

NATRONA

COUNTY SCHOOLS

**Board of Trustees Meeting
School Central Services
970 N. Glenn Road
Casper, WY 82601**

March 28, 2011

I. Executive Session – 5:00 p.m.

- A. Legal
- B. Personnel
- C. Property

II. Work Session – 6:00 p.m.

- A. Goal Team #4 Report and Discussion - Healthy Students (30 min.)
- B. Compact Language Revisions (30 min.)
- C. Board Goals (30 min.)

III. Regular Session – 7:30 p.m.

- A. Pledge of Allegiance
- B. Persons Requesting to Address the Board (three minute maximum)
- C. Recognition – Alan Hatlestad / Qualification for American International Mathematics Exam
- D. Approval of Minutes of the Board of Trustees' General and Executive Sessions of March 14, 2011
- E. Consent Calendar Items
 - 1. Personnel Item - Certified and Classified Personnel Report
 - 2. Business and Financial Items
 - a. Bills of March 18 and 25, 2011
 - b. Bid Awards
 - i. Demolition of:
 - 1. Main Building/Portables - Southridge Elementary
 - 2. Portables - CY Jr. High & St. Anthony's School
 - ii. Asbestos Abatement – Southridge Elementary
 - c. Grant – Casper College Foundation / Sara Suyematsu Endowment for Nursing Professional Development

IV. Reports and Recommendations

- A. Major Maintenance Renewal for 2011-12
- B. Facilities Update
- C. Secondary Transformation Projects Funding Recommendation for Casper Mountain Science School and Centennial Classroom Conversion
- D. Board Commitments

V. Trustee Comments/Committee Reports (Facilities, Budget, CIC)

VI. Other Business

- A. Next Board Meeting – April 11, 2011, 7:30 p.m., Central Services Facility

VII. Adjournment

District Goal Team 4: Safe and Health People

Our Goal: NCSD will maintain environments that are safe and health for everyone.

Members:

- Vickie Skates, School Administrative Manager
- Syd Webb, Employee Compensation and Occupational Health Manager
- Carol Boal, Nurse
- Suzey Delger, Head Coordinator
- Brad Diller, Principal
- Larry Meeboer, Assistant Principal
- Marty Wood, Safe School/Student Support Director
- Tim Ray, Community
- Cheri Grutkowski, Teacher
- Chris Metzger, Teacher
- Beth Corley, Teacher
- Abigail Bishop, Teacher
- Arlene Steward, Employee Group Insurance Manager
- Scott Honken, District Facilities Manager
- Crystal Mueller, Associate Superintendent for HR (Facilitator)

Areas of Measurement	Tasks Completed:
<p>Student Engagement (Baseline 2010) – NCSD 62%</p> <p>Staff Engagement (Baseline 2010) – NCSD 25%</p> <p>Dashboard</p> <p>Facilities (Access, Lighting)</p> <p>Student Safety (Bullying, Weapons, Sexual assault/harassment, Fighting)</p> <p>Mental Health (Drug Usage, Suicide prevention, Counseling)</p> <p>Physical Well-being (Student and staff injuries, Gallup)</p>	<p>December 2009 Board approved Bullying policy</p> <p>August 2009 – May 2011 Pilot Behavior Strategies (PBIS, Behavior Tier, Curriculum) – Continuing to monitor</p> <p>September 2010 (Survey employees) and October 2010 (Survey students) – Gallup</p> <p>Continuing to monitor the progress of Bullying Efforts: Have defined 5 components: Policy, Curriculum, Data, Communication, Training</p> <p>Will have Diversity Task Force to report to Goal 4</p>
Tasks TO BE Completed	
<p>Concussion and Head Injury Protocols</p> <p>Environmental & Safety Manual</p> <p>Fire Inspection Issues</p> <p>Next meeting: April 4, 2011</p>	

District Goal Team 4: Safe and Health People

Our Goal: NCS D will maintain environments that are safe and health for everyone.

Bullying

As part of the strategy to establish a model for bullying and alcohol/drug prevention in schools, discussion and direction continues in Goal 4 team meetings. Within departments and schools the work grows and continues.

Goal 4 team identified five areas of focus

- 1) **Policy** – Student Bullying Policy 5440 became effective on December 31, 2009. Human Resources and Student Support Services have conducted numerous investigations into complaints of bullying. NCS D has taken appropriate action when allegation was substantiated. “No More Bullying” by Andre A. Lewis was provided to students free of charge. The book explains the policy.
- 2) **Curriculum** – In 2008, principals expressed concern about behavior issues in school. A task force was set up to evaluate the current condition. The group recommended and it was adopted that Positive Behavior Intervention System (PBIS) would be used at NCS D. In addition a tiered model was developed in dealing with behavior issues. With funding from the Safe Schools/Healthy Students (SSHS) grant a curriculum was adopted in schools called Second Steps and Al’s Pals. In addition, Refocus rooms were created and additional elementary counselors were hired. The refocus rooms provide an area that students can de-escalate but keep up with classroom work. The school counselors hold group session with students to talk about issues that are concerning them and how to work together through issues. In addition, the counselor talks individually with a student to decrease test anxiety, work through individual issues, or just have someone to bounce ideas off. Additional programs include: K-2 Internet Safety with Professor Garfield and Bullying Prevention Manual. 3-6 Steps to Respect ad Bully proofing. 6-8 Second Step and Bullying 101. 9 -12 Student Ambassadors and PSR/Generation Next. During *No Name Calling* week (January 24-28) Diversity Task Force provided lesson plans, video, activities, and other national resources. Some teachers posted student signed commitments to no name-calling.
- 3) **Data** – Several surveys have been conducted as a requirement of the SSHS grant a Youth Survey. In addition, the state conducts a survey on even year the Preventative Needs Assessment (PNA). An additional survey is conducted in odd year the YRBS.
- 4) **Communications** – Within NCS D the Communication team continues to publish articles, which communicates the work on creating a respectful environment in the district. Through the SSHS grant partnerships have been developed and maintained between Casper Police Department, the District Attorneys office, Mercer House, and Central Wyoming Counseling Center. These partnerships have spread a common understanding of the work that is being done in several locations in Natrona County to improve

District Goal Team 4: Safe and Health People

Our Goal: NCSD will maintain environments that are safe and health for everyone.

environments for students. The Diversity Task Force offers programs and emphasizes the importance of understanding differences and respecting those differences. In addition, a diversity brochure is distributed throughout NCSD. They also provided Cleo Barker Robinson dance awareness of and presentation to the community.

- 5) Professional Development** – The NCSD certified staff has received training in the curriculum as noted above. Additional training is provided through the SSHS office. The NCSD Diversity Task Force has provided training to administrators regarding cultural proficiency.

NATRONA

COUNTY SCHOOLS

Minutes of the Board of Trustees March 14, 2011

Chair Audrey Cotherman called the Board of Trustees of Natrona County School District Number One Work Session to order at 5:09 p.m. on March 14, 2011, at Central Services Facility, 970 N. Glenn Road, Casper, Wyoming, 82601.

Members Present: Audrey Cotherman, Rita Walsh, Donn McCall, Dave Applegate, Suzanne Sandoval, Steve Degenfelder, Pat Keefe, Todd Ingram, and Elizabeth Horsch.

Others Present: Associate Superintendent for Business Services, Steve Hopkins; Associate Superintendent for Human Resource Services, Crystal Mueller; Executive Director for Human Resource Services, Kelly Hornby; Associate Superintendent for Curriculum and Instruction, Mark Mathern; Executive Director for Curriculum and Instruction, Mike Bond; Associate Superintendent for Facilities and Technology, Mark Antrim; Executive Director for Facilities and Technology, Dennis Bay; and Board Counsel Kathleen Dixon.

Absent: Joel Dvorak

Trustee Rita Walsh moved to go into Executive Session to discuss legal, personnel, and property issues. The motion was seconded by Trustee Suzanne Sandoval and carried unanimously. Trustees adjourned the Executive Session at 5:44p.m.

WORK SESSION: Trustees reconvened the Work Session at 6:00 p.m. with a Central Wyoming Board of Cooperative Education Services (BOCES) Update and Goal Team #1 Literacy report.

GENERAL SESSION: The General Session was called to order at 7:35 p.m., with the same Trustees attending. Chair Cotherman indicated that Joel Dvorak was out of the state and reported that Steve Hopkins, Associate Superintendent for Business Services, was acting in Dr. Dvorak's place.

Those present stood for the Pledge of Allegiance.

Persons Requesting to Address Trustees

Doreen McGlade, 311 Buena Vista, Evansville, WY, President of the Natrona County Education Association, introduced the incoming association president, Marci Kutzer.

Approval of Minutes

Trustee Steve Degenfelder moved to approve the General Session minutes of February 28, 2011. The motion was seconded by Trustee Rita Walsh and carried unanimously.

Trustee Todd Ingram moved to approve the Executive Session minutes of February 28, 2011. The motion was seconded by Trustee Dave Applegate and carried unanimously.

Consent Calendar

Steve Hopkins, Associate Superintendent for Business Services, read Dr. Dvorak's recommendation. Superintendent Dvorak recommended the Board of Trustees approve the Consent Calendar items as follows (incorporating by reference the Superintendent's recommendations attached):

1. Personnel Item - Certified and Classified Personnel Report
2. Business and Financial Items
 - a. Bills of March 4 and 11, 2011
 - b. Bid Ratification – Pocket Lunch Table – Willard Elementary

Trustee Donn McCall moved to approve the Consent Calendar items noted above. The motion was seconded by Trustee Elizabeth Horsch. The motion carried unanimously.

Reports and Recommendations

Disposal of Tract of Land in Town of Midwest Recommendation

Associate Superintendent for Facilities and Technology, Mark Antrim, reported that the lots were appraised in March, 2009 at a value less than \$10,000. The Midwest Fire Department is interested in the property for construction of a new fire station. The District is unable to transfer the property, without consideration, directly to the fire department as it must go through a governmental entity. Trustee Steve Degenfelder stated the Board Facilities and Technology Committee discussed the disposition at its December 14, 2010 meeting and recommended the donation of the property to the town of Midwest. A Midwest community member expressed interest in purchasing the property. However, after considering the appraisal, the interested party decided was no longer interested.

Trustee Rita Walsh moved to authorize District staff to convey a tract of land in the town of Midwest, without consideration. It was also noted that the sales agreement will reflect the Town of Midwest splitting the standard real estate closing costs with the District. The motion was seconded by Trustee Todd Ingram and carried unanimously.

Trustee Comments/Committee Reports

Trustee Elizabeth Horsch distributed the annotated agenda and provided a brief report from this month's joint meeting of the Human Resources Service and Curriculum and Instruction Committees.

Trustee Pat Keefe thanked Trustee Horsch, Mark Mathern, and Crystal Mueller for their direction during the joint meeting held earlier today. In addition, Trustee Keefe thanked the Board Budget Committee for their dedication and hard work that will be undertaken in the next few months.

Trustee Donn McCall distributed the annotated agenda and provided a brief report from this month's Board Budget Development Committee. In addition, Trustee McCall expressed appreciation for the Work Session on the District's literacy efforts.

Trustee Steve Degenfelder reminded Trustees of the Board Facilities and Technology Committee meeting on Tuesday, March 16, 2011 at 4:00 p.m. and provided a brief update of agenda items.

Trustee Dave Applegate expressed gratitude for the Central Wyoming Board of Cooperative Education Services (BOCES) update and Goal Team #1 Literacy report. Trustee Applegate stated the more students the District has reaching their literacy goals, the more students that will be able to participate in BOCES classes at Casper College. Trustee Applegate suggested that the District hold a forum bringing

all schools, principals, and teachers together to share best practices. With a consistent theme of literacy and strong leadership, students will have excellent opportunities and reaching achievement goals.

Trustee Suzanne Sandoval reported that the Ad Hoc Technology continues to meet on a regular basis and will be prepared to provide a full report at the May 9, 2010 meeting. Trustee Sandoval welcomed Trustee Pat Keefe as a member of the Recreation Joint Powers Board.

Chair Cotherman thanked everyone for their participation during the Work Session tonight.

Other Business

Steve Hopkins stated that next Board meeting will be on March 28, 2011, at the Central Services Facility at 7:30 p.m.

Adjournment

There being no further business to come before the Board of Trustees, Chair Cotherman adjourned the meeting 8:19 p.m.

Chairman

Clerk

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak

DATE: March 28, 2011

SUBJECT: Personnel Items

RECOMMENDATION: I recommend that the Board approve the following requests:

I. Employment of the Following:

A. Teacher/Administrator
None

B. Classified

Ann Cummings, District Classified Substitute, 3/15/11

Peggy Darling-Kvernum, District Classified Substitute, 3/15/11

Janet Dorman, District Classified Substitute, 3/14/11

Christina Edwards, District Classified Substitute, 3/15/11

Kathleen Pharr, District Classified Substitute, 3/14/11

Trisha Ridley, Instructional Assistant Title 1 HQ/Student Monitor at North Casper,
1/31/11

Shelby Sonesen, Special Education Instructional Assistant II at CJH, 2/7/11

Mollie Smith, District Certified Substitute, 3/11/11

Tracy Shippen, District Classified Substitute, 3/15/11

II. Promotions/Transfers

A. Teacher/Administrator

Carroll Ann Gunnare from Homebound Teacher for the District to OYO, 1 FTE
Computer Lab Teacher for Transitions at FGC, 3/2/11

B. Classified

Carmen Farmer, from District Classified Substitute to Cafeteria Worker at Fort
Casper Academy, 3/2/11

IV. Resignations/Terminations

A. Teacher/Administrator

None

B. Classified

Janae Morton, Special Education Instructional Assistant II at Mt. View, 8/18/10

V. Corrections

A. Teacher/Administrator
None

B. Classified
Justin Kinner entered under Classified Employment as Justin Skinner on March 14,
2011 Board Report

NATRONA

COUNTY SCHOOLS

SUPERINTENDENT'S OFFICE

970 N. GLENN RD. * CASPER, WY 82601 * FAX: (307) 253-5333* WWW.NATRONASCHOOLS.ORG

TO: Board of Trustees
FROM: Dr. Joel Dvorak, Superintendent
DATE: March 28, 2010
SUBJECT: Grant Awards

RECOMMENDATION: I recommend that the Board of Trustees accept the following grants:

1. The Natrona County School Nurses received an award of \$10,000 from the Sara Suyematsu endowment through the Casper College Foundation. The award is to provide financial assistance in support of educational opportunities for school nurses. The grant will be under the direction of Julie Bigler, Manor Heights School Nurse and Marty Wood, Safe Schools Administrator, Curriculum and Instruction Department.



**Casper
College**

125 College Drive
Casper, Wyoming 82601

Casper College Foundation

**Paul Hallock
Executive Director**

(307) 268-2256

March 20, 2011

Julie Bigler
Manor Heights School
3201 E. 15th St.
Casper, WY 82609

Dear Julie,

Thank you for your request for support from the "Sara Suyematsu Fund" here in the Casper College Foundation. We are very pleased to be able to provide \$ 10,000.00 to you for the benefit of our school nurses and their educational learning opportunities. I have enclosed a check in that amount, made out to the Natrona County School District. Please let me know if you have any questions or concerns.

I am proud that we can enjoy this terrific partnership and am especially glad that it will be used for the benefit of our Natrona County school nurses, Julie.

Sincerely,

Paul E. Hallock
Executive Director

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Joel Dvorak, Superintendent

DATE: March 28, 2011

RE: Bid Award for Demolition of Main Building and Portables at Southridge Elementary School and Portables at CY Jr. High and St. Anthony's School

RECOMMENDATION: I recommend the Board of Trustees award the bid for the Demolition of the main building and portables at Southridge School and portables at CY Jr. High and St. Anthony's School to Wyoming Demolition, Inc.

RATIONALE: The project was advertised and the following companies submitted a bid:

<u>Company</u>	<u>Amount of Bid</u>
Grizzly Excavating & Construction, Casper, WY	\$ 158,775.00
Ramshorn Construction, Casper, WY	\$ 207,791.00
Robinson Contracting, Inc., Casper, WY	\$ 273,010.00
71 Construction, Inc., Casper, WY	\$ 289,400.00
Wyoming Demolition, Inc., Sheridan, WY	\$ 151,900.00

The bids were reviewed by Jason Gutierrez, P.E., Facilities Planning and Construction Manager; and Carol Giese, Administrative Specialist for the Facilities Planning and Construction Manager.

Funding for the demolition of Southridge Elementary School and two portables located on-site will be provided by the Wyoming School Facilities Commission through the Southridge Elementary School Capital Construction project. Funding for the demolition of the 3 portables at CY Jr. High and 1 portable at St. Anthony's School will be provided by the Facilities & Technology Division general fund budget. The portables were previously advertised for sale with no interest from the public.

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees
FROM: Joel Dvorak, Superintendent
DATE: March 28, 2011
RE: Bid Award for Asbestos Abatement for Southridge Elementary School

RECOMMENDATION: I recommend the Board of Trustees award the bid for the Asbestos Abatement for Southridge Elementary School to Environmental Abatement Services of Denver, Inc.

RATIONALE: The project was advertised and the following companies submitted a bid:

<u>Company</u>	<u>Amount of Bid</u>
Environmental Abatement Services of Denver, Inc., Englewood, CO	\$ 19,865.00
Horsley Specialties, Inc., Rapid City, SD	\$ 23,591.00
Robinson Contracting, Inc., Casper, WY	\$ 39,110.00
Safetech, Inc., Billings, MT	\$ 24,750.00

The bids were reviewed by Dennis Bay, P.E., Executive Director, Facilities and Technology; Jason Gutierrez, P.E., Facilities Planning and Construction Manager; and Cynthia Sharon, C. Sharon and Associates.

Funding for the asbestos abatement will be provided by the Wyoming School Facilities Commission through the Southridge Elementary School Capital Construction project.

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Joel Dvorak, Superintendent

DATE: March 28, 2011

SUBJECT: Construction Management Contract Renewal and Rate Increase Recommendation for the 2011-12 Major Maintenance Projects

RECOMMENDATION: I recommend the Board of Trustees authorize staff to renew the Major Maintenance Construction Management Contract for the upcoming 2011-12 Major Maintenance Projects with Caspar/Pope Joint Venture including a 5% increase for labor and burden effective beginning with the April 2011 work. The Board Facilities Committee approved the contract renewal and increase at its March 15, 2011, meeting.

RATIONALE: Caspar/Pope Joint Venture is working on the 2010-11 Major Maintenance Projects and will begin work on the 2011-12 Major Maintenance projects after they are approved by the Board of Trustees later this spring. The Board of Trustees approved a new Major Maintenance contract with Caspar/Pope Joint Venture on January 11, 2010, for three years with annual review. The upcoming 2011-12 Major Maintenance projects will be the final projects for the current contract.

The contractor requested the increase in labor and burden costs due to increases in insurance premiums and basic worker pay rates.

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak, Superintendent

DATE: March 28, 2011

SUBJECT: Recommendation to Fund Secondary Transformation Projects

RECOMMENDATION: The Standing Committee for Curriculum and Instruction and the Standing Committee on the Budget recommend the approval of funds from the Secondary Transformation Account for expansion of Casper Mountain Science School (CMSS) and conversion of a metal shop to a Career and Technology Lab.

RATIONALE: In 2009, the Board of Trustees set up an ongoing line item of \$300,000 called “Secondary Transformation” to promote changes to our secondary education system. Approving this recommendation releases these already-budgeted dollars.

The first proposal, Casper Mountain Science School, provides funding for the next three years (2011-12, 2012-13, 2013-14) to give inquiry and site-based learning opportunities to 480 Life Science students from our middle schools (\$96,000). The proposal includes ½ of a Science Teacher FTE (~\$40,397) to work with both classroom teachers and 8th grade students to prepare for the CMSS learning experience. There is a request to the BOCES for funding the other half.

The CMSS experience addresses inquiry learning, effective communication/literacy, healthful living, stewardship, and inventive thinking – part of the portrait of a graduate. Middle level principals and science teachers support this opportunity for their students.

The second proposal requests \$75,000 from the 2010-2011 budget to convert a traditional metal shop at Centennial Junior High to a CTE lab to support the middle school CTE adoption for career exploration modules. The proposal supports teacher efforts to align and implement CTE curricula and lessons.

Board Priority Budget

Successful, Effective, Best Practice or Innovative Pilot Application

The purpose of these projects/proposals is to begin implementing findings and directions of Path to 2025. These projects will identify successful, effective, best practices or innovative pilots that may be implemented at the secondary level. This proposal can be used for planning grants, as well.

By March 1, submit electronic copy with name of sponsoring school(s) in file name, along with one hard copy with signatures to Vicki Foster and Mike Bond. Schools will be notified by April 15.

School Names: NCSD Middle Level Schools (8th grade students) Date: 2/11/11

Name and Signature of Contact Person : Dr. Vicki Foster

(This person ensures that all steps in proposal are carried out and reports results to Teaching and Learning Dept. within at least one year from date of approval.)

Name of Project Casper Mountain Science School (CMSS)

Beginning and Ending dates (up to 3 years) Fall 2011 – Spring 2014

Target Population: 8th Grade Life Science Students

Goals of Project (include specific targets and outcomes):

Mission Statement: “Casper Mountain Science School provides students the opportunity to learn outdoors, to increase their knowledge of science, to find delight in nature, and to reflect on their place in the world.”

- ❖ Students will participate in a science-based program that focuses on experiences that are place-based and real world.
- ❖ Students will be involved in inquiry, discovery, and problem solving investigations that will allow them to ask questions and arrive at their own conclusions.
- ❖ Students will develop a spirit of leadership, personal responsibility, and community service.
- ❖ Students will generate awareness and respect for their local surroundings.

Describe alignment to the District Strategic Goals and Path to 2025 Findings & Directions (cite the number of the finding and direction):

This program will align with the District Strategic Goals and the Path to 2025 in the following ways:

- ❖ Independent Lifelong Learning/Prepared Graduates
 - The curriculum for CMSS will be focused to develop independent and lifelong learning, as well as teaching stewardship for the environment.
 - CMSS will assist NCSD teachers by reinforcing the 8th grade Life Science Essential Curriculum and skills needed to excel on the PAWS test.
 - Students are exposed to careers in nontraditional science education and field biology/sciences
- ❖ Digital Age Literacy
 - Students participate in unique activities that address environmental issues related to the economics and health of the Casper Mountain ecosystem.

Board Priority Budget

Successful, Effective, Best Practice or Innovative Pilot Application

- ❖ Inventive Thinking
 - CMSS is based on inquiry, discovery learning, which encourages problem solving in natural settings.
 - Because the program is set on Casper Mountain and outside of the traditional classroom, social networking, adaptability, self-direction, and risk taking are inherent to the experience.
- ❖ Effective Communication/Literate Students
 - The interactions of decision-making with life experiences create an opportunity for students to practice effective communication with their peers and leaders.
 - CMSS has a strong focus on team building activities and students working within cooperative groups.
- ❖ High Productivity
 - Prior to attending CMSS, students must plan materials and equipment necessary for their personal needs while at camp.
 - Students are responsible for meeting with their classroom teachers to review their experiences while at camp and to be responsible for additional assignments required for their classes.
 - Students use a variety of means to gather relevant data, make accurate observations, and draw reflective conclusions while participating in field activities.
- ❖ Healthful Living/Safe, Healthy People
 - Based on student reflections and evaluations for both college students and middle level students, the affective experience at CMSS has been paramount to the success of the program.
 - Students must be able to adapt to a variety of conditions, take care of their own personal needs, and communicate when there are issues that affect their well being while on Casper Mountain.
 - Students are exposed to a variety of foods, which requires them to make astute decisions about eating foods that will sustain them while in the field and that will maintain their health while on the mountain.
 - Students become aware of the importance of staying hydrated.
 - Students must make informed decisions about getting enough sleep each night they are at camp.
- ❖ Stewardship
 - A large component of CMSS is community service and making connections with the importance of the ecology of Casper Mountain.
 - Students become aware of the need to conserve, protect, maintain, and appreciate their local environment.

PDSA Process

STUDY

- Research Summary supporting the proposal (including evidence of effectiveness and positive impact on student achievement): Please see Strategic Plan/Feasibility study for CMSS
- Field Journey Results: Please see student and parent reflections in the Strategic Plan/Feasibility study for CMSS
- Results of discussion of 2025 Findings and Directions: Please see Strategic Plan/Feasibility study for CMSS
- Summary from conversations with experts and other schools: Please see Strategic Plan/Feasibility study for CMSS

Board Priority Budget

Successful, Effective, Best Practice or Innovative Pilot Application

PLAN

Implementation PLAN (See attached Action Plan)

- How will the proposal be sustained and existing resources re-allocated at the end of the funding period?
 - BOCES, NSF grants, charging fees for students outside of 8th grade and outside of NCSD (Douglas, Glenrock, etc.), public/community support through philanthropy

- Which practices will need to be implemented, abandoned, or changed, and which resources will need to be re-allocated to insure that the initiative is successful?
 - As the program progresses, support will continue through the partnership with Casper College, UW, and NCSD. We anticipate that future financial endowments and additional grant opportunities will sustain the program, as well as implementation of a fee schedule for schools outside of NCSD. There is also the potential of continued partnerships with existing programs such as The Girl Scouts of America.

- How will building administrators facilitate the change process for staff involved in the initiative?
 - This program is a joint venture between Casper College and NCSD. Up to this point the co-directors, Carolyn Jacobs and Evert Brown, and the CMSS Advisory Board have handled administrative duties. We have also received assistance, support, and guidance from the BOCES board. Middle level building administrators have provided feedback, concerns, and suggestions during informal meetings.

- Who will be on the planning team (include a CSF contact)?
 - Our contact person would be within C & I, either Mark Mathern or Vicki Foster. We will also continue to work with the CMSS Advisory Board and administrators from CC and NCSD.

- Budget

	Building Funds	Board Funds (Up to 3 years)	On-going Cost (Include all funding sources)	One-Time Cost	Plan to Sustain Funding (How will you address decreasing resources over time?)
Salaries		\$28,000 – ½ FTE (other ½ provided by BOCES)	\$56,000 – 1 FTE		
Benefits		\$12,000 – ½ FTE (other ½ provided by BOCES)	\$28,000 – 1 FTE		
Purchased Services		480 students @ \$200.00 = \$96,000	\$96,000		Charging fees for students to attend camp
Materials					
Profess. Dev.					
Travel					
Equipment					
Total		\$136,000			

Board Priority Budget

Successful, Effective, Best Practice or Innovative Pilot Application

DO

- Describe responsibilities of central office contact, principals, teachers, and students:
 - Central office contact – support and guidance
 - Principals – communication, facilitating meeting with teachers, support and guidance
 - Teachers – communication, input about curriculum, collaboration time, support
 - Students – commitment, engagement, open-mindedness, personal responsibility
- Action Plan

Goal	Activity	Timeline (Beginning and Ending Dates)	Professional Development Required (Delivered by whom to whom? How?)	Technology/Facilities, Learning Resources Support Required (hardware, software, licenses, compatibility, remodeling)	Measures of Success (Benchmarks, Metrics)
Approximately 480 8 th grade students to attend CMSS each year	8 th grade students attend Casper Mountain Science School, which focuses on field experiences in science education	Fall 2011 to Spring 2014	NA	CMSS currently uses the Girl Scout Camp as a facility for the students.	Student (CC and NCSD) evaluations, parent evaluations, teacher evaluations. Potential longitudinal studies through UW/CC
1.0 FTE Teacher certified in science (NCSD employee, ½ funded by Board Priority, ½ by BOCES)	Provide supervision and support for interns/teachers at CMSS. Develop curriculum for CMSS activities to match NCSD Essential Curriculum	Fall 2011 to Spring 2014	The FTE that is hired will meet with participating teachers to assist in the development of curriculum, including those outside of science to integrate curriculum.	Office space and appropriate equipment would be needed for the FTE.	Student (CC and NCSD) evaluations, parent evaluations, teacher evaluations. Potential longitudinal studies through UW/CC
Increased awareness of the program	Advertising, meeting with NCSD staff, statewide conversations	Fall 2011 to Spring 2014	Presentations at conferences. Continued conversations with NCSD staff	NA	Increased applications and requests for camp. Increased support of the program.

Board Priority Budget
Successful, Effective, Best Practice or Innovative Pilot Application

STUDY (Evaluation Component) Describe the measures you will gather (e.g., student performance data on PAWS, attendance, failure rate, and surveys to measure impact on teaching practice, as well as parent, student, teacher and principal feedback, etc.)

- Student (CC and NCSD) parent evaluations, and teacher evaluations
- School Attendance
- Benchmark tests will be used as baseline studies to see if participation at CMSS increases scores
- Potential longitudinal studies through UW/CC

ACT (Recommendations for future implementation) Consider modifications, adjustments, professional development, leadership support, and other changes to the project for future implementation, etc.)

- Increased participation for all 8th grade students
- Continued applications to attend enrichment camp
- Development of field science classes for NCSD teachers
- Additional facilities on Casper Mountain
- Additional equipment and transportation for CMSS
- And other recommendations based on the findings of the study

If a decision is made to continue the initiative, the school must complete the adoption request process.

Signature of Principal & Team _____

Date Received by Teaching and Learning Dept. _____

Date Reviewed by OD/HR _____ Signature _____

Date Approved by C&I Board Standing Committee _____ Signature _____

**Board Priority Budget
Successful, Effective, Best Practice or Innovative Pilot
Application**

The purpose of these projects/proposals is to begin implementing findings and directions of Path to 2025. These projects will identify successful, effective, best practices or innovative pilots that may be implemented at the secondary level. This proposal can be used for planning grants, as well.

By March 1, submit electronic copy with name of sponsoring school(s) in file name, along with one hard copy with signatures to Vicki Foster and Mike Bond. Schools will be notified by April 15.

School Names Centennial Junior High School Date March 1, 2011
Name and Signature of Contact Person Valerie Braughton, Tom Ernst, Bob Butts, Ernie Smith

(This person ensures that all steps in proposal are carried out and reports results to Teaching and Learning Dept. within at least one year from date of approval.)

Name of Project Metal Shop conversion to a Career and Technical Education (CTE) Lab

Beginning and Ending dates (up to 3 years) _____

Target Population: **Centennial Junior High School CTE Students.**

Goals of Project (include specific targets and outcomes): *The goal of this project is to continue the conversion process of the Centennial Vocational shop classrooms. The project began 2 years ago with the conversion of the Centennial wood shop. The conversion of this classroom has allowed the Wood Shop teacher to teach in an environment more conducive to teaching the Career and Technical Education (CTE) curriculum. CTE classrooms need to be aligned to ensure that all students attending Centennial have an equal access to a quality CTE experience.*

CTE teachers throughout the District have been working to implement CTE curriculum and lessons. District teachers spent time last summer working collaboratively to create and align lesson and projects in CTE classrooms. That work will continue during the summer of 2011. Centennial has recently submitted proposals to Jamie Cordonire to purchase the needed materials to implement these lessons. We need to align our CTE classrooms within our own building so we can fully implement these changes.

Describe alignment to the District Strategic Goals and Path to 2025 Findings & Directions (cite the number of the finding and direction):

This project aligns with District Strategic Goal #3: Prepared Graduates, and Path to 2025 Findings and Directions, Standard 7.2.

Goal #3 states: All NCSD students will graduate and be prepared for college or a high-skills career. The goal goes on to say that to achieve this goal we must transform the secondary system to support the learning for 2025, and design, build and renovate secondary schools to support learning for 2025.

Centennial needs CTE classroom alignment so we can reach District Strategic Goal #3.

Path to 2025 Findings and Directions standard 7.2 states: All CTE offerings, facilities, equipment, and materials should meet industry standards. The vocational classrooms at Centennial were designed 25 years ago. The Wood Shop was renovated two years ago. It includes clean space to teach lessons on electronics and robotics, as well as a separate production space. The Metal Shop lacks the two distinct spaces and limits the kind of lessons that can be taught. The Wood shop is designed for the 21st century, while the Metal Shop remains in the 20th century with no ability to meet the needs of the 21st century student.

PDSA Process

STUDY

- Research Summary supporting the proposal (including evidence of effectiveness and positive impact on student achievement): *As previously stated, one CTE area at Centennial has already been renovated. This renovation has increased the ability of the teacher to meet the needs of 21st century students and teach 21st century CTE skills.*

- Field Journey Results:

- Results of discussion of 2025 Findings and Directions

- Summary from conversations with experts and other schools:

PLAN

Implementation PLAN

- How will the proposal be sustained and existing resources re-allocated at the end of the funding period? *The renovation of the Centennial Metal Shop will be a one-time expense. No need for sustained funding would be necessary.*

- Which practices will need to be implemented, abandoned, or changed, and which resources will need to be re-allocated to insure that the initiative is successful? *The practice of implementing a viable CTE curriculum is necessary for this initiative to be successful. Without the needed facility changes, 21st century CTE instruction would be limited and not fully implemented.*

- How will building administrators facilitate the change process for staff involved in the initiative? *Centennial building administrators and CTE staff have already*

participated in District CTE meetings, professional development, and curriculum development.

- Who will be on the planning team (include a CSF contact)?

Valerie Braughton

Tom Ernst

Bob Butts

Ernie Smith

Jamie Cordonier

Keith Brown.

- Budget (Up to \$75,000)

The previous Wood Shop renovation cost \$100,000. We feel that this renovation would not be as complicated or as costly and could be accomplished for less than that amount. We are requesting the maximum amount allowed, \$75,000.

DO

- Describe responsibilities of central office contact, principals, teachers, and students:
The responsibility of all adults involved with this project would be to design a quality CTE environment and implement quality CTE curriculum with fidelity. It would be the responsibility of the building administration, through the observation and evaluation process to ensure that CTE is fully implemented.

- Action Plan

Goal Activity Timeline:

The renovation would need to be completed during the summer of 2011. The classroom will need to be ready for occupation in the fall of 2011.

Professional Development Required:

Professional development for this activity has previously occurred. District wide professional development, for all CTE teachers, could be offered by District officials on an as needed basis.

Technology/Facilities, Learning Resources, Support Required:

Centennial has submitted a request to Jamie Cordonier for the needed classroom resources.

Measures of Success:

Classroom observations by building administrators.

STUDY (Evaluation Component) Describe the measures you will gather (e.g., student performance data on PAWS, attendance, failure rate, and surveys to measure impact on teaching practice, as well as parent, student, teacher and principal feedback, etc.)


ACT (Recommendations for future implementation) Consider modifications, adjustments, professional development, leadership support, and other changes to the project for future implementation, etc.)

Twenty first century CTE curriculum needs to be constantly monitored and constantly evolving. As the workforce demands change, the need to change CTE curriculum and classroom space needs to change.

If a decision is made to continue the initiative, the school must complete the adoption request process.

Signature of Principal & Team:

Valerie Braughton 

Tom Ernst 

Bob Butts 

Ernie Smith 

Date Received by Teaching and Learning Dept. _____

Date Reviewed by OD/HR _____

Signature _____

Date Approved by C&I Board Standing Committee _____

Signature _____

Secondary Transformation Budget Summary

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beginning Balance	\$ 300,000	\$ 300,000	\$ 300,000	\$300,000	\$300,000	\$300,000
Project #1: NCHS Freshman Program (-)						
Equipment (tables chairs)	\$ 8,352					
Shelving	\$ 2,550					
Promethian Boards (6)	\$ 21,000					
Desks	\$ 6,000					
Profession Development	\$ 17,940	\$ 17,940				
Professional Development	\$ 10,000	\$ 10,000	\$ 10,000			
1 FTE Tutor for 9th Grade	\$ 79,556	\$ 79,556	\$ 79,556			
Project #2: KWHS Freshman Facilitator						
1 FTE Classified		\$ 32,988	\$ 32,988	\$ 32,988		
Project #3: Casper Mountain Science						
480 students@\$200			\$ 96,000	\$ 96,000	\$ 96,000	
0.5 FTE Certified Science Teacher			\$ 40,397	\$ 40,397	\$ 40,397	
Project #4: Centennial Room conversion		\$ 75,000				
Total Board Commitment	\$ 145,398	\$ 215,484	\$ 258,941	\$ 169,385		
Remaining Balance	\$ 154,602	\$ 84,516	\$ 41,060	\$ 130,616		

NATRONA

COUNTY SCHOOLS

**BOARD OF TRUSTEES COMMITMENT TO THE
CENTER FOR ADVANCED AND PROFESSIONAL STUDIES (CAPS)
MARCH 28, 2011**

To carry out our vision for enhancing, extending, and enriching opportunities to engage all high school students, we, the Board of Trustees, commit:

- To the assignment of three Board members to each design charrette
- To promoting efficient and effective use of resources to maximize student opportunities including the location of costly programming at CAPS
- To locating appropriate upper level courses at CAPS
- To being good stewards as we contract with external experts while developing the academies
- To developing opportunities to engage all students
- To a RHS/Transitions/CAPS campus being designed to accommodate 1,000 students
- To opening a new campus with 400 RHS/Transitions and 300 CAPS students in the Fall of 2014

NATRONA

COUNTY SCHOOLS

BOARD RETREAT MARCH 22, 2011

Present: Pat Keefe, Elizabeth Horsch, Suzanne Sandoval, Dave Applegate, Steve Degenfelder, Rita Walsh, Audrey Cotherman, Donn McCall

Absent: Todd Ingram

Staff: Joel Dvorak, Mark Mathern, Mark Antrim, Vicki Foster

Guest: Wally Diller, Wy School Facilities Commission

Purpose of Meeting: For the Board as a whole agree upon answers to questions in order for the staff to have clear direction to complete planning for the new campus.

1. What do we mean by enrichment, extension, enhancement of the present curriculum and program?
 - Deliver relevant curriculum for years after high school (last two years).
 - Opportunities for students to explore
 - May be based on past experience
 - To create a whole new direction
 - Trajectory to new opportunities
 - Already have a list of classes throughout existing programs that allow kids to do a wider variety.
 - Enrichment is anything that we offer and beyond essential curriculum, can happen in individual classrooms and course offerings
 - New site is to right size schools
 - By providing higher level courses, may be an incentive for junior and senior experience, they do not know what they want to do in the future
 - Classes already in place that have synergy, expand programs at KW/NC
 - 700 students taking college courses, many are taught at high schools
 - Not enough room to offer enriched classes, less SF with remodel
 - More opportunities to students not currently being offered, job shadowing, certifications, etc.
 - High level of rigor and application to main course of study, very good at providing curriculum but not very at applying
 - Making informed decisions about
 - Real world life setting with
 - Picture building looking like city that student come to work.
 - Relevant curriculum that is engaging, losing kids because they are not engaged. Know answer but not willing to make steps
 - Learning enhanced by 21st skills, graduate profiles details those skills
 - Enrichment, go deeper with problems, meaningful

- Extend, reach out into the real world, internships, certifications, doesn't have to be career-technical
- Enhance, being able to use tools that would not find or difficult to implement at home school, state of the art labs, due to cost, number of students using
- Relevant application skills to build, collaboration with community, experts, consistent environment
- Integration of disciplines, similar to Star Lane, came out of the building 2025, all high schools, how to teach in involve changes as a result of work
- Enhancements, war going between entities, mediocur, rather than one state of the art
- 9-10th graders can't get into career paths and courses because not enough space, if you don't have base big enough, triage, broad at bottom narrow at top
- Feeder classes, vision that is a Casper facility, not KW or NC, about kids in the county, example, KW, NC, more entry level classes and certification classes at CAPS, sciences same, build model built on student request, built based on what they want and not what they have today
- Need more entry level courses to give opportunities, CAPS programming is upper level, need to provide to see if there are things they might like
- If just use 11th and 12th grade enrollment could result in under enrollment
- KW and NC principals say over ½ students take CTE courses, don't have space for 9-10 grade offerings, until CAPs is done, will be bounced out of the classes
- BOCES offer exploration, 70 classes that are taught at high schools by adjunct professors, they do not complete with CAPS, some of concurrent enrollment classes, some with have application and expansion at CAPS, Frank Hill report has erroneous assumptions, still in draft form
- Courses that are the stepping stone courses do not have the capacity in 9-12 to offer classes to all kids
- Go back to principals and tell them to rework their plan according to their agreement they made in March 2009
- Scope of work is straw man, a number that can change per Wally Diller, SFC
- NCHS needs to expand campus regardless of number of students, minimum is 30 acres, KW and CAPS are ok, NC grandfathered in due to it being an existing facility and renovating instead of building new
- 30 acres are based on a range of the numbers of students, base acreage needed for high schools is 20 acres + one acre for every 100 students, fixed formula
- Mobilized staff that have worked very hard to envision a new learning experience in Casper, Trustee casting doubt and uncertainty, what is the board vision for campus
- There may be trepidation about losing student/classes, but are gaining experiences. Freshman and sophomores are receiving leftovers. If the district's learning campus is so good, why are kids leaving us 25%? Can't expect different results if doing the same
- If going anywhere different that option 1, organization will shutter. There are people that are doubters. Adults are not the primary customer.
- Staff have been working on for months.
- Board to say, this is where we are going, voted for program.
- Sense from past conversation that Trustees has slowed down the process, believe it has been staff and principals.
- Lots of conversation between trustees and staff on where
- Numbers have crept, not totally supportive of direction, Trustees need to give last 10%, Trustees need to back away
- need to spend time to discuss concerns, enrollment, looks like shifting around

- Teachers are excited, see evolution of their understanding, teachers have passion for their courses, not been a process without consideration, long painful process, taken a while to grasp, fear of it changed now, will demoralize staff. Hard for teachers, struggle, traumatized, see movement and realization
- District offer courses but those offered are where kids need to be or where they are going, teachers are teaching in labs that were build in 1940s.
- Have 75% utilization, we have 25% opportunity at all schools to offer capstone course at their home school, if put 9th graders in a building, building that has basic field, auditorium, offer PE, don't offer pool, swimming at NC/KW, swimming in 10-12 grades

Review of Options:

- A. Support, enrich, enhance (consensus reached)
 - B. 9th grades
 - C. Another comprehensive high school
 - D. NC/KW expand site
2. Do we need immediate, limited staffing for the new campus? Should there be faculty already employed or a combination of new and present faculty.
- From Budget meeting yesterday – budget placeholder, need 4 FTE with principal/lead for new campus would be advocate of CAPS, staff to support work, built budget placeholder, the work on model and timing, delegated to Superintendent
 - Set perimeters, if lucky, might be able to hire someone that has done this work before or proven track record creating similar academies. The other four staff will be existing staff.
 - When CAPS opens, will not have 1000 kids in district. Start from within, teachers more than likely will be current. As evolves and retirements, we can get folks that match vision on curriculum and experience. Will not get 10 teachers to populate unless 10 retire or enrollment goes up. Continue to add new blood and experience that can enhance. Over time, being very intentional on hiring. Staff are extension of KW and NC
 - Can't support if traveling between schools
 - About ½ currently driving for BOCES at Casper College, percentage of students that travel for lunch or off during the day, if already has commuting going on, don't see increasing concern
 - When talking about administrator, need passionate and believes what will look like, there might be someone here
3. What major, big ticket items do you envision?
- Need anchor in any development
 - Immersive theatre, high tech and involves kids using technology, abandon planetarium, structure would be science and digital media, all four academies see need, inside of curriculum, not enhancement to deliver curriculum at CAPS, application, great opportunity for all academies
 - Possibility of enhancements at CAPS but might be less than other sites
 - Performing arts, theater, and schools currently building sets for Stage Three
 - Academy attributes are currently being under estimated, especially medical will incur more funds if want to do right, not just chairs and overhead projectors, will be big ticket items similar to physics, chemistry, biology labs
 - Kelly Eastes is working with Mark Mathern on partnerships with entities that compliment academies, envision partners giving advice on equipment and items that need to be provided

- KW and NC have plans to enhance their theaters they already have, is a fundamental piece of every high school, should be something for CAPs whether immersive theater builds around, how to fit in is in the details
- Both KW and NC auditoriums are similar on what they offer, i.e., plays, need to think about what different shows can be offered, theater in round, could be used for KW or NC, doesn't change what they are doing, providing for RHS.
- Health sciences academy, envisioned specialized area for fitness, large gym, locker, climbing rooms, aquatic center
- Option of KW and NC, excluding CAPS, still question of RHS need, may have more to do with pools that are competitive
- When start putting limitations on visions, charette process, at the end of the day, what is part of curriculum delivery, Trustees can't say what and what academies will look like or need, let design process and costing define limitations, can't say not plan for enhancement, making decision on old thoughts, not necessarily enhancements
- Last March, Trustees stated building must remain flexibility
- Need logical, programmatic looking at uses and resources
- Community expects excelling schools, prepared graduates, reading at grade level, healthy students, efficient operations, if reaching goals, community won't talk about how it was done, importance of outcomes
- High school enhancements can't function as an economic development around the kids programs, already do that, for giving kids what they need
- Wally Diller confirmation, no budget discussions yet, don't narrow vision and cram everything into, \$112 million is earmarked for four high schools in district, not directly specified for which schools, but could be wrong
- Need to serve community for next century, build flexibility in long run, doing for kids and community
- Enrollment vision – 1700 – 1700 – 700, may have some drift, flexibility and allowance for growth, 1300-1300-1000 was original number provided to SFC, phased project, 3-5 years in future, kindergarten enrollment increases, seeing big changes
- SFC is using multiplier per student, can't say what future looks like, \$84 million today, CAPS progressively grows, 5 year cohort determination, need to look at enrollment for 2018
- Recommend that SFC tell us enrollment, then we won't be wrong
- Concern of right sizing
- Think can make good case for 4100. In past history, has gone up to 1500 kids at high schools. There is a total SF, when settle on the number, there is a number that SFC will work, make case for where need it. KW and NC will be bigger with remodel, will be inefficiencies that occur,

4. What is the purpose of the charettes? What role shall the board play in attending them?

- Sounding board and listen to players in charettes are say, engage, not just observation
- Board has to be careful, hope tilted to hearing, as resource
- Have responsibility to listen and engaged in decision making process
- When sit on committee meetings, everyone listens to trustees, float ideas but if get thumbs down, won't go anywhere
- Will need direction on ideas and ability to advocate
- 3-3-3 trustees on each charette

- All attend when possible
- Bring back to whole what heard, direction going
- Concern of responsibilities with opinions and creating perception dictating, if participate, participate as one person, not on behalf of board, not to guide, resource is important, misperception, no weight
- Provides opportunity for discussion, feedback with board members
- Unique lens to look at process as trustee, very important part
- If clear perimeters defined, will be fine.
- NCHS – Cotherman, Keefe, Ingram
- KWHS – Applegate, McCall, Walsh
- CAPS/RHS – Degenfelder, Horsch, Sandoval

<u>Activity</u>	<u>#</u>	<u>When</u>
Pre Charette	50	April 11-13
Future of Learning HS System	150	April 18-20
4 Charettes	30 ea	May
Community Workshop		July
All 4 designs showcased		
Design continues		
Steering Community		

- Steering Committee – SFC, district, board, designers, school leadership
- 4/3 Design teams, RHS
- 30 representatives, public input

5. Commitment Needed from Board - Consensus

- Support for efficiency, spending taxpayer money, ability to align programs where needed, won't lose jobs, making students the winners
- Commitment to locate costly equipment at CAS, if need a costly piece of equipment, locate at CAPS for all to use
- Commitment to locate appropriate upper level courses
- Support for continued advice from academy experts, i.e., individual from Kansas that help develop CTE core for district's middle schools
- Commitment to developing opportunities to engage kids
- Commitment to the new site being built and programs designs for 400 (RHS) and 300 (CAPS) students
- Commitment to locate appropriate upper level courses

Mark Mathern and Mark Antrim will rework commitments with Trustee discussions. Audrey requested that Trustees discuss in open meeting and vote on commitments.

Parking Lot Item - Boundaries to high schools