. We just want that to become.

18:53:41 Tinder for you, or any. buddy that might be pulled out in those surveys. Yep. But by going up.

18:53:50 Maybe he can get a little bit of a... understanding of the atmosphere.

18:53:57 The trends we continue to see. The trends that we continue to see, because it's been fairly consistent over these last 3 years what people are saying.

18:54:05 And in particular, the comments. You know, there... I mean, as I said, some are brutal, and I do think that people have a good sense of knowing of, like.

18:54:16 Oh, you know... How much... but if you see the same things being said by different people or multiple people, you may... Feel some validity there, so... I don't know, discuss among yourself here, throw... give me some things of why this would be a bad idea.

18:54:37 But... and as I said, I'm not asking Brian to come to our meeting.

18:54:42 But technically, by our bylaws, we're supposed to have an ISU.

18:54:48 Yep. Representative, and why couldn't he just fill it out? He's already been to one of our meetings.

18:54:55 So that's one of the questions that I had in terms of clarity. I just kind of wrote this down.

18:54:59 Like, are the bylaws set up that it would be a faculty?

18:55:03 Versus, you know, an administrator, because I think. That's very important that Catherine is... here as a representative and not.

18:55:11 Brian Roman, or... Andrew Market, like, I think they have a different perspective than the administrator, and so that's one of the things that I wasn't for sure about that in terms of putting an administrator.

18:55:24 As their representative instead of a faculty. I did have a faculty reach out to me, who was very interested to be a part of LSAC.

18:55:32 But they're not in the College of Education, and I don't know if that is a requirement.
18:55:40 They are in... Uh, they are... they are a parent. Oh, okay.
18:55:48 So they don't want to go... they want to go in the back door and not come in as a parent.
18:55:52 Like, Mike did. Yeah. But they want to come in as a faculty.
18:55:56 It does just say recommend... I read through it, and it does... Antonio, I mean... Yep, Antonio is a parent, yeah, uh-huh, yep.
18:56:06 Yeah, self-recommend. Yeah. Does it have... does it have to be within the... oh, go ahead. I don't think it... What am I representing the College of Education.
18:56:14 Recommended by the Dean of the College of Education.
18:56:19 Okay. He can nominate himself. Let's not say recommend. He can nominate himself. Okay.
18:56:25 The last time we spoke about it, and it was when he started, so I know he was still trying, still trying to get, uh, acclimated to everything.
18:56:32 And then we had a follow-up meeting, because I shared with him that I had a faculty outside of the college ed that.
18:56:38 was interested, and his feedback was that he would rather have a.
18:56:42 College of Ed faculty. Um, but he had 2, I think?
18:56:49 That were interested, and so he was supposed to follow up with them.
18:56:53 I don't know what the situation is, because when I started Antonio.
18:56:58 Yeah, he was serving, like, what, 6 years or something. I'm just joking.
18:57:04 You've been here for, you know, so that's the only faculty, but in terms of the process.
18:57:08 I don't know if they have... I would assume that they have a, you know, an elect... voting side, if you have more than one.
18:57:15 who is interested in serving on LSAC, what is their process on that side? Is that... I don't know if that's written in the... I don't recall seeing that in the bylaws by the dean, and so I think he was deciding between two.
18:57:28 the last time I checked. So, let me follow up with him. I do like the recommendation, um, especially as a start for him, uh, to kind of understand LSAC side.
18:57:38 Uh, and like you said, like, the trends and, you know, some of the things that we've been trying to.
18:57:43 take care from LSAC perspective to have him here, that would be very interesting to see.
18:57:49 How do you feel, Catherine, being a teacher? Would you feel.
18:57:53 I mean, I think it's a conflict of interest.
18:57:57 Because... Is he your... does he evaluate you? He's my supervisor, yeah, direct supervisor. I mean, well, yeah, not only that, I mean, yes, it's one thing for the both.
18:58:06 Mm-hmm. Teachers who are here, but also for Dr. Jones, I mean.
18:58:10 if I was Dr. Jones, I feel like he'd be sitting here watching over me and.
18:58:15 Evaluating. Right. I just... I feel like if he needs to come... if he wants to... I mean, if always open for him to come in, but if he's here as, like, that role... I feel like that is... Well, I guess then my other point is, is that if we didn't put him on here as the.
18:58:33 ISU faculty person. Could we consider the aspect of.
18:58:39 Fast tracking and... Even though we've kept our, you know.

18:58:43 We all agreed that... these results don't go beyond this... table, could we include him this time to help him.

18:58:54 Speed along of understanding the troubles that we're having.

18:58:57 You know, the issues that are there, the raw... Sometimes brutally worded.

18:59:04 Issues. Yeah. So that it... you know, he gets a better... sense of the atmosphere. Let me see.

18:59:13 Now, I do have the conversation with, um... the building administrators about.

18:59:20 But you don't take... No, I don't take the... I provide, uh... I provided the trends. I provided the trends. I don't give them the raw data. Right. Yeah, I give them the truth. Specifically, where if...

18:59:34 If they said, oh, that Catherine Smith, she's a terrible math teacher, and she really needs... she doesn't help her students, does no tutoring isn't available.

18:59:43 You could come out and say, well, listen, we had, you know, there's a big trend, and Catherine, you know, this math teacher, Catherine Smith, was noticed.

18:59:51 You could synopsesize it. That's what we've told you, and I assume, you know, if there's something really, really big, you could.

18:59:59 you're not reading them the verbiage, but you could say, we got a problem here. We got a problem with lunch, or whatever it is that might be, right? That lunchroom coordinator, so that's what I'm saying, is that we're not letting them read.

19:00:18 Because it's all... we've always been trying to. Make sure that the parents don't feel that they're putting habits on their kids' back. That was our big.

19:00:28 Absolutely. The issue of keeping it anonymous, keeping it anonymous group.

19:00:32 Dr. Jones?

19:00:35 Can I ask you a quick question?

19:00:35 But... go ahead. Yeah.

19:00:36 Um, the feedback...

19:00:40 was... I mean, I just read most of the Metcalf feedback, and I thought, you know...

19:00:46 I don't know if I'd say it was brutal, but I think parents were being really honest. So, what do you do with that feedback? This is the first time I've, you know, I've been a part of this to see that, and...

19:00:59 Some of that feedback that I read, um...

19:01:04 you know, I have heard those concerns from parents, and so I just was wondering... I know it's anonymous, but I was just wondering, you know, do you...

19:01:13 Use that information to

19:01:15 have conversations with administration in general, or do you just... what do you do with that?

19:01:23 Yep, um, what we've done so far, and this has been the second year, second full year.

19:01:30 Because we've done two vol... yeah. third survey year.

19:01:37 What I've done is I've taken the feedback, and we've had discussions within our admin.

19:01:43 Uh, team. And then, uh, they helped me form, uh, responses back.

19:01:48 Uh, in terms of goals that we can work on.

19:01:51 Now, in our meetings, just like you give feedback, you kind of see some trends.

19:01:57 Uh, just for transparency, there's a lot of back and forth, like, well, we do this, part of this, and then why would they say that? So we have all of that, we let that out, we give the opportunity to get all of that out in terms of pushback, and then we say, okay.

19:02:09 This is, uh, feedback from our families, and then we, uh, come together to write some goals that we can work on.

19:02:15 Thank you, sorry.

19:02:17 Yeah, no, that's a great conversation. And that, that is, uh, one of the tasks, uh, from LSAC.

19:02:23 that they've asked me to do in terms of the director, is to be able to use the feedback to give.

19:02:29 to give feedback to our families to say, hey.

19:02:33 Thank you for completing a survey, and here are some things that we're working on.

19:02:38 in response of the survey. And so, I know consistently that communication.

19:02:43 has been, uh, one of the trends. And with this specific one, there... there is some new information, there are some common trends within, uh, the communication, but I've seen some new information and examples in terms of other areas.

19:02:59 for communication. And so, I'm going to take that back.

19:03:01 we have our meeting on Thursday, and I'll share with them just a summary of what I've seen from the feedback.

19:03:20 Brian. Yep. As Brian, um, after break that we have a representative and name one.

19:03:27 I think that... I agree, let's do that first, and if he can't find one, then I think we need to talk about the conflict of interest. You're always welcome to come in the evening.

19:03:37 Right. It's always, you know, doors always open. Right. Okay.

19:03:46 I... I mean, obviously we want to be. Respectful of our bylaws. Yeah, that's one thing we've... really been striving for on this many... or this council, but... Yep.

19:03:59 Okay, I can do that. I feel like he's also... first year got more on its plate. It's not really his responsibility.

19:04:09 But I know he wants to be involved. Yeah, he wants to be involved.

19:04:19 Uh, cannonball into this. He's all. He wants to... dive in, not necessarily... To be agent of change. Right.

19:04:30 Dramatic change from what we know, but... to say, I... I want to address the issues, and let's start.

19:04:41 Moving to do things. Yeah. That's where I was coming from, and that... if he read some of these comments, would that expedite his.

19:04:49 Understanding of the frustrations that parents have. what they're seeing, you know, what we're asking you to do that helps you with your job, you know, I understand what you're saying about the conflict of interest, and that he's.

19:05:03 Evaluating. Anthony, but, you know. Yep.

19:05:08 I guess I think of when... Jake, when we first did the survey, Jake was talking, we were talking about, hey, what are we doing with this data?

19:05:17 If this is not... in my mind, none of this data we use.

19:05:22 For teacher reviews, for administrator reviews, for Dr. Jones reviews, so... bringing him in.

19:05:29 with the intent purpose of for him to read the comments.

19:05:31 I think is not the purpose of our survey. I think our survey is.

19:05:36 We identify trends, and if a trend says XYZ, we share a trend. We should not be sharing.

19:05:44 The actual comments, I would struggle with that a lot.

19:05:48 Right, that's fair, I just... Do you understand where I'm saying, though, is that I... my point is, is that.

19:05:53 I would like to. what can we do to expedite this? You want us to change it.

19:05:58 It hasn't happened yet. Yeah, I want... if we have somebody who seems... because Brian seems like he really wants to get on board.

19:06:06 And not just here... I mean... for his whole entire job. Mm-hmm.

19:06:11 Are we... I don't want to deny a tool and an understanding, and we have to go through that learning process of.

19:06:17 You know, having parents come in, or... you know, I guess... It was, as I said, it was almost like baptism, like fire, is that.

19:06:33 I understand. I'm... I'm... The very first person to say, I want to keep the anonymity of our parents, and I don't want the parents to feel... Absolutely. Because I think we finally hit that.

19:06:43 We're over that hump now, and parents are believing that they're not going to have a target put on their back and their family's back.

19:06:49 And that was a huge thing that we accomplished, don't you think? We're almost there.

19:06:57 We'll be getting there. Yeah, we're getting there. Yeah, I think we still have some families who are concerned about it. So, I just... I... You know, obviously, your conversations with him can be... Mm-hmm.

19:07:07 Um... very frank, you know, divulging particulars, but... I guess that's really where I'm kind of at, is that I would like him.

19:07:18 to be very much aware of this survey, understanding it, and see... You know, the concerns that you're dealing with. Yep, and I was trying to pull up, and I'll pull it up later, but I do believe.

19:07:30 If I remember correctly, having... Uh, conversations with Todd.

19:07:35 Uh, with the trends. And so, you know, we have our weekly one-on-ones. I have weekly one-on-ones with the dean.

19:07:41 And then I have weekly meetings with, uh, the building administrators and directors.

19:07:46 And we talk about the trends. And so, uh, I don't give, like, raw data. If someone was to say an example.

19:07:54 If something really stuck out, then I would share the example, but I wouldn't give any details about families.

19:08:00 Uh, but we do have those conversations, but I can do, you know, my plan is to do the same thing with.

19:08:07 with Brian, is that once we develop those trends, to make sure that he's aware.

19:08:12 Of the trends from the feedback, and to let them know that we... LSAC.

19:08:16 Uh, gives out a survey in the fall and the spring.

19:08:19 This is the purpose. Here are some things that we've seen from results.

19:08:24 Uh, here's an example of the letter that we sent out to families in.

19:08:29 Give feedback and suggestions from him. Well, it's encouraging to know that you're, you know, that you're having a weekly meeting with them, that's wonderful. I mean, I'm not denying that... I mean, I knew you were with Todd. I had total respect for Todd McFly.

19:08:43 But Todd wasn't an educator of children. Right. He was an educator of... college-age people. Yeah, yeah, yeah. And it was, you know, Todd's purpose for those two years that he was there was a much different thing, so... Yep.

19:08:56 I just, you know, I'd like to strike when the iron's hot, and Brian seems excited, and... you know, let's keep that momentum going, I guess is what I'm saying. I got you. So, this is what I'm hearing. So, first.

19:09:07 But I'm going to do... I will follow up with.

19:09:11 Uh, Brian, uh, to, uh... choose a faculty representative.

19:09:17 Uh, for LSAC. And then, um... If we can't find anyone, then I want to be able to bring this conversation back, because.

19:09:27 Uh, if we don't have a representative, I think we need to, um... talk about possibility of.

19:09:34 I mean, what next steps we would do. Uh, Anthony?

19:09:41 Antonio? Antonio. Yep. He termed out. He termed out. Yep, he termed out. It's actually... Has he been off long enough that if he was interested, he could just come back? Yeah, he has a lot.

19:09:54 We actually, we, um, because... Remember, we had to rewrite the bylaws because Jake's staying on for the extra year, so we then did that for the... the ISU rep, too. Yep.

19:10:04 So, the two faculty members in the ISUF got extended to 3 years.

19:10:10 Now, what I do know is that, and Catherine, correct me if I'm wrong, we have the.

19:10:16 College of Ed faculty that we work with, but then we also have.

19:10:21 Um... department. Uh, faculty that we work with.

19:10:25 So I know our bylaws specifically talk about colleges of ed, but if we have someone that.

19:10:31 is a part of math department, or history department, can they be... If they are interested, can they also be a part? Because they work with.

19:10:40 the lab school, so that could be an option of revisiting.

19:10:44 We may have someone from those content areas that may be interested, or those departments.

19:10:48 To consider, but we can table that for... That could possibly be... I mean, if somebody's interested, we could probably take a... I don't know how that would actually go. Who is our parliamentary persona?

19:11:00 Well, it's not our... it's not our position. Yeah, it would be a recommendation from... the dean would have to say... But because it's not from College of Ed, though.

19:11:08 Oh. He'd give the recommendation, but then we would have to... Allow that... Got it. So, wait a minute, yeah.

19:11:20 wait a minute, though, so if it's, like, if someone's a hip... In, say, education... history education or math education, that's not umbrellaed by the College of Ed at all. It's not a secondary level, yeah. A dumb question.

19:11:36 We got a brand new dean. If he asks someone, are they really going to tell the brand new boss no?

19:11:43 I mean, just ask him to appoint someone and problem solve. Right. I think we're thinking about this way too much here. Brand new boss going, hey, I need you to do this, okay? I honestly think that he has... 2...

19:11:58 Possibly 3, so I can play cards. Uh, that are interested, and I think what he's doing is trying to figure out.

19:12:07 Which one? Plus ask those, are all of them here? They're COE.

19:12:13 Nope. Nope. Some are, uh... Nope, some are faculty. What's wrong with that? Aged out.

19:12:21 Nothing. Oh, okay. I was like, this is great, I... I just see this, that's like, you know, like.

19:12:28 Like, Mike here, my kind of... like, Mike's always saying, I'm wearing... I'm wearing my hat, right now, I'm wearing my hat for the faculty. Right. It was valuable, yeah. Yeah.

19:12:40 Okay, so I will follow up with Brian, and what I will do is I would send.

19:12:46 Email out before break to get his response, because I can check in with them. I mean, we're on the same floor.

19:12:51 I can check in with them about, uh, the appointee.

19:12:54 And then just give you all a follow-up from that conversation to see where we are.

19:12:59 Alright, so we can start thinking about the next steps, like, if we need to vote.

19:13:03 Um, or you all need to vote in terms of.

19:13:06 expanding that outside of COE. Okay.

19:13:13 That wasn't conflict. That wasn't, yeah, it was a good conversation.

19:13:19 A gentle kick in the bottom. So, I got you.

19:13:22 Yep. Get things moving, let's take this. The momentum, yeah, we got the momentum going.

19:13:28 Let's get it going, get that snowball bigger. Yep.

19:13:32 He seems very excited. Getting on board. Yep.

19:13:36 Yeah, I know. Right, right, okay, I got you.

19:13:42 All right, um... Liz is gonna follow up. Liz, uh... Liz is not on here. Okay.

19:13:51 All right, I'll reach out to Liz. I know she'll... she'll follow up on... Should we start discussing and just some chatting about some trends that we've noticed, or... Yep.

19:13:59 Let's do it. We have, uh, 7-13, 7-14. So we have some time.

19:14:05 Alright, lunch lady, tell us what would be bothered by your lordy.

19:14:09 I was gonna offer to start with the high, since we always seem to... Yeah, when you think about you, right?

19:14:18 Um, I have, like, a general... question that doesn't have to be in for just a picture thought, and this might have to do with maybe what.

19:14:26 You were starting to ask Christine about... But I think, how do we... navigate all this raw data, and we have some trends, but... How do we kind of differentiate between.

19:14:36 Things that are concerning, and... Happening versus things that are perhaps false narratives. Like, I can just think of a UPI example of, like, I think somewhere, like, we didn't try to hire an ag teacher. Like, that's false. We had a search committee, we had some candidates.

19:14:57 Or they can get at other schools, so... Like, there are some maybe false things out there, maybe about the ones who might have, or about some things that you hide.

19:15:06 And so, how are we navigating... How are we fact checking, and then how do we dispel, like, that false narrative?

19:15:17 for our parents that are perceiving that or hearing that.

19:15:21 Sorry, Anthony, to point the finger towards you. No. I think that's one of the things that.

19:15:28 We need now to expand on that email, because it comes from you, and it comes from us saying this is.

19:15:34 But... but he can do an addendum of saying.

19:15:37 I... or actually, maybe it should be separately, of saying.

19:15:41 I want to address the fact that we did inter... you know, we had a huge.

19:15:47 a national search for the ag feature slash. Yeah, yeah, STEM slash ag.

19:15:55 And that, you know. It didn't re... it didn't reap anything. Yeah, and I'd like to give a shout out to Maggie Proctor, who took on the ag class as an extra prep. She's a science teacher who teaches bio.

19:16:08 And has done a phenomenal job. And has taken our kids to an agricultural center on a field trip where they got to learn a whole bunch of stuff that was all hosted on Instagram.

19:16:18 Like, she has really taken this on and done wonders with the horse, um, because we know how important that class is to our students that want to take it, so just, like.

19:16:29 Yeah, I just... I want us to navigate. Where there's issues, but then also where there's maybe room to.

19:16:37 dispel these, maybe, thoughts that aren't. The reality. We haven't replaced Mr. Deary.

19:16:43 No. No, we didn't... we failed a search, and so Maggie Proctor has taken on the agriculture class. We're gonna reopen it, it's reopened right now.

19:16:51 We are hoping to hire someone here since he retired in May.

19:16:56 Right, well... Yeah. Yeah.

19:17:03 I was not... You know someone? No, I'm just thinking that... That is odd.

19:17:10 Like, do we... have we identified why we are unable to do that? No, but I mean... applicants who weren't very high... Really qualified, and then some that didn't want it because of the pay.

19:17:24 What a... like, if I was a teacher, that's a frickin' dream job. Yeah. So... I guess... I don't... I don't know.

19:17:36 Are you saying that you're seeing the better marketer? I'm thinking there's a problem there if we can't fill that job, given... knowing Mr. Deering.

19:17:43 And knowing all the cool that he gets to do in that role.

19:17:48 The fact that we can't attract. the next, Mr. Deering? We have a problem in our process, whatever that is.

19:17:57 Yeah, yeah.

19:17:58 To be honest, it really is the pay. We've got teachers leaving to go.

19:18:04 teach at other unit schools, because the pay rates are higher.

19:18:08 Yes.

19:18:08 We can't pay our teachers what they're worth, especially when we want excellent teachers with advanced degrees. It's just not marketed.

19:18:16 I would add one more thing to that. That tool is that, um... those positions like that.

19:18:24 also have to be posted earlier. And so, uh, this was a late posting.

19:18:28 And so those teachers who. May have been qualified there probably already.

19:18:34 Probably already gone. I do have FYI. We do have an offer for that position because, um.

19:18:42 Andrea, uh, did, uh, do some interviews. this week? Last week?

19:18:47 And so, um... But they won't start until, um, yeah, the fall, yeah, the fall.

19:18:54 Yeah, so I do have the FY, but one of the things, uh, to respond to Katherine's question, because I think that's a great question.

19:19:01 we did talk about this at the beginning, when we received the first responses from the survey.

19:19:08 was that how do we also, um... navigate one-offs. That's the word I want to use. Like, it may be one... like, this may be a one situation.

19:19:18 Like, how do we respond? Because that may have to do with.

19:19:22 That pair it with that teacher, but it may be in the survey.

19:19:26 How do we respond to that? Or do we only... Respond to the trends.

19:19:31 And so, um... That's a great question, I don't know... I don't think we sorted out, because we focus on the trends and not... One, because we wouldn't know who that family, that person is, but that is a fact check.

19:19:48 But... But bringing out, like you said. that would be a communication piece, like, we know that this is something that our high school families need to know.

19:19:55 then that's something that we can clear out. That's a great question.

19:19:59 Okay. Communication email.

19:20:04 Uh, updating them of... What we've done.

19:20:08 So far. And this possibly could come from... Uh, Mrs. Markert.

19:20:17 This possibly could come from Mrs. Market and her Sunday email.

19:20:21 To address that specifically. Could you take the comments and, like, let's say we segregate them into, like, a... These are educational things.

19:20:31 That each building needs to push out to help correct misinformation that's showing up in these.

19:20:37 And then we've got the ones that are, like.

19:20:40 It's the trend. And we identify those, and then the specific... very specific issues.

19:20:46 They get brought up, and that's... In my opinion, this is... we're just like, yeah, we're not touch those.

19:20:51 And that's up to him what he chooses to do with those, but it's like, we've got misinformation addressed out of the building.

19:20:57 We have our, like, oh, the big picture trends.

19:21:01 And then the very specific things. To me.

19:21:05 We're hands off on that, and what is done with those is outside of our... Okay. Because I don't think we need to... I think that can be easily done. I think that we could... I think...

19:21:17 Even if we did a subcommittee of 3 or 4 people could do that to just.

19:21:21 categorize them, um, so that we could... look at them, you know, saying.

19:21:29 These are academic issues, classroom academic issues, these are sports issues, these are lunchroom issues, sorry.

19:21:36 These are, you know... Um, you know, our favorite for MedCap.

19:21:42 Drop off, pick up issues. And... And then, you know, as you said, we can look for the big trends.

19:21:52 of, you know, of what's... and kind of devise that up, and... And ultimately, the communication.

19:22:00 on things like that. You know, you can decide if you want to.

19:22:04 Go down to the nitty gritty, or if you just want to say, okay, we had.

19:22:08 You're gonna say, oh, look, Kathy, you had 10 people talking about drop-off pickup.

19:22:13 I think we need to... I need to write, you know, 2 or 3 sentences in my email to say.

19:22:18 This is a continued, you know, we're building the plane as we're flying.

19:22:24 They don't use that... I'm not using that. And, you know, so... It's very unsafe, if you think about it. People pick up and drop off, and this is, you know, and say... and just acknowledging it.

19:22:36 That's, I think, what people want to hear. is that I've been telling you, which I think one of... that was... I think there was at least a half a dozen people who said.

19:22:48 I've been writing this dang on survey for 3, you know, this is my 5th or 6th time, and.

19:22:52 I don't think you're doing anything. That was a little bit of a theme that.

19:22:56 Maybe we could pull out those little things of saying.

19:23:01 We acknowledge, drop off, pick up at Metcalf Sucks.

19:23:03 We're still working on it. It's a, you know, we're looking to improve it. You know, this is a constant in motion. We haven't forgotten you.

19:23:11 You know, type of thing, or... Something specific at UHI, too. I'm not in your... your arena to be able to tell you about the.

19:23:21 The things that are the peas underneath the mattresses, but I'm sure that there's... A few things that people are complaining about over and over in these surveys.

19:23:33 Because actually, we could actually go back and look at the last.

19:23:36 Couple surveys, and see if we've got. you know, categorize them, because I'm... seriously, we could just do drop-off pickup.

19:23:46 You know, lunch, lunch. You know, coaches. I think last time we had a lot of coaches, coaches' last survey, you know.

19:23:55 Okay, it's... Like, for example, one of the big things that may have kept this year was.

19:23:59 Let's all just put the elephant in the room about the.

19:24:02 The fee structure at the beginning of the year. Let's say you want a phrase.

19:24:09 We made both comments, so we put that all together, and... We just put them in a category. Yep.

19:24:15 I like it. Okay. It's... and that's something that... that's in the wind column for you, Anthony, because you can respond and say, we heard you.

19:24:26 Immediately, when... You know, when that fee structure came out in Metcalf, and we responded.

19:24:34 Before... We'll start it. We hear you, and that's, I think, what the parents love to say, is that.

19:24:40 You're acknowledging my problem, you did maybe not everything I wanted, but you did something.

19:24:45 I do think one of the categories should also be personnel, and I do think that

19:24:44 Got it.

19:24:52 that some of those comments, parents are going to have to understand our personnel-based,

19:24:57 And those are things that if you choose to address those with individual teachers that were named, or administrators that were named, or however you deal with that,

19:25:06 You know, that... those issues, because they did seem personnel-based,

19:25:14 We will know.

19:25:12 You can't... you know, you can't discuss that, you know what I mean? So, I mean, because there were some that I was like, oh, wow, you know, those... those are personnel things that have to be dealt with privately.

19:25:26 Yeah. That's a good call-out, because maybe that's some... Something that actually Dr. Jones states is we hear you, we hear you that you have concerns about person.

19:25:33 Yeah.

19:25:35 certain individuals, but... I'll always make the address private.

19:25:40 Yeah.

19:25:41 Traveler, those concerns are just between... You know? Yeah.

19:25:46 Oh.

19:25:44 Yeah, and I mean, people need to understand that, like Dr. Jones, you said, you know, there are things that happen behind the scenes that we all don't know about, and...

19:25:54 Especially when it's dealing with, you know, someone's job, you know, that's... that's not...

19:26:00 For us to know, you know, the consequences or whatever, so...

19:26:04 Yeah.

19:26:05 I also think it's important to emphasize that there's very little you can do with an anonymous survey.

19:26:11 Mm-hmm. Board.

19:26:12 Right? And... Perhaps when you send the survey out again, a message that if there are concerns.

19:26:18 Here is the venue that you can use with your name on it.

19:26:23 To... to raise those concerns to the administrator. It'll be much more productive.

19:26:29 Okay.

19:26:29 Well, I think that's... that's without being said. I think at the end of... his email that he's going to sit there and save. My bill is always open, and I will meet with anyone, a few parents.

19:26:42 And I... you're... you're... Your student is important to me, your family's important to me, and my door is open.

19:26:48 So that people don't know if somebody's evaluation, or if, like, got written up, or...

19:26:55 Somebody else might hire a private staff, yes. Okay. Yeah. But it's putting... extending that out there and saying... I mean, but it is hard, even though as much as you say you've got an open door.

19:27:07 your day does not start at 8 in the morning and end at 3, just meeting with parents, you know?

19:27:13 You've got some parents come in there, but... You've got how many parents in this school? You've got, you know, over 600 families. Yeah.

19:27:20 You're not seeing all of them. But I think we did have a good, um... response. Yes, we did.

19:27:29 I was gonna ask, yeah. Again, to use that automatic.

19:27:33 reminder that we were talking about on the Google to remind people, like, hey, you have 24 hours, get it filled out and get approved.

19:27:40 Okay. And I think also, too, I mean, those still using the social platforms, if our, um.

19:27:45 PTO and boosters can maybe push that out or remind families, too.

19:27:51 Yeah. Well, you did a good job on the PTO one, and making a little bit things to remind people to do that. Yeah, okay.

19:27:57 I wanted to get... yeah. I always do two surveys a year. Yeah.

19:28:05 That's because it's intertwined, like, we talked about that.

19:28:12 Guide essentials, and then other faculty services. Survey fatigue. Yeah.

19:28:17 Not supposed to be. Yeah. Typically, that helps us.

19:28:22 We're in December, so we're gonna do this again in April.

19:28:27 I'll do it around, um, parent-teacher conferences. Um, let me see. Mars.

19:28:37 Spring break, but... But the... one of the things, just to give you a history of it, the reason why.

19:28:43 In fact, we can... when we come to this, let's discuss a thing. I think.

19:28:49 I think we should have... I go back to our form that just... it doesn't say Metcalf UHI on it, we just say.

19:28:59 Mark, I go to you, hi. And I fill out these next 8 questions, and then we have the open-ended.

19:29:06 thing. And then we... we instruct the people to say, if you have kids at both schools, you fill it out.

19:29:13 For both buildings. So then. It's because people were very confused, if you notice, that several people were talking about, like.

19:29:19 why am I filling out you high questions? Yeah. Because I wasn't set up.

19:29:23 Right. Yeah. I think we just gotta work on that. The setup changes, or... Because people were confused that they were being asked that. We shouldn't have... we should have just those 8 questions. That's the whole beauty of it. Remember, we said.

19:29:36 You know, really, the first question is account, and then we have that open-ended question that says 8 questions that we... Stay consistent, and then we can do our trends, which does.

19:29:46 It's able to pull the bandwidth on that to say... And I agree, I think kicking out the, um... The fence... miniature? Yeah, that was good. Yeah, that was.

19:29:56 Okay. Christine, you had... some things from...

19:30:04 That spoke to what I... Okay. I really am glad that we're keeping this kind of in this small circle, because I feel some of the comments are really outlier.

19:30:12 You had a better one-off. Yep. I call them outliers, just because, like.

19:30:17 Like, Catherine, so if they... simply aren't based in facts, and it's because parents get a lot of information from their kids. I feel like when we've... Parents' comments, we have to be like.

19:30:28 Where... where's the information? Yeah. Where's it originating? So I love to focus on trends.

19:30:34 Yep. Perfect. Like, how do we look at. We know that it's not all truthful, like, in his parents, like, if we see Catherine yells at her, you know.

19:30:45 We know. Feats him with a baseball bat. This fella.

19:30:53 No. We should have the faith that, you know, whoever hired you, you know, hired a good person and is, you know, and you're being observed, or people are in your room, you know that you're doing what you're supposed to be doing in your classroom.

19:31:06 Um, I'll tell you, those kids will tell them. So, yeah, reading it, and if it's on there, something negative about you, or about, you know, it's.

19:31:16 Unless it's a trend, if I see it multiple times, then we're going to start to believe it, but yeah, if we're seeing those.

19:31:24 We, reading through things, aren't necessarily always believing, so... Yeah. We didn't see your name on it. Not this time. Last time, before you got on the board.

19:31:42 Good. Yes, there's gonna be the outliers, but... In particular, one thing that you can do is that, you know, if there are things, like, regarding... now that you've taken over the lunch program, and you know that you... even if it's one.

19:31:57 an outlier to say, people are believing this. Maybe we should address it. Hopefully it's replaced... always, always replace a skilled meal.

19:32:07 Nobody is not... nobody's going to be denied food, and so it.

19:32:11 Bothers me that someone's under the impression that, like, there are actors in our school that are not going to.

19:32:18 We always give kids who are hungry food. That's outside the lunchroom, too. Yeah, right.

19:32:25 Thank you. All right, some of... 732 to have a motion?

B. Discussion

1. MSP Diaz/Scratchlow (U)

C. Approval of Prior [Regular Meeting Minutes from November 11, 2025](#)

5. Announcements

1. PTO updates
2. Boosters updates
3. Winter Break-December 22, 2025 -January 4, 2026

6. Report from the Director

1. Calendar Committee meeting update
2. Weather-Related School Communication
3. List of Lab school's apps?
4. Follow-up from Family Forums

7. Open Discussion

1. LSAC Family Survey Results

7. LSAC Meetings for FY 2025-26

1. **Dates:** January 13, February 10, March 17, April 14, May 12
Time: 6:00 – 7:30 pm
Location: UHS Library or via Zoom

8. **Next Meeting Date:** January 13th from 6:00 – 7:30 pm
9. **Adjourn @7:32pm MSP Scritchlow/Diaz**