

NATRONA

COUNTY SCHOOLS

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

October 10, 2011

- I. Executive Session – 5:00 p.m.**
 - A. Legal
 - B. Personnel
 - C. Property

- II. Work Session – 6:00 p.m.**
 - A. Neighborhood Preferences

- III. Regular Session – 7:30 p.m.**
 - A. Pledge of Allegiance
 - B. Persons Requesting to Address the Board (three minute maximum)
 - C. Approval of Minutes of the Board of Trustees’ General and Executive Sessions of September 26, 2011
 - D. Consent Calendar Items
 - 1. Personnel Item - Certified and Classified Personnel Report
 - 2. Business and Financial Items
 - a. Bills of September 30 and October 7, 2011
 - c. Bid Approvals - Dean Morgan Junior High Renovation and Campus Plan Architectural and Engineering Team Recommendation

- V. Reports and Recommendations**
 - A. District Accreditation Visit
 - B. Enrollment Preferences
 - C. Policy Matters

- VI. Other Business**
 - A. Tracking Initiatives
 - B. Next Board Meeting – October 27, 2011, 3:00 p.m., CSF?

- VII. Adjournment**

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Minutes of the Board of Trustees September 26, 2011

Chair Audrey Cotherman called the Board of Trustees of Natrona County School District Number One Work Session to order at 6:11 p.m. on September 26, 2011, at Kelly Walsh High School, 3500 E. 12th Street, Casper, WY 82609.

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

Member Absent: Todd Ingram

Others Present: Superintendent Joel Dvorak; Associate Superintendent for Human Resource Services Crystal Mueller; Associate Superintendent for Business Services Steve Hopkins; Associate Superintendent for Facilities and Technology Mark Antrim; Executive Director for Facilities and Technology Dennis Bay; Associate Superintendent for Curriculum and Instruction Mark Mathern; Executive Director for Curriculum and Instruction Kelly Hornby; and Board Counsel Charlie Chapin.

WORK SESSION: Trustees convened the Work Session at 6:11 p.m. with a discussion regarding Prepared Graduates – Goal 3.

GENERAL SESSION: The General Session was called to order at 7:40 p.m. with the same Trustees attending. Those present stood for the Pledge of Allegiance.

Persons Requesting to Address Trustees

Doris Waddell, 2057 N. Sage Road, Casper, Wy, Park Elementary School Principal for 11 years and teacher at Park for 9 years, spoke in favor of schools of choice. It works well for 98% of the students at Park School.

Lynnette Boatright, 1114 S. Durbin, Casper, Wy, proposed a change in the current policy which would set boundaries for neighborhood schools. If their neighborhood school was their number one choice they would receive it and then open the enrollment to students outside the boundary. She sent an email to the Board members.

Tori Radosevich, 11th and Beech Streets, Casper, Wy, spoke in favor of neighborhood schools. She is not against schools of choice but asked the Board to re-evaluate whether students should be able to attend their neighborhood school.

John Foy, 1171 Waterford Street, Casper, Wy, teacher at Woods Learning Center, spoke in favor of schools of choice.

Rene Griffith, 1323 Hornchurch, Casper, Wy, faculty member, parent and former K-12 educator, asked the Board to consider a senior seminar course for all high school seniors before they can graduate. Chair Cotherman asked her to send information to Superintendent Dvorak.

Approval of Minutes

Trustee Applegate moved to accept the Executive Session minutes of September 12, 2011. The motion was seconded by Trustee Degenfelder and carried unanimously.

Trustee Degenfelder moved to accept the Revised General Session minutes of September 12, 2011. The motion was seconded by Trustee Horsch.

Trustee Sandoval asked for clarification regarding the revisions made to the minutes.

Chair Cotherman explained that she asked if there is discussion regarding a topic that leads to action that the quotes be included in the minutes. The discussion regarding the Assistant Director for Special Education Services Recommendation has been included in the minutes.

Trustee McCall clarified that he made a change in his comments in the Other Business Section on Page 5, 5th paragraph, 4th line. "In general, we let the students go and it isn't working very well" which is non-sectored in the way it was recorded was removed and he added in place of it "In general, the District has discontinued the administration of the NWEA growth test to students in high school and it isn't working very well."

The motion carried unanimously.

Consent Calendar

Superintendent Dvorak recommended the Board of Trustees accept the Consent Calendar items as follows:

1. Personnel Item – Certified and Classified Personnel Report
2. Business and Financial Items
 - a. Bills of September 16 and 23, 2011
 - b. 2011-12 Applications for Reimbursement for Private Transportation of Isolated Students

Trustee Horsch requested that Item D2a, the Bills of September 16 and 23, 2011, be removed and voted on separately.

Trustee Degenfelder moved to accept consent calendar items D1 and D2b as recommended with the removal of item D2a. The motion was seconded by Trustee Applegate.

Trustee Sandoval asked that the revisions to the personnel report be highlighted.

Dr. Dvorak explained a correction was made for a typographical error in the spelling of Theodore Hanson from the September 12, 2011, in the original personnel report. The typographical error was noted in the Minutes of the September 12, 2011 Board Meeting and the correction was removed from the revised personnel report.

Trustee Sandoval indicated that was an important revision and made a motion to rescind the original motion to accept the corrected personnel report and to accept the original personnel report which corrects the name Theodora to Theodore. If she were a guy she would like to have it corrected with the correct spelling.

Trustee Degenfelder explained that as a point of order yes, it is in the original personnel report that Mr. Hanson was approved and it was corrected publicly by this document. If we rescind the first one it doesn't become a correction and we would be correcting something that was a public document. It is natural to leave it as a correction because it was a public document and it is being corrected with a public document.

Chair Cotherman offered that if the motion is rescinded we would have to go back and approve all the other items in the consent agenda as well as entertain a motion to approve all the items in this consent agenda.

Trustee McCall asked to go through this briefly and see if this addresses Trustee Sandoval's interests. He noted that the September 12, 2011, minutes as approved state "After legal counsel to the Board pointed out the position, under the name of Theodora Hanson, was on the consent agenda, the Chair noted the typo and called the motion to approve out of order since the Board had already approved the consent agenda." He recalled the typo changed from Theodora to Theodore and was the Ted Hanson the Board talked about as being proposed as Executive Director of Special Education. The first personnel report the Board received listed a correction of Theodora Hanson to Theodore Hanson. The correction was made in the minutes of the previous meeting so there wasn't a need for the correction in this report.

Superintendent Dvorak indicated that Trustee McCall was correct, the minutes from the last meeting made the correction so it wasn't necessary to make the correction in tonight's personnel report and it was removed and was redundant to include it again.

Chair Cotherman offered that there was a motion on the floor to rescind the motion to accept the personnel report. There was no second to the motion so it died.

Trustee McCall indicated it would preferable to throw out the revised personnel report and consider the original personnel report because the minutes from the last meeting noted the typo but didn't indicate what the typo was. He moved to amend the motion to: That the Board approve all of the consent calendar items except D2a with the original certified and classified personnel report that was included in the Board Packet which would tie everything together nicely.

Trustee Degenfelder, who made the original motion, accepted the amendment as noted.

The amended motion carried unanimously.

Trustee Sandoval moved to accept consent calendar item D2a, Bills of September 16 and 23, 2011. The motion was seconded by Trustee McCall.

The motion carried 7-0. Trustee Horsch abstained.

Reports and Recommendations

NCHS Stadium Renovation, Planning and Design

Superintendent Dvorak recommended the Board of Trustees approve funding the NCHS Stadium Renovation, Planning and Design by GSG Architecture in the amount of \$30,900 from Board Priority One-Time Funds.

Trustee McCall moved that the Board of Trustees approve funding the NCHS Stadium Renovation, Planning and Design by GSG Architecture in the amount of \$30,900 from Board Priority One-Time Funds to be taken out of the Board Priority One-Time Funds under the Earmark of Contingency for Unfunded Items Relating to the High Schools Renovations and Funds. The motion was seconded by Trustee Applegate.

Trustee McCall explained there has been some confusion, with comments he has heard from Trustees, whether there is money in the one-time budget and he has addressed it with Superintendent Dvorak and Steve Hopkins. He explained that the contingency was an earmark and is an open account.

Trustee Sandoval asked for an explanation to the statement in the recommendation that the City of Casper Code Enforcement Office has requested that the future plans for the stadium be developed before additional work is done. Dennis Bay explained Doug Barrett, City of Casper Code Enforcement Manager, has asked for a development of total plans for upgrades to the stadium before any additional renovations are done to it. This will be a conceptual design and is Phase 2. Tim Schenk, GSG Architecture, was in attendance and explained that the intent is to work closely with Bassetti so the conceptual design will complement what Bassetti is developing for the main high school.

Trustee Keefe asked Mr. Schenk what the timeline will be. Mr. Schenk replied it will take about two months and should be completed by the middle of November.

Trustee McCall indicated Doug Barrett was at the Board Facilities and Technology Committee and the City is interested in being involved in the planning at the front end.

Trustee Sandoval didn't realize that we had a Phase 2 plan for NCHS and thought we had finished renovating the stadium.

Trustee Degenfelder explained this was discussed heavily at the Facilities and Technology Committee meeting and the need for not piece mealing all of the items that have to be done with the NCHS. In the report GSG will look at the bleachers, ADA bleachers and the whole athletic complex including additional lighting. They will develop a master athletic plan. There are major electrical, water and sewer utilities in the street that will be vacated between the stadium and the parking lot and these have to be coordinated with the City. There has to be a collaborative effort in the master plan that they are putting together. It is similar to what KWHS has put together with Phases 1, 2 and 3 and is outside the design of the school itself.

Trustee Sandoval would have been interested in hearing about the facility report before it came to the Board as an action item. She appreciates the need for additional seating on the visitors' side and would like to make a proposal that the bleachers be portable for use at both schools and be trailered.

Trustee Horsch asked if the proposal will include cost estimates.

Trustee Degenfelder replied it will and it will give consideration to the desire to list the educational/curriculum benefit for each of these improvements. There may be some that will qualify for SFD funding and some that the District may have to pay. We usually have all of those items in our Facilities and Technology meeting minutes.

Trustee McCall referred to a copy of the Facilities and Technology Committee's August 17, 2011, minutes that were distributed and reported out at the September 12, 2011, Board Meeting and that the Facilities and Technology Committee approved the request. He reported this is Phase 3 of the NCHS Millennium projects that started in 2001; it was brought to the Board in 2005 and 2006 and was dropped because it wasn't a good time. It has never been a good time. This is the end of a project that was started 10 or 11 years ago.

Trustee Keefe reported in Phase 2 in 2001 there were several phases of the high school expansion through the Millennium Committee. If you look at the stadium, the criteria that handles the handicapped people to watch games is on the top of the stadium. They don't use the seating on top; they sit at the bottom and this has never been addressed. This is a continuation of Phase 1, 2 and 3 and goes back almost 10 years.

Trustee Applegate commented that the handicapped access is not very safe. We need to make these facilities outstanding and that is what we are trying to do on both sides of town.

The motion carried unanimously.

Funding for NCHS Stadium Painting

Superintendent Dvorak recommended that the Board of Trustees approve the use of Board Priority One-Time Funds for Washing and Painting of the NCHS Stadium in the amount of \$20,078, which is a revised recommendation and copies were provided to the Board of Trustees at tonight's meeting.

Trustee McCall moved that the Board of Trustees accept the revised recommendation, subject to clarification to questions by the Board of Trustees, that the Board of Trustees approve the use of Board Priority One-Time Funds from the Earmark of Contingency for Unfunded Items Relating to the High Schools Renovations and Construction Funds for Washing and Painting of the NCHS Stadium in the amount of \$20,078 which includes the additional sum of \$1,211.85, for the management fee and payable to Caspar Building Systems under their current contract for the Eastside Activity Complex/NCHS Field Turf Replacement. The motion was seconded by Trustee Degenfelder.

Trustee Walsh expressed her concern and understands this has already happened and she doesn't feel right about voting on something that has already been completed. That is what happened at the Board Meeting two weeks ago; we were asked to approve something that has already happened. The community suggests that we are rubber stamping things and when we continue to approve something that has already been done we give validity to that comment. When this comes to us after it has already been done, it demonstrates poor project planning. For that reason she will not support the motion.

Trustee Degenfelder explained that the Board Facilities and Technology Committee had a great of discussion regarding this and at that time there wasn't an interest in avoiding Board approval for this item. At the time, we didn't expect to have 80 degree temperatures and thought we would get cold, snow, wet weather and didn't anticipate getting warm weather. We wanted to get it done before the football schedule got underway. We wanted to power wash the underside of the stadium to get rid of the pigeon droppings. We asked Mark Antrim to give us a "bridge loan" and he agreed to take it out of his budget and, if it wasn't approved by the Board, he would be out \$20,000 from his budget. We wanted to get it done during good weather and before football.

Trustee Walsh asked Superintendent Dvorak if he understood her position. It has been finished and then the Board is asked to approve it.

Trustee McCall explained that technically the approval is to approve the transfer of the \$20,078 back into the maintenance budget account that it came out of. We transfer millions of dollars between accounts during the school year. We have routine transfers that are approved as part of the budgeting process each year and we need to change that and approve transfers at each meeting if it is an issue. In July the Facilities and Technology Committee said this was coming up and there would be a change in the contract with Caspar Building Systems for the Eastside Activity Complex/NCHS Field Turf replacement and it was thought there would be enough money left in the contingency to pay for it and then in August it was reported there wasn't enough contingency money left. He asked at that meeting if we need to act like a bureaucratic agency and wait until after the snow flies and we won't be able to paint the stadium. He asked if Mark Antrim could extend it out of his account and then request that the Board approve the transfer back into his account. If we aren't going to approve this then we need to approve the thousands of dollars of transfers each month. It is a \$20,000 expenditure and Mark can eat it in his account if it is an issue and not approved by the Board.

Trustee Horsch stated she appreciates Trustee McCall's comments but we generally don't transfer funds out of the Board Priority Funds.

Trustee Keefe asked why the cost went up from \$18,866.15 to \$20,078.00. What is the \$1,211.85 addition?

Dennis Bay explained the additional sum is the contractor's markup fee.

Trustee Keefe asked when the painting was completed.

Dennis Bay replied that it was completed before the Oil Bowl. He also informed the Board that the painting was required to seal off the repairs made to the stadium last year.

Trustee Keefe asked if the repairs were the exposed concrete from the reinforcement. Dennis replied that yes they were.

Trustee Sandoval asked why this should come from Board Priority One Time Funds rather than regular maintenance funds.

Trustee McCall replied Board Priority One Time Funds have been used to fund the contract for the KWHS Phase I/NCHS Turf Replacement and this is part of the same contract. The 10% Major Maintenance Enhancement Funds have been expended and normally this would have been paid by those funds.

Trustee Sandoval apologized. She forgot it was a stadium enhancement.

Trustee Degenfelder explained that the District has over allocated the Major Maintenance 10% Enhancement funds for repairs for the KWHS pool and NCHS turf replacement projects. When we are successful in convincing the School Facilities Department that they are part of the academic delivery those projects will be put into the regular major maintenance funding account.

The motion carried 7-1 with Trustee Walsh voting no.

Year 1 CAPS Funding Recommendation

Superintendent Dvorak recommended that the NCSD Board of Trustees accept the Year One CAPS Budget Proposal in the amount of \$156,459.30 to include the following Budget Delineations: ARRA Jobs Grant, \$84,895.30; Title IIA, \$8000.00 and One-Time Board Priority Funds, \$63,474.00.

Trustee Degenfelder moved that the Board of Trustees accept the recommendation as stated. Trustee Horsch seconded the motion.

Trustee Degenfelder commented that he thought there was a three year budget to this and that the first year was about \$5,000 and in Year 2 and 3 it increased.

Superintendent Dvorak explained after this was presented to the Human Resources and Budget Development committees, there were revisions and some rules around the ARRA monies changed some of the parameters. The overall budget is less for the first year but there are more funds to be taken out of the Board Priority One Time Funds because less could be taken from ARRA funds. Kelly Hornby explained the amount is about \$80,000 overall to align with the jobs grant; his salary and consultant fees could not be taken out of the ARRA funds so there was more required out of the Board Priority Funds to cover those costs.

Trustee McCall explained the original amount recommended by the Board Budget Development Committee was \$230,415, \$224,000 of which would have come out of ARRA funds and \$1,400 from Board Priority One Time Funds.

Trustee McCall offered an amendment to clarify that the \$63,474 from the One-Time Board Priority Funds is coming from the CAPS-Program Development and Leadership Earmarked Amount and he would like to note the account.

Trustee Degenfelder accepted the amendment to the motion as noted by Trustee McCall.

Trustee Horsch asked for clarification regarding the consultant. She recalled that Dr. Marty Mahler's expertise was in the area of vocational-technical. Is that true and what is his expertise?

Kelly Hornby explained Dr. Mahler has a tremendous amount of experience in academy programming across the nation, one of which is in Grand Island, NE, and he serves as executive director for the governor for their P-16 program which is similar to our program.

Trustee Applegate asked what the deliverable is if we are spending \$55,000 on the consultant. Can the Board be provided with the scope of work that was provided to the consultant?

Kelly Hornby explained the deliverable is a viable curriculum for the four academies. Dr. Mahler will drill all the way down to the assessments, development of courses, course descriptions, scope and sequence, course syllabi.

Trustee Applegate commented that seems to be what you have already developed. How will it be added to?

Mark Mathern explained what has been done now is the scope. We haven't drilled into the courses each grade level will take, how it will be designed to meet Hathaway requirements and what each course will contain. We haven't drilled into the details. We are hiring our local folks to work with Dr. Mahler on each of the academies. We have four coordinators we are bringing on board to meet with him.

Trustee Applegate asked if Dr. Mathern has any examples of the deliverable. He would like to see what we would get. He also asked about the travel costs, 14 trips for a consultant is a lot; a lot could be done with teleconferencing.

Dr. Mathern explained after the budget page on the recommendation the information on each of the academies is presented. Each pathway needs a full set of course sequences with descriptions to go into the student and parent handbooks for enrollment. What we have is the skeleton and Dr. Mahler will put the flesh around the bones for each of the courses. We have been consulting with Dr. Mahler by telephone; we will ask him to come in to meet with the coordinators about once per month. We will do as much as we can via electronic means.

Trustee Applegate commented that we need to be sensitive to consultant costs and will trust Dr. Mathern's judgment that it is valuable. He would like to see the scope with a better definition of the deliverable written. What was included in the Board Packet wasn't very complete as to what the consultant is providing.

Trustee Keefe recalled there was discussion that we would utilize the appointments of some consulting people in the community. Will we ask people to come in and advise us about the core curriculums as well?

Kelly Hornby stated Dr. Dvorak will be extending an invitation to Board Members. Mr. Hornby is working with a steering committee tomorrow at Casper College and Board membership on that committee would be welcomed; there are community members on the committee as well.

Trustee Keefe asked if we could utilize our expertise rather than that of a consultant in some of these situations. Did we go out and check on other people as well?

Kelly Hornby explained the search for a consultant began before he was on board but a relationship had already been established with Dr. Mahler and people are very comfortable with that relationship. We think people on the steering committee will think outside the box and drive the CAPS concept. We are leaning on the community heavily.

Trustee Keefe clarified why he is asking, \$1,450/day seems to be a pretty steep price to him. In an effort to save some money and put it where he believes it should go we are making an effort to get rid of some of our consulting fees and we could use the community at fewer dollars.

Trustee Horsch asked how closely related our academies are to what Dr. Mahler has worked on before.

Kelly Hornby explained they are closely related, they are CAPS thinking and they are aligned very well. Ours are specific to what our courses are.

Trustee Horsch asked, when talking about scope and sequences in Business, Agriculture and Natural Resources, are there already scope and sequences designed for these courses.

Kelly Hornby explained they have been designed and we will lean heavily on other programs and the great work that has been done.

Trustee McCall asked if the coordinators we are using are from our teaching staff and whether they have been working with and are familiar with Dr. Mahler in this process. Do the Creative Arts Design people and each of the academies have a relationship with Dr. Mahler?

Mark Mathern indicated some of them do and others do not.

Trustee McCall recalled at the retreat in March the Superintendent made it clear he was looking to Dr. Mahler as someone we needed to put the curriculum sequencing together. His interest is he feels more comfortable with this kind of work than what we spent on 2025. We needed that to jump start us and get off dead center but he has more comfort with this type of consulting than others we have approved for a lot more money.

Trustee Applegate offered an amendment to the motion to add that staff will provide the Board of Trustees with a consultant scope and definition of the deliverables associated with the scope of the work.

Trustee Degenfelder accepted Trustee Applegate's amendment and Trustee McCall withdrew his amendment to the motion in favor of Trustee Applegate's amendment.

Motion passed 5-2, with Trustee Keefe and Trustee Walsh voting no.

Neighborhood Enrollment Preference

Chair Cotherman noted the Board received the information from the August 15, 2011 Work Session on Schools of Choice and asked what the Board would like to do with it tonight.

Trustee Walsh recommended that an ad hoc committee be formed to study it and come back with answers to questions at the second meeting in October because, if we don't come to consensus by then, nothing will be done for 2012. She believes there are exceptions to the neighborhood schools. She believes there are exceptions for Park, Woods and Fort Caspar who have a definite delivery of instruction different from other schools. The Board has heard from parents who favor choice. She thinks that it is important that the Board listen to the other segment of the population who is interested in neighborhood schools and that we come to some type of agreement/compromise so that we are meeting the needs of our entire community. She would suggest that we study it and come back at the last meeting in October.

Trustee Applegate stated he has no objection and he generally is in favor of choice but supports competition in most of its forms. He has sympathy for parents who have come in and haven't been able to get into their neighborhood school. There are a couple of questions that were asked at the work session and haven't been followed up on. There are data requests or things asked for that don't circle back. He would like the following two questions included in tonight's meeting minutes. 1. How many kids who get their second or third choice had as a first choice their neighborhood school? They would be the students who are harmed by the current policy. 2. What percentage of kids who choose a school outside of their neighborhood? That would be a little difficult because neighborhoods have been re-defined but these would be the students who would be potentially be harmed by a revised policy. He isn't clear if we are hearing the concerns of the vocal minority. We don't have the

information in front of us to revisit it. We need to honor Trustee Walsh's desire to talk about this and we need to honor her desire to follow through on analyzing the information so we can make a decision. Some other trustees might have something that might come up in the future that might be a minority opinion or potentially a minority opinion and he would want his items to be followed up on.

Chair Cotherman asked if there were some things on the parking lot at the work session that weren't answered the Board would like answers to.

Trustee Applegate stated yes, Tableau - where are students coming from? He thinks the data will probably support choice but we need the information in front of us so we can see how many students are potentially being harmed. The issue raised by the two parents goes to a bigger issue. In the middle school right now we have more parents choosing the west side. We have increased enrollment at the west side schools and declining enrollment at Frontier and Centennial. That is a question we need to think about and consider the ramifications for independent of the choice question. Why is that happening and it is an important question as we see a shift of students to the west side. One of the things about choice is that all the schools will be full, right?

Chair Cotherman stated it was her understanding from the work session that we would leave the high schools as choice and that wouldn't be one of the things we would ask the ad hoc committee to do.

Trustee Applegate stated he thought it was something that was decided.

Trustee McCall stated yes, it was something that was decided or 3 or 4 years from now we will ask the SFD to ask the Legislature to approve funding for a new high school construction. 600 students who attend Kelly Walsh High School live west of NCHS.

Trustee Degenfelder stated it is fine to set up an ad hoc committee. He is struggling with not having an up or down vote on this and going on. We know all the issues we have: we have a quarter of a billion dollars building project in the high schools; we have 20% of the third graders who are not literate, we have a 75% graduation rate, 35% at PAWS and we want to be at 90%. If there is an ad hoc committee, there are some questions he hasn't received an answer to: How many kids are denied attendance at what would be their neighborhood schools? He was told 60 out of the 12,400 kids we have; he would like to confirm that number. Is there a certain school where most of these situations are occurring? What priority will the other preferences we have: sibling and employees' kids have? Will currently enrolled kids in a school and living outside the neighborhood be grandfathered in or will they be kicked out? How about their siblings? Will boundaries be drawn by the location of a school or will we designate by the proximity of a child's house to a school? Once the boundaries are designated how will the Superintendent implement the policy, verify addresses and deal with false applications? Will exceptions still be granted to Woods, Fort Caspar and Park? He will deliver the questions to the ad hoc committee.

Chair Cotherman asked for volunteers for the ad hoc committee. Trustee Walsh and Trustee McCall volunteered; Chair Cotherman will find another volunteer.

Trustee McCall is concerned this was put on the agenda as a report and recommendation and he doesn't know why. There hasn't been a report or a recommendation. He has concerns about the process. There are higher priorities to pursue. The final poll is the election. The enrollment process that starts in January is the final poll every year. What is the compelling interest to change when it is documented each year that 98-99% get their choice of school. Cheyenne uses boundaries and only satisfies 90% of

their customers. We have closed five elementary schools since we had boundaries. If you are going to talk about schools that are purely choice and you don't have open enrollment at other schools there is a legal issue that is involved. We will have to go back to a lottery system and schools would have to have plus or minus 5% of free and reduced lunch kids. We are getting into something that 99% of the customers vote with their feet and say this system works for Casper. This is the fourth time we have done this and we spent a year and a half on it the last time and it had a process. There was a committee that looked at this and determined neighborhood preference was rejected. How many times do we have to go through this? We have unique cultures at each school that will be destroyed with this process. Neighborhood preference does not work and will destroy the culture that each of these schools in our District have built up.

Chair Cotherman asked if this Board thinks that we can discuss any item that any Board Member brings up. If an item is important to any Board Member she will put it on the agenda.

Trustee McCall asked why it was put on the agenda; are we not voting on it tonight because one of the Board members isn't here?

Chair Cotherman stated it was put on the agenda because someone asked her to put it on the agenda. We had a work session on it and we need to close this.

Trustee McCall asked if they were not going to vote on it because the fifth member to vote for it isn't here. That's his interpretation of it. Why was it put on the agenda? It caused anxiety and he was told we were going to vote on it. Now it is on the agenda and we aren't going to vote on it. He doesn't have any objection to bringing something forward because any Board Member wants it brought forward.

Chair Cotherman asked what the Board's feeling is on this. Should we proceed with the ad hoc committee?

Trustee Walsh stated she appreciates the time, thought and work that went into it when choice was established. There is nothing wrong with revisiting it after 5-10 years have passed. Now time has passed and we have received information from other people. If people want a neighborhood school they should have a choice.

Chair Cotherman stated she will establish the ad hoc committee.

Trustee Sandoval objected to the ad hoc committee. We have received all the information in one form or another in the seven years she has been on the Board. This is not a new issue. We have seen maps highlighting where students are, we have seen percentages of students that live in a near neighborhood and we have gone through this in the past. If that is the direction we are going to go, we need to define very clearly what our questions are. We need to ask the question as to what we are trying to resolve with this. Is it a gut reaction to neighborhood schools? There is a lot of emotional attachment to that type of statement. She feels that you have a choice if you live in a neighborhood. She has an objection to an ad hoc committee.

Trustee Applegate stated we could have resolved this issue multiple weeks ago and there was a request for information at the work session. If information had been provided, we could have answered those questions and we could resolve it. We don't have a process in place to capture action items. Does it take one trustee, five trustees or nine trustees to send the staff off to analyze data? He thinks if we are

going to have a work session on a topic and we leave that work session with questions we should get answers.

Trustee McCall made a motion that the Board of Trustees not make any changes to the current open enrollment policy in place in the District. Trustee Sandoval seconded the motion.

Trustee Degenfelder spoke in favor of the motion because the questions that were important to him that he asked at the work session are not answered and were pivotal to his support of change. He isn't prepared to support change.

Trustee Applegate will support the motion for the same reasons. We should have had the information. If we aren't going to follow up with data requested at a work session he isn't going to make a change to a system that is for the most part working.

Trustee Horsch will vote against this motion because Trustee Walsh has given it a great deal of thought and spoken to a lot of people about this and out of respect for Trustee Walsh's concern about this she would like to consider it. She has a number of unanswered questions. She supports schools of choice but there a number of other districts who have the old system and it has worked well. There are some things we need to consider. She wants to put it to bed once and for all but she would like to see the issue resolved with real data she can support. She will be voting against the motion.

Trustee Keefe will be voting against Trustee McCall's motion as well. He has spent considerable time asking community members and, specifically parents, for their input on what their preference would be. It has been overwhelming but it has been one sided. There has been a lot of discussion and people have asked us to bring this issue up to the Board. Because the Board has changed, neighborhoods have changed and issues in education have changed we have every right to vote on this issue again. He will be voting against the motion as well.

The motion was defeated with a tie vote, 4-4. Trustee Applegate, Trustee Degenfelder, Trustee Sandoval and Trustee McCall voted in favor and Trustee Keefe, Trustee Walsh, Trustee Horsch and Chair Cotherman voted against.

Chair Cotherman stated we will try to get some answers to these questions and bring it up again as quickly as possible. She will also put things on the agenda that may not have some action taken on them and she will put policy on the agenda each time.

Trustee Degenfelder asked for clarification as to where we are with this subject. An ad hoc committee was suggested. Trustee McCall made a motion to keep things where they are. The motion failed. Where does that leave this subject? Is it done? Is there interest in Trustee Walsh bringing forth a motion or not? It is left open-ended.

Chair Cotherman explained she thought there was an interest in having three people serve on an ad hoc committee and answer questions the Board had.

Trustee Degenfelder stated if an ad hoc committee is put together he would appreciate having answers to his questions before he has to vote on it again.

Trustee Sandoval suggested a work session to discuss this and get answers to questions for all to hear. We could send questions to staff and get answers. She doesn't see any urgency in getting it on a work session agenda in the next one or two work sessions; it could be in three or four work sessions. We can give staff time to get answers to the questions.

Chair Cotherman stated the next two work sessions are scheduled. Maybe the Board could have a retreat.

Trustee Horsch spoke against that. There is some information gathering that needs to be done before we meet again. If we leave it open to a work session we will prove our ignorance as we have in the past. We won't get the information at a work session. We need someone to spearhead getting the information. If Rita accepts primary responsibility to work on it, she can get the information and that would be wonderful.

Superintendent Dvorak offered to have staff work on getting information together from the questions at the previous work sessions. Some questions are answerable and some are not answerable. Staff will bring whatever information they can. If we are going to be a data informed district we need to get information. If the ad hoc committee wants the staff to help them get the information he is offering it.

Policy Matters

Chair Cotherman asked if there were any policy items for the agenda.

Trustee Sandoval stated the Ad Hoc Laptop Committee has an interest in drafting a Board Policy. There is an indication that teachers consider themselves technologically savvy but it means that they use power point presentations in their classroom. At the last committee meeting someone from NCHS shared an example of how his science class is using technology. We need to put in more professional development; a lot of our teachers are at a beginning level or at the second level.

Chair Cotherman stated ad hoc committees have timelines; we welcome policies from them, however.

Trustee Degenfelder stated if there are some policy suggestions that the Technology Ad Hoc Committee thinks should be considered, they should go to the Facilities and Technology Committee to be considered.

Trustee Sandoval stated it would go forward to the Curriculum and Instruction Committee for consideration, also.

Trustee McCall has arranged to meet with Superintendent Dvorak, Kelly Eastes and Steve Hopkins to go over a draft of an advertising policy. He will take it to the Board Budget Development Committee and it will come to the Board at the first meeting in October for first reading.

Tracking Initiatives

Chair Cotherman explained on requests for information it will asked what information is needed, who it is assigned to, how much time is needed to prepare, when it is due, when it will be delivered and what action will come out of it. We want to do this so information isn't asked for by individual Board Members. We can put them on a tracking report and the Board will receive it at every meeting.

Trustee Applegate stated that sounds like a good idea. His idea was that when action items are put on the list they might be data requests, due dates, when it would circle back to the Board and other items.

Trustee Sandoval stated there are standard minute taking formats where discussion is in the left hand column and action items are in the right hand column.

Other Business

Dr. Dvorak stated the next Board meeting will be held on October 10, 2011, at Central Services Facility, 970 North Glenn Road, Casper, WY, 7:30 p.m.

Adjournment

There being no further business to come before the Board of Trustees, Chair Cotherman adjourned the meeting at 9:35 p.m.

Chairman

Clerk

DRAFT

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak

DATE: October 10, 2011

SUBJECT: Personnel Items

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

I. Employment of the Following:

A. Teacher/Administrator

Shawn Ashcraft (M.A. in School Counseling, Montana State University Billings, Billings, MT, 08/05) 1 FTE, Counselor at Park and Sagewood, 9/08/11

Julie Feiler, (M.A. in Social Work, Leslie College, Cambridge, MA, 05/90) .22 FTE, Social Worker for BOCES, 9/23/11

Laura Hunsaker (M.A. in Social Work, University of Utah, Salt Lake City, UT, 05/03) 1 FTE, Social Worker at SESC, 10/10/11

Donna Mathern, (M.A. in Education, Leslie College, Cambridge, MA) Temporary, Interim Administrator for Human Resources at CFS, 9/14/11

B. Classified

Lisa Anderson, Cafeteria Worker at DMJH, 10/3/2011

Blanca Patricia Andersson, Bilingual Specialist for Student Support Services at CSF, 9/15/10

Sara Bailey, Special Education Instructional Assistant II at CJY, 9/27/11

Laurel Ballard, Manager of Information and Accountability for Human Resources at CSF, 10/05/11

Amber Bodily, Special Education Instructional Assistant II at Crest Hill, 9/26/11

Stacie Davidson, District Classified Substitute, 9/9/11

Marlo Ferris, Special Education Instructional Assistant III at SESC, 9/29/11

Matthew Frisby, Senior Mechanic for Transportation at CSF, 10/10/11

Kimberly Gay, District Certified Substitute, 9/28/11

Cynthia Hurley, Refocus Room Coordinator at Willard, 9/26/11

Jennifer Kennedy, Special Education Instructional Assistant II at Pineview, 9/20/11

Alisha Kittinger, Instructional Assistant Title I Highly Qualified at Willard, 9/26/11

Albert Mundell, District Classified Substitute, 9/19/11

Margaret Novotny, District Certified Substitute, 9/21/11

Rachel Olson, Special Education Instructional Assistant II at NCHS, 10/10/11

Anne Peterson, District Certified Substitute, 9/21/11

Julie Pierantoni, District Certified Substitute, 9/16/11

Paulette Proudfoot, District Classified Substitute, 9/19/11

Timothy Rothstad, Instructional Assistant, Student Monitor/Playground and Bus at Poison Spider, 9/29/11

Karen Rowe, Instructional Assistant and Bus Monitor at CCA, 9/19/11

Jennifer Santistevan, Special Education Instructional Assistant III at Manor Heights/Homebound, 10/03/11

Roger Schulte, District Classified Substitute, 9/20/11

Lisa Marquez, Student Monitor and Student Monitor/Bus at Willard, 9/26/11

II. Promotions/Transfers

A. Teachers/Administrator

Jonathon Lever, from Instructional Facilitator at KWHS to Teacher on Special Assignment (Data Assessment Coordinator) for Curriculum & Instruction at CSF, 9/19/11

B. Classified

Nicki Bain, from Student Monitor at CJH to Bus Driver for Transportation at CSF and Custodian I at Midwest, 10/03/11

Karen Kennedy, From Secretary at NCHS to Career Center Secretary at NCHS, 10/3/11

Rita Kottwitz, from Student Monitor/Playground and Bus at Sagewood to Custodian I at CYMS, 10/02/11

Beth Millay, from Office Assistant at Verda James to Secretary for Student Support Services at CSF, 10/14/11

III. Resignations/Terminations

A. Teachers/Administrators

None

B. Classified

Diane Cox, Cafeteria Worker at CYMS, 9/22/11

Danielle Hunt, District Certified Substitute, 5/19/11

Veronica Rodriguez, Bus Driver for Transportation at CSF, 9/16/11

Ronald Sucher, District Certified Substitute, 5/27/11

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: Joel Dvorak, Superintendent

DATE: October 10, 2011

SUBJECT: Dean Morgan Junior High School Renovation and Campus Plan Architectural and Engineering Team Recommendation

RECOMMENDATION: I recommend the Board of Trustees authorize staff to select and negotiate a contract with an architectural design and engineering team for the design for the Dean Morgan Junior High Renovation and Campus Plan.

RATIONALE: Eight architectural design and engineering teams submitted proposals in response to the Request for Proposals for Architectural and Engineering Services for the Dean Morgan Junior High School Renovation and Campus Plan.

Four architectural design and engineering teams were shortlisted and interviewed on September 28, 2011. Members of the interview team were: Keith Brown, Major Maintenance Manager; Dave Brunner, Dean Morgan Junior High School Administrative Manager; John Hatcher, Dean Morgan Junior High School Parent; Donn McCall, Board of Trustees and Walt Wilcox, Dean Morgan Junior High School Principal. Dennis Bay, P.E., Executive Director Facilities and Technology, facilitated the interviews.

Major Maintenance funding for the design of the Dean Morgan Junior High School Renovation and Campus Plan has been approved by the Wyoming School Facilities Department.

Joel Dvorak, Ed. D.
Superintendent of Schools
(307) 253-5222

**Quality Assurance Review Team
Schedule
October 23-27, 2011**

SUNDAY, October 23, 2011

Time	Event	Where	Who
Check in 3:00 p.m.	QAR Team arrives		QAR Team members
5:30 p.m. 7:00 p.m.	Dinner	Central Services	QAR Team members
7:00 p.m.- 9:00 p.m.	Team Orientation & Meeting	Central Services	QAR Team members

MONDAY, October 24, 2011 District Office

Time	Event	Where	Who
7:30a.m.	Pick-Up QAR Team		District Office Staff
8:00 a.m. - 8:45 a.m.	Superintendent's Overview of District	History, Community, Schools, geography, Strategic Goals, Major Projects, Successes and Challenges;	Superintendent, Cabinet Members, Key Central Office QAR Team Members
8:45 a.m.- 9:30 a.m.	Superintendent's Interview	Dr. Dvorak' office	QAR Team Members
9:30 a.m.- 9:45 a.m.	Break		
9:45 a.m.- 10:45 a.m.	Standards Overview	Formal Presentation on each standard by team (teachers, board members, provide rationale for rating).	Central Office Staff
10:45 a.m.- 11:00 a.m.	Break	Central Services Facility	QAR Team Members
11:00 a.m.- 11:45 a.m.	School Board Interviews	Central Services Facility	QAR Team Members and School Board Members
11:45 a.m.- 12:30 p.m.	Lunch	Central Services Facility	QAR Team Members
12:30 p.m.- 1:15 p.m.	Central Office Interviews	Central Services Facility	QAR Team Members and Central Office Staff-Associate Sups, Administrators, Managers, Directors (divided into interview teams)
1:15 p.m.- 2:00 p.m.	Stakeholder Interviews	Central Services Facility	QAR Team Members and identified parent, community, and business stakeholders (divided into interview teams)Parents and Community: Mayor, non-profits, community partners, parents, business partners, College/UW
2:00 p.m.- 2:15 p.m.	Break		QAR Team Members
2:15 p.m.- 3:00 p.m.	2 nd chance to interview board of trustees if needed. Visit Special Programs – Transitions, Star	Central Services Facility	QAR Team Members and selected principals (divided into interview teams)

	Lane, Virtual Schools, CWCC residential, JDC		
3:00 p.m.- 3:45 p.m.	Support Staff Interviews	Central Services Facility	QAR Team Members and support staff (divided into interview teams)
3:45 p.m.- 4:30 p.m.	Work time -- review of artifacts	Central Services Facility	QAR Team Members
4:30 p.m.	Return to Hotel		QAR Team Members
5:30 p.m. - 9:30 p.m.	Team Dinner/ Work Session	Hotel	QAR Team members

Tuesday, October 25, 2011 School Visits

Time	Event	Where	Who
7:00 a.m. - 7:35 a.m.	Breakfast	Hotel	QAR Team members
7:40 a.m.	Pick-Up QAR Team Members		
8:00 a.m.- 8:30 a.m.	Instructional Walk- through	Schools	Principal, QAR Team members
8:30 a.m.- 10:00 a.m.	Interview: School Leadership and School Improvement Team	Schools	QAR Team members
10:30 a.m.- 11:30 a.m.	Interview: Students	Schools	QAR Team members
11:30 a.m. - 12:30 p.m.	Lunch and Team Work Session	Schools	QAR Team Members
12:30 p.m. 2:00 p.m.	Evidence Gathering Activities (classroom observations in as many classrooms as possible)	Schools	QAR Team Members
2:00 p.m. - 2:45 p.m.	Interview: Parents, community members, support staff	Schools	QAR Team Members
2:45 p.m - 3:00p.m.	Team debrief	Schools	QAR Team Members
3:00p.m.- 3:45 p.m.	Interview Teachers	Schools	QAR Team Members and Principal
3:45 p.m. – 4:00	Concluding meeting with Principal	Schools	
4:00 p.m.-	Join other team members at central office	Central Services	School/district personnel and QAR Team Members
4:30 p.m.- 5:30 p.m.	Debrief and work session	Central Services	
5:30 p.m.- 9:00 p.m.	Dinner and Evening Work Session	Hotel/Central Services	

Wednesday, October 26, 2011 School Visits

Time	Event	Where	Who
7:00 a.m. - 7:35 a.m.	Breakfast	Hotel	QAR Team members
7:40 a.m.	Pick-Up QAR Team Members		
8:00 a.m.- 8:30 a.m.	Instructional Walk-through	Schools	Principal, QAR Team members
8:30 a.m.- 10:00 a.m.	Interview: School Leadership and School Improvement Team	Schools	QAR Team members
10:30 a.m.- 11:30 a.m.	Interview: Students	Schools	QAR Team members
11:30 a.m. - 12:30 p.m.	Lunch and Team Work Session	Schools	QAR Team Members
12:30 p.m. 2:00 p.m.	Evidence Gathering Activities (classroom observations in as many classrooms as possible)	Schools	QAR Team Members
2:00 p.m. - 2:45 p.m.	Interview: Parents, community members, support staff	Schools	QAR Team Members
2:45 p.m - 3:00p.m.	Team debrief	Schools	QAR Team Members
3:00p.m.- 3:45 p.m.	Interview Teachers	Schools	QAR Team Members and Principal
3:45 p.m. – 4:00	Concluding meeting with Principal	Schools	
4:00 p.m.-	Join other team members at central office	Schools	School/district personnel and QAR Team Members
4:30 p.m.- 5:30 p.m.	Debrief and work session	Central Services Facility	
5:30 p.m.- 9:00 p.m.	Dinner and Evening Work Session	Hotel/Central Services Facility	

Thursday, October 27, 2011 District Office

Time	Event	Where	Who
7:15 a.m.	Check out of hotel and be ready to leave hotel	Hotel	QAR Team Members
7:30 a.m.- 8:00 a.m.	Breakfast		QAR Team Members
8:00 a.m. – 10:00 a.m.	Follow-up interviews to verify standards & quality assurance practices	Central Services Facility	Superintendent, Cabinet Members, and Central Office Staff responsible for Seven Standards, QAR Team Members
10:00 a.m.- 12:00 p.m.	Work time and deliberations	Central Services Facility	QAR Team members
12:00 p.m.- 1:30 p.m.	Working lunch; Continued deliberations	Central Services Facility	QAR Team members
1:30 p.m.- 2:15 p.m.	Final Meeting with Superintendent and Cabinet, Board	Central Services Facility	Superintendent, district personnel as designated by the superintendent, Chair and Vice-Chair
3:00 p.m.- 3:30 p.m.	Oral Exit Report during called Board meeting (Open to public)	Central Services Facility	Chair, QAR Team members All District Administrators School Board Members Public
3:30 p.m.	Departure of Team		QAR Team Members

Sample Interview Questions for the Superintendent, Board, and Central Office Administrators

Question	Listen and probe for:
<p>Vision and Purpose</p> <p>1. In your own words, what is the vision the school district is seeking to achieve?</p>	<ul style="list-style-type: none"> • Does the vision serve as the focus for assessing student performance and system and school effectiveness? • Is there evidence that the vision guides allocations of time, human, material, and fiscal resources? • How are stakeholders involved in the development of the vision?
<p>Current Profile</p> <p>2. How well is the district doing in achieving its vision?</p>	<ul style="list-style-type: none"> • What does the data say about student performance and district effectiveness? • What trends are you seeing? • What are the district's strengths and weaknesses?
<p>Governance and Leadership</p> <p>3. What is the nature of the relationship between the Board and district leadership? How does this relationship support the effective operation of the district?</p>	<ul style="list-style-type: none"> • Is there clarity of roles and responsibilities? • How does the Board and district leadership lead, provide direction, and support, and allocate resources across the district? • How does the Board and district leadership involve stakeholders and encourage collaboration and shared responsibility? • How does the system leadership ensure equity of learning opportunities and support for innovation? • Are opportunities provided for ongoing board training?
<p>Teaching and Learning</p> <p>4. How does the district support teaching and learning?</p>	<ul style="list-style-type: none"> • How is curriculum selected, regularly reviewed, and monitored? • How does the district ensure curriculum is research-based? • How does the curriculum provide opportunities for all students to acquire requisite knowledge, skills, and attitudes? • Does the curriculum reflect a commitment to equity and demonstrate an appreciation of diversity? • How does the district support teachers in using proven instructional practices that actively engage students in their learning, provide opportunities for students to apply their knowledge and skills to real world situations, and give students feedback on their performance? • What systems are in place to ensure continuity as students articulate through the system? • Does the district climate support student learning? • How does the district coordinate and ensure ready access to instructional technology, information and media services, and materials?
<p>Documenting and Using Results</p> <p>5. How does the district regularly collect, review, analyze, and use data to make decisions across the district?</p>	<ul style="list-style-type: none"> • Does the district have a comprehensive assessment system in place? • Is the system based on clearly defined performance measures? • Does the system yield timely, accurate information that is meaningful to stakeholders? • What types of data does the district collect as part of its assessment system? Are comparison and trend data used? • How is data shared and used? Is data used to assess student performance, identify gaps, evaluate the effectiveness of curriculum and instruction, and to determine the effectiveness of interventions?

	<ul style="list-style-type: none"> • Is there systematic review of the results of the assessment system? • Are multiple assessments used to gauge student performance? • How does the district demonstrate growth in student performance?
<p>Resources and Support Systems</p> <p>6. How does the district ensure it has sufficient human, material, and fiscal resources in place to implement the curriculum and meet the needs of all students?</p>	<ul style="list-style-type: none"> • What processes are in place to ensure that the district employs and appropriately assigns staff who are well-qualified for their assignments? • What ongoing learning opportunities are provided to all staff to improve their effectiveness? What processes are in place to evaluate the effectiveness of those learning opportunities? • Does the district engage in long-range budgetary planning? How does the district ensure it has sufficient financial resources to support its educational programs and plans for improvement? • How does the district maintain and ensure a safe, orderly, and healthy environment? • How does the district ensure its technology infrastructure is up-to-date and sufficient to meet system goals? • How does the district provide and coordinate support services to meet the health, counseling, safety, co-curricular, transportation, and special learning needs of all students?
<p>Stakeholder Communication and Relationships</p> <p>7. How does the district foster effective communications and relationships with and among its stakeholders?</p>	<ul style="list-style-type: none"> • What system-wide strategies are in place to listen to, communicate with, and collaborate with stakeholders? • What opportunities for shared leadership are provided to stakeholders? • How does the district know if it has the understanding, commitment, and support of its stakeholders?
<p>Continuous Improvement</p> <p>8. What is the process that the district uses for continuous improvement? Describe the process, including how it is implemented and monitored. What are current improvement goals and what have been the results?</p>	<ul style="list-style-type: none"> • Does the district implement a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning? • Is the system demonstrating progress? Are improvements sustained? • Are new improvement efforts informed by results of earlier efforts? • How does the district guide, align, support, and monitor the implementation of improvement efforts across the system? • How are resources allocated and aligned to support the district's improvement efforts? • Does the district allow for appropriate flexibility at the school level to tailor improvement efforts to site needs?
<p>Quality Assurance</p> <p>9. What processes does the district use to monitor and ensure quality at all levels of the system?</p>	<ul style="list-style-type: none"> • How does the district ensure that the AdvancED standards are met across the district and its schools? • What processes are in place to ensure that the district and its schools are operating with quality, consistency, and integrity?

Advanced Standards Assessment Rubric

STANDARD	NOT EVIDENT	EMERGING	OPERATIONAL	HIGHLY FUNCTIONAL
<p>VISION AND PURPOSE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly Functional 	<p>The school has not committed to a shared purpose and direction. The school has little or no evidence that expectations for student learning are aligned with the school's vision with little support by school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and school effectiveness. The school's vision has little influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The school is developing expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and school effectiveness but the process is not fully in place. The school's vision has some influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.</p>
<p>GOVERNANCE AND LEADERSHIP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly Functional 	<p>The school has leaders who have not established or are currently establishing processes to develop the school's vision and improvement efforts. The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>	<p>The school has leaders who have established processes to develop the school's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.</p>	<p>The school has leaders who are advocating for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions.</p>	<p>The school has leaders who are advocating for the school's vision and improvement efforts. The leaders systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions.</p>

AdvancED Standards Assessment Rubric

<p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly-Functional 	<p>The school implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The school demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p>	<p>The school implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The school demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the school. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p>	<p>The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p>	<p>The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p>
<p>DOCUMENTING AND USING RESULTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly-Functional 	<p>The school is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p>	<p>The school is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p>	<p>The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p>	<p>The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p>

AdvancED Standards Assessment Rubric

<p>RESOURCE AND SUPPORT SYSTEMS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly Functional 	<p>The school has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school does not systematically employ and allocate staff members who are qualified for their assignments. The school provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are generally qualified for their assignments. The school provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>
<p>STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly Functional 	<p>The school has little understanding, commitment, and support of stakeholders. School personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p>	<p>The school has begun the process to gain the understanding, commitment, and support of stakeholders. School personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p>	<p>The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.</p>	<p>The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.</p>
<p>COMMITMENT TO CONTINUOUS IMPROVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly Functional 	<p>The school has not developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. The school cannot demonstrate progress in improving student performance and school effectiveness.</p>	<p>The school is developing a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the school cannot yet demonstrate progress in improving student performance and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.</p>	<p>The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.</p>	<p>The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.</p>

Classroom Visit Tool

Purpose & Guidelines: To view teaching and learning in action and to corroborate information obtained from interviews and artifacts. Be as unobtrusive as possible. Do not interrupt or disrupt the learning. Observe quietly from the back of the room. Spend five to ten minutes in the classroom.

Date _____ School _____ City, State _____

Grade level & Subject observed _____ Observer _____

Please indicate the degree to which you find the following practices evident in the classroom.

Not Evident Somewhat Evident Evident Fully Evident Not Applicable

Students and Their Performance	NE	SE	E	FE	NA
Students are actively engaged in learning.					
Interactions between students and teachers contribute to student learning.					
Students use a variety of thinking and reflective skills.					
Students have an opportunity to demonstrate their learning.					
Classroom Practices	NE	SE	E	FE	NA
Students are challenged to meet high expectations.					
Instruction is adapted to meet student's individual needs.					
A variety of instructional delivery methods are used (e.g. technology).					
All students are treated with respect.					
Classroom Context	NE	SE	E	FE	NA
The classroom provides a safe and physically comfortable environment.					
Instructional time in the classroom is maximized.					
There is a positive learning climate.					

From the Technical Guide to School and School Factors Impacting Student Learning, (NSSE, 2007)

General Observations: Comment on strengths and limitations observed. Note consistencies and/or inconsistencies with other evidence gathered. Identify any evidence of implementation of school improvement initiatives.