

NATRONA

COUNTY SCHOOLS

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

November 14, 2011

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

- II. Work Session – 6:00 p.m.**
 - A. Building Priorities and Programs

- III. Regular Session – 7:30 p.m.**
 - A. Pledge of Allegiance
 - B. Persons Requesting to Address the Board (three minute maximum)
 - C. Recognition
 - 1. NCSD Foreign Exchange Students
 - 2. NCHS Student Ambassadors
 - D. Approval of Minutes of the Board of Trustees’ General and Executive Sessions of October 27, 2011
 - E. Consent Calendar Items
 - 1. Personnel Item - Certified and Classified Personnel Report
 - 2. Business and Financial Items
 - a. Bills of October 28, November 4 and 11, 2011
 - b. Grant - Central Wyoming Board of Cooperative Education Services/
Casper College – Partnering to Improve Science Education

- IV. Reports and Recommendations**
 - A. *We Read* Update
 - B. Revision of Board Policy 1340/1390 Advertising, Selling, Sponsorships, Partnerships, and Gifts – First Reading
 - C. 2012-13 Calendar Recommendation
 - D. Facility Update

- V. Other Business**
 - A. Data Tracking and Action Update
 - B. Trustee Comments
 - C. Next Board Meeting – November 28, 2011, 7:30 p.m., Pineview

- VI. Adjournment**

NATRONA

COUNTY SCHOOLS

Minutes of the Board of Trustees October 27, 2011

Chair Audrey Cotherman called the Board of Trustees of Natrona County School District Number One meeting to order at 3:01 p.m. on October 27, 2011, at Central Services Facility, 970 N. Glenn Road, Casper, WY 82601.

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

Members Absent: Todd Ingram and Steve Degenfelder.

Others Present: Superintendent Joel Dvorak; 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; Associate Superintendent for Human Resources, Crystal Mueller, and Executive Director for Human Resources, Mike Bond, and Board Counsel Charles Chapin.

ACCREDITATION REPORT: The District Accreditation team from AdvancED presented a final Accreditation Report.

EXECUTIVE SESSION: Trustee Elizabeth Horsch moved to go into Executive Session to discuss legal, personnel, and property issues at 3:56 p.m. The motion was seconded by Trustee Suzanne Sandoval and carried unanimously. Trustees adjourned the Executive Session at 4:43 p.m.

WORK SESSION: Trustees convened the Work Session at 5:03 p.m. with a discussion regarding graduation requirements and high school data review.

GENERAL SESSION: The General Session was called to order at 7:36 p.m. with the same Trustees attending. Those present stood for the Pledge of Allegiance.

Persons Requesting to Address Trustees

There were no persons requesting to address Trustees.

Recognition

Trustees recognized and congratulated Park Elementary School for their Ellbogen Meritorious School Award. Trustees also recognized the Ellbogen Foundation for their dedication to the Casper community. Trustee Donn McCall noted that Park Elementary is the first school in the District to achieve 20% of their teachers being accredited as well as one of the three schools in Wyoming.

Agenda Modification

Trustee Donn McCall moved to modify the agenda to include *Trustee Comments*. The motion as seconded by Dave Applegate. Chair Cotherman encouraged Trustees to give their suggestions for agenda items and welcomed feedback.

The motion failed (5-1-1, nay – Cotherman, abstained – Walsh). Trustee Cotherman indicated that while the motion failed, she has no concern at adding *Trustee Comments* to tonight's, and future, agendas. Chair Cotherman also requested Trustees to limit their comments from three to five minutes.

Approval of Minutes

Trustee Elizabeth Horsch moved to approve the Executive Session minutes of October 10, 2011. The motion was seconded by Trustee Rita Walsh and carried unanimously.

Trustee Rita Walsh moved to approve the General Session minutes of October 10, 2011, as revised. The motion was seconded by Trustee Elizabeth Horsch. The motion carried unanimously.

Consent Calendar

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 October 14 and 21, 2011
 - b. 2011-12 Application for Reimbursement for Private Transportation of Isolated Students – Helfrick, Sanger, Shearer, and Walker

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

Reports and Recommendations

Wyoming School Boards Association Update

Chair Audrey Cotherman reported that the Wyoming School Boards Association (WSBA) Fall Conference will be held on November 16-18, 2011 in Casper at the Best Western Ramkota. If Trustees wish to attend, please contact Michelle Wallace-Frank as soon as possible to register. According to our enrollment, the District is entitled to seven votes. In addition, the WSBA will be presenting Golden Bell nominees to trustees of Johnson, Fremont 25, Carbon 1, and Laramie 1 counties.

One of the concerns raised by WSBA is the legislative interest that school districts are \$100 million over funded. Extensive discussion followed. Trustee Cotherman would like to schedule a retreat to discuss this topic prior to the November WSBA conference.

WSBA will also be conducting a winter board training on January 14, 2011. If Trustees need additional information or further information in writing, please let Chair Cotherman know.

Report on District K-8 and High School Data Review

Mark Mathern, Associate Superintendent for Curriculum and Instruction, and Laurel Ballard, the District's Assessment Director, presented the 2011-12 District Data Review. It was noted that this was the fifth year of the K-8 District Data Review and the first year of the High School Data Review.

Excelling Schools

Woods – Reading and Math
Casper Classical Academy – Reading, Math, Language
Willard – Math
University Park - Reading, Math, Language
Sagewood - Reading, Math, Language
Park - Reading and Math

Oregon Trail - Reading, Math, Language
Mills – Reading
Manor Heights – Language
Fort Caspar Academy - Reading, Math, Language
Evansville – Math

Focus Schools

Bar Nunn - Reading, Language
Evansville – Reading
Midwest (elementary) – Math
Pineview – Reading
Centennial - Reading, Math, Language
CY – Reading, Math

Frontier - Reading, Math, Language
Midwest (Jr. High) - Reading, Math, Language
Poison Spider (Jr. High) – Reading Language
NCHS – Reading, Language
RHS - Reading, Math, Language, Science
Midwest – Reading, Math, Science

Extensive discussion followed. Trustees suggested staff look at additional indicators/possibilities including how well students are transitioning from elementary to middle school and middle school to high school; sharing best practices; ability of moving principals to different schools for a period of time; mobility of students and consideration of demographics; and incorporating Hathaway scholarship information.

Facilities Update

Mark Antrim, Associate Superintendent for Facilities and Technology, provided a facilities update as follows:

Southridge

- Met with Daniel Gallegos (Barraso's liaison) on October 14th. Daniel stated Senator Barrasso will walk to any office in Washington DC to keep this moving forward.
 - During the meeting we discussed:
 - The Southridge Park conversion process creates no risk for Natrona County Schools, the Wyoming School Facilities Department or the State of WY.
 - The fact that it could take up to one year for the conversion process to be completed by the National Park Service.
 - Daniel agreed to confirm these two pieces and send us a written communication to that effect from Barrasso's office. Daniel said he would get that to me this week.
- Jim Bell has followed up with Mike O'Donnell on the park conversion issue and believes we are making some progress in developing an understanding that there is no risk to the State, WSFD, or District if we proceed with the project.
- Staff have directed Bob Binder, DLR Architecture, to proceed with the release of Southridge bids by the first of December to be opened mid-January.
- Staff are working diligently to resolve the park conversion issue and continue with construction next spring.

Four Elementary School Projects (North Casper (3), Pineview (26), Evansville (32), Park (104))

- May 26th – WFSD approves Most Cost Effective Remedy (MCER)

- August 8th, 2011 - Formal requests for Director's Authorization Letter (DAL) to proceed with planning for each of the four projects.
- August 9th- October – repeated unanswered requests for planning funds and assistance, repeated inaction to planning for Park and Evansville, we repeatedly cite SEA 0068 planning funding allocation for all four projects.
- 9/14/2011 – resend of the 8/8-9 written request for DALs for N Casper, Park, Evansville, Pineview
- 9/14/2011 – Wally Diller response to request for 4 elementary DALs:
 - N. Casper, Pineview, are included in the 2013-2014 budget, but Park and Evansville need further discussion.
- 9/15/11 – sent another communication documenting request for planning funds using SFC's May 26th minutes, asking why the SFC does not simply start planning when it is funded, again refer to the August 8th DAL requests and SEA 0068.
- 10/12/11 – Lauren Griffith, SFD, meets to discuss elementary projects and forwards information to Director Catellier.
- 10/17/11 Joel resends every DAL request that has been sent to the SFC. Ian Catellier was cc'd on every original request on 8/9/11 and again on 9/14/11 but didn't respond to any of them.
- 10/ 25 - Rich Hardt, Lauren Griffith, Dennis Bay, Mark Antrim, Steve Degenfelder meet for one hour to discuss the four elementary projects. We then toured North Casper, Pineview, Evansville and the proposed N Casper site.

Summary of the 10/25/11 meeting:

- A virtual reset of the process, another starting over to reevaluate the Most Cost Effective Remedy (MCER), student populations, etc.
- District again has to reassert that we will plan all four projects, that funding is allocated but we have not been able to start. SFD staff agree that we will do all four projects through planning so that they are basically "stamped," "ready for design" whenever they move up the ranking index we will be ready to start design.
- Staff discussed the sequencing piece. We are baffled that the SFC approval process means nothing. Why doesn't the SFC execute this approval process prior to voting on the acceptance of a remedy?
- SFD said they were starting to do NCS D projects this week regardless of Dr. Dvorak's communication with Mr. Catellier. We didn't get started earlier because NCS D is an "N" in the alphabet. There is one person doing planning now so SFD capacity is limited. 4 elementary school projects approved by the SFC on May 26th received no attention until October 25th, nearly 5 months later.
- Difficult to sit at Select Committee on School Capital Construction while the Director of the SFC reports that no planning monies are being spent in NCS D. This is true. The SFD agency has pigeon holed all four projects. We have been stalled every time we make a request to move forward. The Director's characterization of a collaborative process is difficult to accept as well when requests are ignored, no action is taken; projects are systematically ignored/delayed.
- The District stressed the need to fast track North Casper because it is funded through design and construction; there are synergies with the City of Casper to redesign, construct Jane Street that may be lost due to the snail's pace at which we are moving. The window for completing design and beginning construction on N Casper next spring seems closed.
- 10/26 Rich Hardt, Lauren Griffith, Mark Antrim tour Park

- 10/27 Sent email to Rich asking for next steps and calendar for interviews with the four elementary building principals

High School System Update

- The selection of the consultant, Fanning Howey (FH) was SFD led; NCSD participated.
- SFD developed the contract independently.
- Meetings have been held 10/11/11; 10/18/11; 10/26/11
- A schedule for completing the process was emailed to me this afternoon.
- Enrollment has been discussed extensively; currently the FH/SFD data assert 3,600 as the number. The 4,100 student written statement from the SFD has been disregarded. Received 4,100 student written verification from the SFD, 2,000 NCHS, 1,800 KWHS, 300 RHS, 500 CAPS. The enrollment piece is restarted and 3,600 is the number the consultants propose.
- Development of the MCER, Jeff Dodge, FH lead, consistently states that there are factors other than cost that are relevant to development of the MCER.
- We provided an itemized accounting for the \$7.8 million dollars spent by the District at NCHS to the SFD database for determining the MCER.

Planning Funds

FY 2013

Midwest (18) \$135,000

Design

FY 2013

N Casper (3) \$199,778 additional money needed

FY 2014

Midwest (18) \$1,465,192

FY 2013

Pineview \$1,070,925

Construction

FY 2014

N Casper (3) \$12,014,938

Midwest (18)

FY 2014 \$16,496,427

Land

- 2013-2014 Biennium
- N Casper (3)
- Pineview (26)

Component

FY 2013
Bar Nunn \$220,000

Other Business

Information Tracking and Action Requests

The following were added to the information tracking and action request:

- Org chart should be listed as span of control
- Scope of work for CAPS ed spec. consultant
- Review of HR policies should be listed with a blank due date, next discussion at November 14th HR Committee meeting, pending legal counsel review
- Policy on measurement of student achievement, C&I committee to develop, possibility of first reading on November 28
- Building collaborative and customer-focused partnerships among CSF and schools to increase student learning
- Develop processes and criteria to ensure that site-based decisions and school options contribute to district-wide student success
- Fully implement the vision and plan for instructional technology to promote best practices for 21st century learning

Trustee Comments

Trustee Donn McCall expressed concern with the idea that legislators believe that school districts are \$100 million over funded.

Trustee Pat Keefe thanked Trustees for tonight's collaboration with staff. Trustee Keefe also congratulated the District on its full accreditation.

Trustee Elizabeth Horsch expressed gratitude to staff for their hard work in pulling information for Trustees' use in their decision making. The expenditure of time and energy was appreciated.

Chair Cotherman reported that she recently read a great article. If Trustees have an article or book they would like to share with the entire board, please feel free to let everyone know.

Dr. Dvorak reported that the next Board meeting will be held on November 14, 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 8:53 p.m.

Chairman

Clerk

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: November 14, 2011
SUBJECT: Grant Awards

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

1. The BOCES Board approved the following grant to Natrona County School District working in partnership with Casper College:

Partnering to Improve Science Education, Year 3 \$112,821.75

Project Directors: NCS D – Cheryl Gettings
Casper College – Kendall Jacobs
UW/CC – Jason Katzman



October 14th, 2011

Re: Partnering to Improve Science Education, Year 3

ID: 71003

Project Co-Directors: NCSd – Cheryl Gettings
Casper College – Kendall Jacobs
UW/CC – Jason Katzman

The BOCES Board has approved your request for \$112,821.75 to fund the Partnering to Improve Science Education grant, year 3.

The procedures for exercising your approved grant are as follows:

- The respective school, CC or NCSd #1, must pay all salaries and benefits for instructors. For NCSd instructors, an orange timecard should be filled out and approved by a supervisor then submitted to Theresa McCoy, CSF, for an account number. For Casper College instructors, a blue timecard is required and must be submitted to Marilee Pickering in the Casper College Payroll Office on the 20th of each month.
- All equipment, supplies, etc. must be purchased with a BOCES LPO. On an LPO, the purchaser will sign as the employee and the other director will sign where it says Audited By. All purchases must have both co-directors signature. Submit all purchasing documents to Janet Hoyt who will code them to the correct grant.
- Be sure to put the above grant ID number on all paperwork and turn it in to the BOCES Office two weeks prior to the monthly board meeting to assure prompt payment. Checks are only processed once a month. The board meeting schedule can be found at www.caspercollege.edu/boces and click on the Board Meeting Schedule link.

I would like to invite both of the grant co-directors to schedule an appointment to meet with me and get familiar with the BOCES office. You can then pick up the BOCES LPO forms.

Sincerely,

Janet Hoyt, LCSW
BOCES Manager
CC Gateway Building 318
307-268-3309
Janet_Hoyt@ncsd.k12.wy.us

cc: Kathy Nottingham
Marilee Pickering
Theresa McCoy
Mark Mathern
Katie McMillan
Joanna Anderson

**BOCES Detailed Budget (Revised)
2011-2012
Partnering to Improve Science Instruction**

| Compensation through BOCES | | | | | | | |
|----------------------------|-------------------------------|--|------------|------------------------------------|--|-------------|--|
| Year | Category | Type of Activity | # of Part. | Rate of Pay | # of Days/Hrs | Total | |
| 2011-2012 | Bldg. Collaborators | | | | | | |
| | | Stipend for content training | 20 | Daily Rate of Pay (around \$45/hr) | 12 hrs. (3 hrs. per quarter) | \$10,800.00 | |
| | | Stipend for support | 31 | Daily Rate of Pay (around \$45/hr) | 30 hrs. (approx. 1 hr. per week during school yr.) | \$41,850.00 | |
| | | Stipend for kit training | 15 | Daily Rate of Pay (around \$45/hr) | 32 hrs. (4 8-hr. days) | \$21,600.00 | |
| | | Travel for kit training | | | | \$17,505.75 | |
| | Science Literacy Facilitators | | | | | | |
| | | Literacy Work (evaluating & recommending books, creating activities) | 8 | Daily Rate of Pay (around \$45/hr) | 35 hrs. | \$12,600.00 | |
| | | Stipend during Training | 4 | Daily Rate of Pay (around \$45/hr) | 24 hrs. (3 8-hr. days) | \$4,320.00 | |
| | | Travel for Training | 4 | | 3 days | \$2,046.00 | |

**BOCES Detailed Budget (Revised)
2011-2012
Partnering to Improve Science Instruction**

| | | | | | | |
|------------------|----------------------|---------------------|---|------------------------------------|---|---------------------|
| | | Stipend for support | 8 | Daily Rate of Pay (around \$45/hr) | 30 hrs. (1 hr./week during school year) | \$10,800.00 |
| | Supplies & Materials | | | | | \$2,100.00 |
| 2011-2012 | TOTAL | | | | | \$112,821.75 |

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dennis Bay, P.E., Executive Director Facilities and Technology

DATE: November 14, 2011

SUBJECT: Construction Updates

The construction updates for projects in progress as of November 4, 2011, are attached for your information.

**Natrona County School District No. 1
Capital Construction Project Report
November 4, 2011**

Project: New High School Campus (RHS/CAPS, Star Lane) Project Phase: Design

Architectural Firm Selection Committee:

Elizabeth Horsch, Board of Trustees; Shawna Trujillo, Roosevelt High School Principal; Lauren Volk and Paul Meyer, Wyoming School Facilities Commission

Architect: Cuningham Group, Minneapolis, MN and
MOA Architecture, Casper, WY

Civil Engineer: Civil Engineering Professionals, Inc. (CEPI), Casper, WY

Structural Engineer: Structural Solutions, Martin/Martin, Cheyenne, WY

Mechanical/Plumbing Engineer: Engineering Design Associates (EDA), Casper, WY

Electrical Engineer: Engineering Design Associates (EDA), Casper, WY

Construction: TBD

| Milestone | Schedule Date | Comment |
|-------------------------------|------------------|---------|
| Architect Selection Announced | February 2, 2011 | Actual |
| Architectural Contract Signed | March 10, 2011 | Actual |

1. Project Description
 - New High School Campus for Roosevelt High School, Transitions (Credit Recovery Program), Star Lane Center and new Center for Advanced Professional Studies (CAPS)

2. Activities in Progress
 - Pre-Charrettes were held April 11 and 12, 2011
 - Charrettes were held May 3-5 and May 24-26, 2011
 - Fanning-Howey Architecture/Engineering Firm is working on Educational Specifications and Capacity Analysis, October 6 – November 10, 2011

**Natrona County School District No. 1
Capital Construction Project Report
November 4, 2011**

Project: Kelly Walsh High School Renovations Project Phase: Design

Architectural and Construction Manager at Risk Firms Selection Committee:
Donn McCall, Board of Trustees; Brad Diller, KWHS Principal; Dave Davis, KWHS
Teacher; Nancy Nuttbrock and Tanner Norton, Wyoming School Facilities Commission

Architect: RB+B Architects, Fort Collins, CO and
Amundsen Associates, Casper, WY
CMAR: Sampson Construction Co., Inc., Cheyenne, WY
Civil Engineer: Worthington Lenhart and Carpenter, Inc. (WLC), Casper, WY
Structural Engineer: Lower & Company, PC, Casper, WY
Mechanical/Plumbing Engineer: Engineering Design Associates (EDA), Casper, WY
Electrical Engineer: Engineering Design Associates (EDA), Casper, WY

| Milestone | Schedule Date | Comment |
|--|------------------|---------|
| Architect and CMAR Selection Announced | February 2, 2011 | Actual |
| Architectural Contract Signed | March 10, 2011 | Actual |
| CMAR Contract Signed | March 10, 2011 | Actual |

1. Project Description
 - Kelly Walsh High School Renovations

2. Activities in Progress
 - Pre-Charrettes were held April 11 and 12, 2011
 - Charrettes were held May 3-5 and May 24-26, 2011
 - Fanning-Howey Architecture/Engineering Firm is working on Educational Specifications and Capacity Analysis, October 6 – November 10, 2011

**Natrona County School District No. 1
Capital Construction Project Report
November 4, 2011**

Project: Natrona County High School Renovations Project Phase: Design

Architectural and Construction Manager at Risk Firms Selection Committee:
Audrey Cotherman, Board of Trustees Chair; Dean Kelly, NCHS Principal; Scott Schutte; NCHS Assistant Principal; Rich Hardt and Wally Diller, Wyoming School Facilities Commission

Architect: Bassetti Architects, Seattle, WA and Amundsen Associates, Casper, WY
 CMAR: Adolphson and Peterson of Wyoming, Cheyenne, WY
 Civil Engineer: Worthington Lenhart and Carpenter, Inc. (WLC), Casper, WY
 Prime Structural Engineer: PSC Structural Solutions, Tacoma, WA
 Consulting Structural Engineer: Lower & Company, PC, Casper, WY
 Mechanical/Plumbing Engineer: Engineering Design Associates (EDA), Casper, WY
 Electrical Engineer: Engineering Design Associates (EDA), Casper, WY

| Milestone | Schedule Date | Comment |
|--|------------------|---------|
| Architect and CMAR Selection Announced | February 2, 2011 | Actual |
| Architectural Contract Signed | March 10, 2011 | Actual |
| CMAR Contract Signed | March 15, 2011 | Actual |

1. Project Description
 - Natrona County High School Renovations, including detailed work to preserve the integrity of the historic building while accommodating the learning needs of today's students.

2. Activities in Progress
 - Pre-Charrettes were held April 11 and 12, 2011
 - Charrettes were held May 3-5 and May 24-26, 2011
 - Fanning-Howey Architecture/Engineering Firm is working on Educational Specifications and Capacity Analysis, October 6 – November 10, 2011

**Natrona County School District No. 1
Capital Construction Project Report
November 4, 2011**

Project: Southridge Elementary School
1600 W. 29th Street
Casper, WY

Project Phase: Design

Architect: DLR Group Inc., Denver, CO
Civil Engineer: Worthington Lenhart and Carpenter, Inc. (WLC), Casper, WY
Structural Engineer: Lower & Company, PC, Casper, WY
Mechanical Engineer: Engineering Design Associates (EDA), Casper, WY
Electrical Engineer: Engineering Design Associates (EDA), Casper, WY
Plumbing Engineer: Engineering Design Associates (EDA), Casper, WY

| Milestone | Schedule Date | Comment |
|--------------------|----------------|-----------|
| 35% Review | Dec. 6, 2010 | Completed |
| Asbestos Abatement | April 2011 | Completed |
| 65% Review | April 4, 2011 | Completed |
| Demolition | May 9, 2011 | Completed |
| 95% Review | May 17, 2011 | Completed |
| Construction Bids | December, 2011 | Planned |
| Construction Start | TBD | |
| Owner Move-in | TBD | |

1. Project Description

- Elementary school K-5, 3/2 model
- Approximately 300 student capacity
- Approximately 45,000 square feet
- Construction of facility will be on the existing Southridge Elementary School site and will require vacation and demolition of existing building
- Students began attending school at old Westwood building January 10, 2011

2. Activities in Progress

- Southridge is currently conducting classes in Westwood Elementary
- Building demolition is complete
- Southridge bus stop remains active to transport students to Westwood
- The City site plan agreement has been completed
- Negotiations with the National Park Service for the land exchange continue
- Information requested by the State Park Service was sent on August 5, 2011 (appraisals, surveys, etc.)
- State Park Service sent the information to the National Park Service on August 31, 2011
- State Park Service is being contacted weekly by staff for updates on status of land exchange
- Mike O'Donnell, SFD legal counsel, and Jim Bell, NCSD legal counsel, are reviewing the park conversion process
- Project will go to bid December 1, 2011

**Natrona County School District No. 1
Capital Construction Project Report
November 4, 2011**

Project: Dean Morgan Renovations and Campus Planning Project Phase: Design

Funding Sources: Major Maintenance Funding (Estimated \$3 million, \$1 million each of next 3 years' Major Maintenance Funding)

Architect: MOA Architecture, Casper, WY and Denver, CO
 Civil Engineer: Civil Engineering Professionals, Inc., Casper, WY
 Electrical Engineer: Engineering Design Associates, Casper, WY
 Mechanical Engineer: Engineering Design Associates, Casper, WY
 Structural Engineer: TBD
 Cost/Estimating Consultant: Parametrix, Inc., Salt Lake City, UT
 Kitchen/Food Services Consultant: William Caruso & Associates, Denver, CO
 Landscape Architect: Carl Thuesen, ASLA, Billings, MT
 Roofing Consultant: CyberCon Consulting, Centennial, CO

| Milestone | Schedule Date | Comment |
|-----------------------------|------------------|---------|
| RFP Proposals Due | August 11, 2011 | Actual |
| Architect Approved by Board | October 10, 2011 | Actual |
| Design Begins | November 1, 2011 | Planned |
| Final Design Completion | April 2, 2012 | Planned |

1. Project Description
 - Renovation and Campus Planning

2. Activities in Progress
 - Pre-proposals have been received from design teams
 - Selection team members received design team submittals on September 9, 2011
 - Selection team members reviewed submittals and ranked the top 4 architectural design teams on September 16, 2011
 - Architectural design team interviews were completed on September 28, 2011
 - Recommendation to negotiate a contract with MOA Architecture design team was approved by Board of Trustees at October 10, 2011 Board Meeting
 - Design kickoff meeting was held at Dean Morgan on November 1, 2011

**Natrona County School District No. 1
Major Maintenance Project Report
November 4, 2011**

This report is based on the October 31, 2011 monthly project status report as prepared and presented by Caspar/Pope Joint Venture.

**Project: 2010-2011 Caspar/Pope Major Maintenance Status Report
Updated October 31, 2011**

2010-2011

| | |
|---|-----|
| Number of 2010-2011 projects contracted with Caspar/Pope: | 102 |
| Number of projects completed: | 94 |
| Number of projects in progress:* | 8 |
| Number of projects not yet started: | 0 |
| Percent of projects completed: | 92% |

*Includes Design, Cost Estimation, Bidding

**Project: 2011-2012 Caspar/Pope Major Maintenance Status Report
Updated October 31, 2011**

2011-12

| | |
|--|----|
| Number of 2011-2012 projects contracted with Caspar/Pope | 47 |
| Number of projects completed: | 1 |
| Number of projects in progress:* | 8 |
| Number of projects not yet started: | 38 |
| Percent of projects completed: | 2% |

*Includes Design, Cost Estimation, Bidding

NATRONA

COUNTY SCHOOLS

FOREIGN EXCHANGE 2011-12

| <u>Last Name</u> | <u>First Name</u> | <u>Country</u> | <u>School</u> | <u>Host Parents</u> |
|--------------------|-------------------|------------------|---------------|-------------------------------|
| Abujamra Filho | Paulo Sergio | Brazil | KWHS | Marie and Scott Puryear |
| Voss Andrade | Catharina | Brazil | NCHS | Richard & Carolyn Thornock |
| George | Joern Hannes | Germany | KWHS | Norman And Rosemarie Braz |
| Hellwig | Laura | Germany | KWHS | John & Lori Ordiway |
| Klose | Svea | Germany | NCHS | Marjorie Pope |
| Lautenschlaeger | Tatjana | Germany | NCHS | William Daisy & Denice Taylor |
| Markiewitz | Doreen | Germany | KWHS | Charles & Jen Chadwell |
| Nabers | Janik | Germany | KWHS | Carey & Kristin Underwood |
| Jungic | Danijela | Germany (Serbia) | NCHS | Richard & Carolyn Thornock |
| Nagy | Da'niel | Hungary | KWHS | Andy & Eileen Ujvary |
| Viciani | Giulia | Italy | NCHS | Brenda Baalhorn |
| Alonso Carrero | Guillermo | Spain | NCHS | Jeffrey & Connie Cleavenger |
| Alvarez Rubio | Miguel | Spain | KWHS | Ben Schanck |
| Martinez Del Cerro | Mercedes | Spain | NCHS | Lisa Gray |
| Nettakul | Chatmongkhon | Thailand | NCHS | Jeffrey & Connie Cleavenger |

Center for Advanced and Profession Studies
CAPS
Natrona County Board of Trustee Update
November 14, 2011

Following is a list of on-going and completed tasks that Curriculum and Instruction has been targeting since the last up-date and communication to the Natrona County Board of Trustees:

- Formed a CAPS Steering Committee, which met on September 27, 2011 to coordinate, support and provide oversight in the designing, articulating and implementation of a guaranteed and viable curriculum for the four CAPS Academies. Membership on the CAPS Steering Committee currently includes representation from the following partners and major stakeholders in Natrona County: Board of Trustees, District Administration, High School Administration, Gifted and Talented, BOCES, UW/CC, Casper College, North Star Consulting, Wyoming Medical Center, McMurry Training Center, Star Lane, High School Educators, and Wyoming Workforce Development. Representatives are still being sought from students and academic specific areas of engineering and agriculture.
- Facilitated CAPS Steering Committee in the designing of a Learning Plan document to serve as the foundational document and template for academy design and implementation. The Learning Plan document provides a framework for the academies, defines the work around a learning name, a learning mission, learning context, learning audience, learning expectations, learning process, learning environment, partnerships, staffing, and accountability. The Steering Committee is well into the creation of this document and targets the November meeting date for completion.
- Interviewed ten (10) Natrona County School District employees to serve as Academy Coaches and coordinated the design and implementation of each academy's guaranteed and viable curriculum. The academy selection team has targeted core and noncore coaches across the district to drive the curriculum work over the school year and into the summer. Those recommendations are planned for Cabinet review on November 15th.
- Mark Mathern and/or Kelly Hornby have been in attendance at weekly Fanning/Howey and SFD meetings.
- Provided on-site tours of district school facilities for Fanning/Howey Architects as part of Ed. Spec. documentation.
- Attended ACT Workshop to gather information on Quality Core programming as part of framing an accountability structure for CAPS programming. College and work force ready accountability mechanisms and structure provided by ACT could serve as one strategic measure for CAPS and District Strategic Plan in determining the success of academy programming.

Center for Advanced and Professional Studies
CAPS
21st Century Academic and Academy Directions

Background: Trustee Cotherman asked the following question: “What aspects of the 2025 Study (or Plan) are being carried forward into the future?.

Two documents were reviewed to seek answers to this question:

- 1) The NCS D Graduate Profile, (available online at <http://www.natronaschools.org/docs/040209912GradProfile021209.pdf>), and
- 2) Visioning Findings and Directions, October 15, 2009 (available online at: <http://www.natronaschools.org/docs/050311824PathTo2025.pdf>).

As the CAPS Steering Committee provides guidance and feedback to Academy Coordinators and CAPS Champion, Kelly Hornby, what follow are directions they will actively pursue to develop the secondary system. Some of the points must be combined to develop a common theme, and each has its own set of hurdles, timelines, and action steps necessary for full deployment. With the exception of high school size, each direction is being carried forward for further discussion and development.

GRADUATE PROFILE

Directions

- The district will develop, define, and embed the Graduate Profile in the curriculum across all grades and content areas.
- The district will develop milestones to assess student progress on the Graduate Profile.
- Learning will provide a solid core academic foundation.
- Learning will prepare students for careers that do not yet exist.
- Students will work collaboratively with others to accomplish tasks.
- Creative, imaginative, inventive, and entrepreneurial thinking will prepare students for their future.

INDIVIDUAL LEARNING

Directions

- Each student will have a six-year individualized learning plan (high school and 2 years beyond)
- Robust software will be used to manage and monitor individualized plans.
- The district will develop and implement on-track indicators to determine student progress toward high school completion.
- Interventions will be in place for those students not on track.
- Excelling students will have opportunities to maximize learning experiences such as dual enrollment and/or industry standard certification.
- Critical and creative thinking skills will be strategically integrated into learning.
- The district will identify a thinking skills framework such as Habits of Mind to be used throughout the system.
- Schools will actively focus on relationship development.
- The focus in each building will be student interest based.
- Learning will be as engaging and relevant to students inside school as outside school.
- Physical, social, and academic structures that facilitate learning will be created.
- A connected and involved learning community will be created.
- Technology will support current and future models.

- Students will develop and use their digital social tools in learning.
- Students will have opportunities to use their preferred technology and teach others, including the teacher, how to use technology to improve learning.
- Flexibility in space, place, and time will be provided to meet individual needs.
- Time-based measures of academic achievements will be eliminated (i.e. Carnegie units) and replaced with standards mastery.
- Flexible learning systems will provide rigor.
- Collaboration occurs inside and outside individual buildings.
- Technology will allow for learning whatever, wherever, whenever.
- Students will have choices in their learning paths.
- Students will have opportunities to select topics and work on long-term interdisciplinary projects.
- Students will have the experience of creating their own meaning.
- Students will set goals and determine their progress toward reaching those goals.
- Students will reflect on their work to improve the quality of the work.
- Students will be asked to do the things that are worthy of their time.
- The role of the teacher will be to focus on the Graduate Profile to evolve thinkers.
- Teachers will create the stage or framework for learning and be empowered to remove themselves from it.
- Teachers will craft problems that support the essential curriculum.
- Teachers will work collaboratively to support students.
- Teachers and students will work collaboratively to increase relevance.
- Student evaluation tools will align with this type of learning environment.
- The district will provide professional development and collaboration models for highly qualified teachers.
- Students will learn about ethics and value systems.
- Students will engage in student-owned problems or projects to develop the whole mind (much like Star Lane).
- Students will be taught leadership skills.
- Educators will apply new research around the digital brain.
- Assignments will require students to accomplish objectives and standards and will relate to things that interest them.
- Compliance will be de-emphasized. Independent work and student productivity will be emphasized.
- All expectations will include rigor.
- All students will demonstrate mastery of basic skills.
- Students will have choice in how they demonstrate learning.
- Varied assessment techniques will be used to determine mastery of content.
- Teachers will be trained to develop and use varied assessment techniques.
- The district will review the use of Bodies of Evidence for assessment.
- Greater focus will be placed on authentic student learning than on standardized testing.

RELATIONSHIPS

Directions

- Human relationships will be fostered through design of spaces, learning experiences, and other systems.
- Technology will enhance, but not replace, the person-to-person contact students have with members of the community and the natural world.
- Advisories will be scheduled for all students.
- Training will be provided for teachers in serving as productive and effective advisors.

- Additional support will be given during transition years (5-6, 8-9, and 12-post secondary).

GLOBAL LEARNING

Directions

- Students will learn to be more competitive globally.
- Students will learn about other cultures.
- Students will understand and function in a diverse community and world.
- Students will learn to be productive citizens of the world.
- Students will work in local and global cohorts.
- Students will master a second language.

HEALTHFUL LIVING AND STEWARDSHIP AND LIVING

Directions

- The district will implement a clear educational policy to articulate goals for physical, social, and emotional well being from Pre-K to post-secondary.
- The district will implement outcome based active learning where teachers serve as facilitators or coaches.
- The district will work with the community to provide the setting and tools needed for healthful living and stewardship.
- Learning will focus on students' interests, abilities, talents and experiences so that students will recognize their own abilities.
- Time and space will be provided to allow for daily physical activity to be incorporated in all schools.
- The district will implement student health plans and student health councils.
- The district will enhance social and emotional learning and teach mindfulness.
- All students will be encouraged to participate in service learning.
- Students learn how to give back to their community.
- Students will learn ethics, goal setting, self-advocacy, self-awareness, problem solving, and bully protection.
- Compassion and caring for others will be taught and modeled.

DIGITAL LEARNERS AND MEDIA CENTER

Directions

- Technology will be authentically integrated into instruction.
- Technology will enhance opportunities for creative problem solving, collaboration, inventive thinking, and imagination.
- Digital responsibility and safety will be taught and reinforced with all students.
- Infrastructure will be adequate and flexible to allow for maximum use of technology.
- Filters will be used minimally so that students and teachers can access the information that is critical for their learning.
- The district will assure that the most current technology is continuously reviewed and implemented, as appropriate.
- Online learning will allow students more choices for individual learning and college credits.
- Technology will be used to allow students to share experiences and learn from others outside the school.
- The district will continually explore opportunities for bringing relevant and engaging technology into the learning environment (e.g. games, simulations, virtual environments, new developments).
- Students will be encouraged to collaborate with others outside the school.

- Mechanisms will be created that allow quick change and adaptability in terms of teaching and learning.
- Web 2.0 apps will be integrated into learning.
- A digital learning group will research, test, coordinate and implement all things related to technology on an ongoing basis. This group will work to support quick change and adaptability.
- Technology hardware will be replaced on a rotating basis.
- Students will be allowed to bring their own technology to class to be used as learning tools.
- All learning will use current technology in conjunction with textbook materials in any way possible and appropriate.
- Students will have opportunities to use their preferred technology and teach others, including the teacher, how to use the technology to increase learning.
- Staff development will be provided to help teachers learn to integrate technology seamlessly into learning.
- The district will rename the library to reflect its 21st century function (e.g. Research and Development Center).
- Libraries will stay current with new technologies in terms of print/publishing, focus on learning, collaboration, curriculum development, and customer service.
- Library collections will include all types of resources, digital, e-tools, hard copy.
- Librarians will provide support for classroom learning.
- Librarians will be on the cutting edge of technology and provide support to others.
- The district will staff schools with certified librarians and appropriate staff.
- Librarians will help staff and students learn the process for, and the importance of, analyzing and evaluating information.
- Libraries will have space for various types of activities: socializing quiet activities, instructions, technology and media, production (podcasts, video, studio music, art, etc, gaming, etc. and coffee shop or snacks.)
- Libraries will have technological displays such as media wall.
- Libraries will include virtual experiences and virtual access.

PROFESSIONAL PATHWAYS

Directions

- The district will implement professional pathways exploration at the middle school level and professional pathways with academies at the high school level.
- Professional pathways will reflect current economic drivers.
- Students will be encouraged to be involved in internships and apprenticeships to gain real world experiences.
- Curriculum development will integrate career and technology education with core academic education and maintain a high level of rigor.
- Relevant professional training and development will be provided to assist all staff in collaborating for academic and professional pathway integration.
- Core and professional pathway teachers will have opportunities for externships to learn about the career area and industry standards.
- Spaces will be flexible to allow for changes in professional pathway and industry standards.
- Industry standard equipment will be provided to allow students real experiences.
- Students will learn through internships, mentorships, and apprenticeships in the community.
- Professional pathway advisory boards will be utilized to move the district forward.
- The district, in cooperation with the local business community, will maintain an on-going business connection to link students to career pathways.
- The district will coordinate Hathaway scholarship requirements with professional pathways.

- Assessment models that measure students' college and career readiness will be implemented.
- All professional pathway courses will incorporate real world, project-based experiences.
- All professional pathway courses will integrate communication and presentation skills.
- Student work will be showcased and available for community review and jury assessment.
- Professional pathway programs will create and expand opportunities for industry certification where appropriate.
- The district will link to post secondary schools to provide expanded opportunities (i.e. program articulation, dual credit, seamless transitions, etc.)

FINE ARTS, ATHELETICS AND EXTRACURRICULAR ACTIVITIES

Directions

- A system of collaboration among teachers through professional learning communities of fine arts, athletics, and extracurricular activities at all levels will be developed to provide horizontal and vertical articulation of curriculum and skills development.
- Students who participate in arts will be immersed in the development of thinking skills such as Habits of Mind.
- Focus will be placed on individual skills and success as well as teamwork skills and success through all activities.
- Students will participate as individuals as well as group members through all activities.
- Good sportsmanship for all will be a strong focus of the learning in activities.
- A broad range of fine arts, athletics and activities will be provided for all students to explore at the middle and high school.
- A broad range of advanced level programs will be provided in high school for those students who express a specific interest in those programs.
- Opportunities for maximum participation will be provided, along with opportunities for competition.
- Adequate funding and facilities will provide rich arts, athletics, and activity experiences.
- Schools will encourage diverse clubs with community support (e.g. fly fishing, skateboarding, snow boarding)
- Professional pathways related to arts and extracurricular activities will be developed and shared with students.
- Professional pathways for arts will include innovative and creative thinking development and an in depth understanding of design.
- The district will add an emphasis on how fine arts fits into different career paths.

9TH GRADE TRANSITION

Directions

- 9th grade teachers will commit to the 9th grade philosophy, mission and goals.
- Core beliefs and values for 9th grade students and teachers will be implemented.
- A parent communication, involvement, and conferencing component will be implemented.
- Mandatory and voluntary tutoring will be provided.
- Extracurricular advisors and coaches will communicate to student participants that academics come first.
- A clearly defined pyramid of academic interventions will be utilized.
- 9th grade programs will emphasize student attendance and utilize attendance, academic and behavior contracts.
- 9th grade programs will produce a separate 9th grade handbook.
- Seamless transition strategies with the feeder middle schools and between 9th and 10th grades will be implemented.

- The 8-9th grade summer “Bridge” program will be strengthened.
- A freshman seminar class will be implemented that includes:
 - Thinking skills framework
 - Social and emotional learning
 - High school transitions
- 9th grade will be organized into small learning communities that include all core academic teachers in each community in order to develop relationships for all students.
- 9th grade teachers will function as a professional learning community.
- Schedules will be flexible to allow for students to receive timely remediation when necessary.
- Student success in all areas will be the responsibility and focus of all 9th grade staff members.
- The district will set measurable targets and accountability standards and evaluate progress regularly.
- The district will provide significant support and encouragement in the areas of staffing, professional development and budget.
- One administrator and counselor will work specifically with 9th grade students.
- The principal will maintain active involvement with the 9th grade program.
- An advisory or mentoring program will be implemented.
- Schools will consistently celebrate success.
- Schools will support and encourage parent involvement.
- Schools will emphasize literacy across the curriculum for all 9th graders.
- Teachers will receive reading levels for entering 9th grade students.
- Formative data on student achievement will drive teaching and learning adjustments.
- Cross-curricular learning will help students make connections and see relevance.
- 11th and 12th graders will serve as positive role models for 9th graders through a mentoring program.

MIDDLE SCHOOL SUCCESS

Directions

- The entire school will maintain a shared vision that provides for the needs of the middle level student.
- Schools will organize into small communities with a goal driven team of teachers.
- Students will function in small inclusive and collaborative communities with as few cross community schedules as possible.
- The number of transitions a student has during the day and the year will be limited to as few as possible.
- All core academic classrooms within the small learning community will reside together in the building.
- Teacher led advisories will meet daily for at least 20 minutes and will focus on social skills and conflict resolution.
- Meaningful relationships will be developed between adults and students.
- A common planning period/time will be provided for teachers within a team.
- Team planning meetings will include principal, counselor, instructional facilitator, elective teachers and others involved in student success.
- The district will provide strong support for students during times that transitions occur.
- A specific parent communication and involvement component will be included.
- Tutoring will be mandatory for students who are struggling. Whole child research relevant to the social, emotional, physical and educational needs of middle school students will be incorporated into learning.

- A clearly defined pyramid of interventions will be utilized.
- Educators will quickly identify and respond to students' at-risk behaviors.
- Educators will use academic contracts as appropriate.
- The district will set measurable accountability standards and evaluate progress regularly.
- The district will provide appropriate support and encouragement in the areas of staffing, professional development, and budget.
- A consistent vision for middle school will be implemented and used in all decision-making.
- Professional development for middle school teachers will include, but not be limited to:
 - Physical and emotional needs of a middle level student
 - Data driven learning
 - Curriculum integration
 - Teaching in a flexible schedule
 - Teaming
 - Professional pathway and exploratories
 - Technology training
 - Creating problem-based learning
 - Healthful living
 - Best work environments
- Basic core programs at middle school will be consistent.
- Middle schools will provide a common exploratory base for electives.
- Materials that support the essential curriculum at middle school will be common.
- School culture will be unique to individual middle schools.
- Professional pathway, fine arts, and foreign language offerings may differ from school to school to provide choices for students.

STUDENT SUPPORT

Directions

- Personalized counseling support will be provided for all students in the following areas:
 - social-emotional
 - academic
 - transition from elementary to middle school, middle school to high school, and high school to college
 - career and college counseling integrating career pathways
 - fitness, nutrition, and health
 - campus social services
- Services for students in the areas of drug and alcohol recovery, crisis management, and health services will be provided for those students in need.
- Partnerships will be developed with city, county, and state services to provide resources to students who need additional services.
- A system to make students aware of career opportunities will be implemented in middle school.
- Students will learn about different career opportunities.
- Advanced students will be provided appropriate guidance to begin development of high school plans.
- Parent training will be provided in order to give parents the tools necessary to help their child be more successful in school.
- Information will be shared with parents about the importance of their connection to school.
- Parent centers will be implemented to encourage parental involvement.

FLEXIBILITY OF TIME

Directions

- The district will explore various models of time utilization to assure support for teaching and learning (e.g. modular scheduling, alternate schedules, etc.)
- School hours will extend beyond the current school day and year to provide more flexibility and choice in the schedule.
- Flexibility will be provided for teachers and students to pick their own schedules.
- Time will be allocated during the day when students are not assigned to a specific class.
- Educators and students will work together to make appropriate choices about how to use unassigned time. More freedom and additional choices will be provided to 11th and 12th grade students.
- 9th and 10th grade students will be given more structure and boundaries during unassigned time.
- Teachers will be assigned workspaces in open areas so that students can meet with them during unassigned time.
- Space will be provided for students to work together in small study groups during unassigned time.

ORGANIZATION OF SPACES

Directions

- Spaces will be flexible in order to allow for a variety of instructional arrangements.
- Various sized instructional areas will be provided in order to facilitate a variety of instructional methods.
- Furniture will be flexible to allow for different configurations. It should be comfortable and appropriate for learning.
- Space will be provided for large group discussions, presentations, and activities.
- Space will be flexible and adaptable for maximum use of technology.
- Small group areas, including quiet spaces, will be provided for study groups and working on projects and problems.
- Student support areas will be provided.
- High schools will look more like real world environments with gathering spaces for students and storefront designs.
- Classes will be organized in small learning communities to include each of the core academic teachers in each house in order to foster relationships that support academic success.
- Relationships will be developed with the business community to identify off campus spaces to be used for learning experiences.

GREEN AND ENVIRONMENTAL ISSUES

Directions

- Features such as natural lighting, acoustics, easy access to outdoors, ventilation, and indoor air quality will be considered in the design of the building.
- The district will ensure an environment that positively impacts student achievement and the well-being of all users.
- Features such as natural lighting, daylight sensors, solar panels, wind generators, and native greenery will be considered in the design and renovation of buildings in order to decrease the operating costs.
- Students will learn the importance of being good stewards of the environment.
- Relevant, engaging environmental awareness will be integrated into learning.
- Learning will be linked to green aspects of the building.

SCHOOL SIZE AND GRADE LEVEL ALIGNMENT

Directions

- The 2004 IBAP recommendations with the following grade configurations and sizes will be implemented:
- Elementary schools
 - PreK – 5 grade
 - 250 – 420 students
- Middle schools
 - Grades 6-8
 - 600 – 700 students
- High schools
 - Grades 9-12
 - 1000-1200 students
- The district will develop a plan for bringing schools into alignment with grade and space guidelines by 2012.
- The district will implement enrollment caps on secondary schools.

COMMUNITY SUPPORT AND MARKETING

Directions

- The Board and Cabinet will commit their support as soon as possible to move forward.
- The district will create and implement a public relations, marketing, and ad campaign to educate all stakeholders.
- Students, staff, faculty and other stakeholders will be given a voice in developing learning outcomes and policies.
- The district will work with community leaders, business partners, parents, and stakeholders to create a master plan for wireless access 24/7 for the entire Casper community.
- The district will work with all local and state agencies to plan and coordinate all resources to focus on student and family support.
- Marketing plans that outline unique opportunities at each school will be developed.
- District and campus personnel will be equipped with information to share with current and prospective students and their families describing unique characteristics of each school.
- The district will share information about goals and opportunities of career and technology education in Natrona County.
- The district will share information about successful programs in other parts of the US with the community members, parents and staff members.
- A partnership will be developed with the community to broaden fine arts and extracurricular opportunities.
- Avenues for students to showcase their work in school and in the community will be provided.
- The district will work with the community to provide the setting and tools needed for healthful living and stewardship.

EXPANDED PROGRAMS, NEW INITIATIVES AND PROTOTYPES

Directions

- A district prototyping team will research prototyping possibilities both within and outside education.
- A plan for prototyping will be developed and implemented that will encourage risk taking and value the opportunity to learn from things that are successful and those things that are

not.

- Prototyping will allow opportunities for quick pilots to be tested and shared.
- The district will pursue grant opportunities to help prototype future practices.
- The Board will maintain a priority fund for new initiatives and prototyping.
- The district will continually evaluate new and existing initiatives for replication, improvement, or abandonment.

Audrey Cotherman : data/information request
Items 1-4

1) The District's priority list of replacements:

Elementary

Southridge, North Casper, Pineview, Park, Evansville

Secondary

High School System

DMJH

2) The State's Priority list of replacements for NCSD#1
See attachment: 2011_11_7 WSFD 2013-2014 Budget.xlsx

3) District list of Major Maintenance repairs and funding
See attachment: 2011_7_20 MM 11-12 Revised Requests 6-20-11.xlsx

4) # of units in each elementary school) this is the 4/3, 3/2, 2/1.5 piece
See attachment: 2011_11_7 NCSD Elementary Grade Configurations.xlsx

NCS D Elementary School Grade Configurations

| | |
|----------------------------|-------|
| Bar Nunn Elementary | 2/1.5 |
| Cottonwood Elementary | 3/2 |
| Crest Hill Elementary | 3/2 |
| Evansville Elementary | 3/2 |
| Fort Caspar Academy | 4/3 |
| Grant Elementary | 2/1.5 |
| Manor Heights Elementary | 3/2 |
| Midwest Elementary | 1/1 |
| Mills Elementary | 2/1.5 |
| Mountain View Elementary | 2/1.5 |
| North Casper Elementary | 2/1.5 |
| Oregon Trail Elementary | 3/2 |
| Paradise Valley Elementary | 4/3 |
| Park Elementary | 3/2 |
| Pineview Elementary | 3/2 |
| Poison Spider School | 2/1.5 |
| Sagewood Elementary | 3/2 |
| Southridge Elementary | 3/2 |
| Summit Elementary | 4/3 |
| University Park Elementary | 2/1.5 |
| Verda James Elementary | 4/3 |
| Willard Elementary | 2/1.5 |
| Woods Learning Center | 1/1 |
| Alcova Elementary School | Rural |
| Powder River Elementary | Rural |
| Red Creek Elementary | Rural |
| Willow Creek Elementary | Rural |

2013-2014 Capital Construction Biennium Proposed Budget

| Needs Index /Capacity | School | Type | Justification | FY 2013 | FY2014 | 2013-2014 Biennium |
|-----------------------|------------------|--------------|--|-----------|--------------|--------------------|
| 18 | Midwest ES/MS/HS | Planning | Feasibility and Educational Specification study in Midwest, Wyoming to determine the most cost effective remedy fro design, construction, or renovation. | \$135,000 | | |
| 18 | Midwest ES/MS/HS | Design | Planning funds have been requested in this budget. Design capacity is 238 students with an allowable square footage of 70,891. Enrollment and square footage to be approved by the Commission. | | \$1,465,192 | |
| 18 | Midwest ES/MS/HS | Construction | Funding to construct a 70,891 sq. ft. K-12 school, including demolition of existing school. | | 16,496,427 | \$ 18,096,619 |
| 3 | North Casper | Design | Inadequate funds for design were previously appropriated for this project. Natrona 1 is now requesting additional funds to accommodate the improper sizing of the proposed facility based on the Commission approved design capacity of 384 students with an allowable square footage of 53,211. | \$199,778 | | |
| 3 | North Casper | Construction | Site needs to be fixed. Funding to construct a 53,211 sq. ft. elementary school, including demolition of existing school on original site. | | \$12,104,938 | \$ 12,304,716 |

2013-2014 Capital Construction Biennium Proposed Budget

| | | | | | | |
|--|--------------------|------------------|---|-------------|--------------|-----------------------|
| 3 | North Casper | Land acquisition | Site required to provide adequate acreage for new school. | | | |
| 26 | Pineview | Design | Previously funded for planning. Commission approved design capacity of 384 students with an allowable square footage of 53,211. | \$1,070,925 | | \$ 1,070,925 |
| 26 | Pineview | Land acquisition | Site required to provide adequate acreage for new school. | | | |
| | Bar Nunn | Component | s/h - Safety/Security/Health | \$220,000 | | \$ 220,000 |
| | | | | | TOTAL | \$ 31,692,260 |
| Approximate allocations from previous biennia | | | | | | |
| | High School System | Design | | | | \$ 9,800,000 |
| | High School System | Construction | | | | \$ 98,000,000 |
| | | | | | TOTAL | \$ 107,800,000 |

MAJOR MAINTENANCE REQUESTS 2011-12

UPDATED 7/18/2011

| WORK APPROVED AND | | District Identified Projects | * = Approved by SFC | Question on Request | | |
|-----------------------------|-----------------------------|---|---|---------------------|----------|-----------------|
| WORK COMPLETED | | SFC Identified Project | SFC = tentatively approved | | | |
| duplicate requests | | PROJECT DENIED | PROJECT DENIED BY SFC | | | |
| School | Project funded 710 accepted | Scope | Comments | Type | Priority | Estimate |
| Alcova | | Front entrance needs improved drainage | Water pooling at door | Site | 1 | \$ 10,000.00 |
| Bar Nunn | | Remove and Replace Gym Floor | Currently vinyl asbestos tile. Some tiles have come up. 3,200sqft. Work will include abatement + new installation health issue | Floors | 1 | \$ 40,000.00 |
| Centennial | | Fix drainage problem in front of school | Roof downspout pours across the sidewalk by handicap parking. When it freezes it causes a major safety hazard | Site | 1 | \$ 5,000.00 |
| Centennial | | Bus Drop off area. Asphalt and concrete curbs need repaired | Numerous pot holes and damaged concrete R&R 2500 sf. Sidewalk and 12500 sf. Of asphalt bus lane | Site | 1 | \$ 125,000.00 |
| Centennial | | Concrete at front entrance is raised needs need to be replaced. | | Site | 1 | \$ 25,000.00 |
| CENTRAL SERVICES Bus Garage | | Remove and Replace Fire alarm System | No longer able to purchase parts. Current system being maintained with scavenged used parts. Life, Health, Safety | Alarms | 1 | \$ 90,000.00 |
| CENTRAL SERVICES Bus Garage | | 3-year Asbestos Survey | | Asbestos | 1 | \$ 36,000.00 |
| CENTRAL SERVICES - DISTRICT | | Annual Playground Update Match | | Playground | 1 | \$ 250,000.00 |
| CENTRAL SERVICES Maint | | Remove and Replace Fire alarm System | No longer able to purchase parts. Current system being maintained with scavenged used parts. Life, Health, Safety | Alarms | 1 | \$ 53,600.00 |
| Crest Hill | | Remove and replace PA system, Entire system | PA amp needs continuous repair. Currently only PA no intercom system. Safety issue | Electrical | 1 | \$ 35,000.00 |
| Crest Hill | | Repair univents & soffit | Phase 3 of heating system replacement | Mechanical | 1 | \$ 500,000.00 |
| CY Middle | | Remodel four pull out areas and make larger classrooms | need larger classrooms to accommodate student needs | Interior/ Remodel | 1 | \$ 40,000.00 |
| DMJH | | year 1 phase 1 Renovation | | Remodel | 1 | \$ 1,000,000.00 |
| Fort Caspar Academy | | Install new window in Principal's office and replace one solid door to a door with a window | prefer window with inside shades; window needed since meetings with opposite sex occur behind closed doors and no windows | Interior | 1 | \$ 5,000.00 |
| Frontier/CCA | | Sceince room conversions | Provide additional cabinets, countertops, sinks, chemical piping & trap. venting, electrical, data, doorway storage. | Interior | 1 | \$ 150,000.00 |
| Grant | | Replace intercom | | Electrical | 1 | \$ 30,000.00 |
| Grant | | Office remodel, move including nurses office | needs Architect & Engineering - SFC Functionality Project | Interior | 1 | \$ 400,000.00 |
| Grant | | Install controlled access for after-hours school & community use | SFC Functionality Project Incude with office remodel project. | Security | 1 | |
| Grant | | Replace north/south retaining wall on playground. R&R play area asphalt and asphalt between wings. | safety issue. Upper level is pushing wall over. Wall is tilting badly. Asphalt deteriorating badly | Site | 1 | \$ 150,000.00 |
| Grant | | Improve site accommodations for school learning and support activities | HLS with students crossing road. SFC Functionality Project NEW SCHOOL | Site | 1 | |
| Grant | | Clear sightliness around site and improve views including landscaping | SFC Functionality Project NEW SCHOOL | Site | 1 | |
| KWHS | | Repalce EBU in boiler room. Continual maintenance problems. | | Mechanical | 1 | \$ 10,000.00 |
| Manor Heights | | size & utilization for school learning and support activities | SFC Functionality project - no separation of bus and parent drop off HOLD NEW SCHOOL | Interior | 1 | |
| Manor Heights | | Replace all Lennox pulse furnaces | furnaces are past useful life, some have cracked heat exchangers | Mechanical | 1 | \$ 17,000.00 |
| Manor Heights | | Remodel nurses' office | SFC Functionality project; no shower, privacy curtains or lockable cabinets; inadequate to function as a nurses' room HOLD NEW SCHOOL | Remodel | 1 | |
| Manor Heights | | vehicular traffic patterns to/from school provide easy and safe access to school entrances including busses, parent pickup/drop off, & pedestrian | SFC Functionality project HOLD NEW SCHOOL | Site | 1 | |
| Midwest | | Install computer managed locks on exterior doors | needs to be wireless for management access from district offices HOLD WIRELESS FOR NEW BLDG. | Doors | 1 | \$ 40,000.00 |
| Midwest | | Replace intercom system. Continual maintenance problems. | | Electrical | 1 | \$ 37,500.00 |
| Midwest | | Remove asbestos tile in Music Room (#19) | | Floors | 1 | \$ 16,500.00 |
| Midwest | | Replace walls between classrooms #1 and computer room and Rooms #5 & #6. | Needed for safe lockdowns | Interior | 1 | \$ 20,000.00 |
| Midwest | SFC | Replace furnaces for the boys' and girls' locker rooms | | Mechanical | 1 | \$ 5,000.00 |
| Midwest | | Replace roof top air handlers / heaters for the main & auxiliary gyms | cracked heat exchangers | Mechanical | 1 | \$ 77,000.00 |
| Midwest | | Replace thermostats throughout building | | Mechanical | 1 | \$ 5,000.00 |
| Midwest | | Replace locker room furnaces. Continual maintenance problems. One unit is no longer operational. | cracked heat exchangers | Mechanical | 1 | \$ 6,000.00 |
| Mills | | Upgrade exit signs to meet fire codes | | Electrical | 1 | \$ 5,000.00 |
| Mills | | Replace PA system in building and portables | maintenance dept, says this unit is past it's useful life | Electrical | 1 | \$ 32,000.00 |
| Mills | | Upgrade parking lot lighting | current lights do not light up parking areas. Needs further scoping. | Site | 1 | \$ 10,000.00 |
| Mtn. View | | Open up small kitchen to have walk-thru to old cafeteria for instructional purposes. Have old dishwashing room made into a lunch serving area. Remodel old cafeteria for instructional purposes | Need architectural Services for this remodel | Interior / Remodle | 1 | \$ 15,000.00 |
| NCHS | | repair concrete @ NW corner of cafeteria | Slab has settled severely and foundaton wall has broken and is a tripping hazard | Site | 1 | \$ 5,000.00 |

MAJOR MAINTENANCE REQUESTS 2011-12

UPDATED 7/18/2011

| WORK APPROVED AND | District Identified Projects | * = Approved by SFC | Question on Request | | |
|---|---|--|----------------------------|---|------------------------|
| WORK COMPLETED | SFC Identified Project | SFC = tentatively approved | | | |
| duplicate requests | PROJECT DENIED | PROJECT DENIED BY SFC | | | |
| Oregon Trail | Roof 1995 construction original, remainder replaced 2006 | | Roof Coverings | 1 | \$ 99,110.00 |
| Paradise | Replace 4 furnaces in west wing | cracked heat exchange | Mechanical | 1 | \$ 6,000.00 |
| Park | Remove and replace tile, etc. where asbestos remains in room east of stage and other tile in the area | | Floors | 1 | \$ 10,000.00 |
| Park | Conference room is in proximity to administration and/or other student support services; location and space serves the school well | SFC Functionality Project no conference room HOLD NEW SCHOOL | Interior | 1 | |
| Park | where appropriate, ceiling supports and other structural supports to accommodate equipment and supplies associated with learning environment | SFC Functionality Project does not exist HOLD NEW SCHOOL | Interior | 1 | |
| Park | direct access between media center and computer lab/workstations | SFC Functionality Project computer lab is in portable HOLD NEW SCHOOL | Remodel | 1 | |
| Park | easy and safe access to school entrances including busses, parent pickup/drop off, & pedestrian | SFC Functionality project - no separation of bus and parent drop off HOLD NEW SCHOOL | Site | 1 | |
| Pineview | Remove and Replace Fire alarm System | WSD both systems are obsolete and do not communicate as one system | Alarms | 1 | \$ 80,000.00 |
| Pineview | Replace tile in cafeteria | Asbestos removal project is being completed as part of the 10-11 abatement project. | Floors | 1 | \$ 32,000.00 |
| Pineview/WS | Replace intercom | | Electrical | 1 | \$ 30,000.00 |
| Sagewood | Install folding wall on the stage | create instructional space | Interior | 1 | \$ 15,000.00 |
| Science Depot | Install level parking and safe access to building at loading dock area | currently on steep paved slope. Extreme fall hazard in winter due to slope and lack of sun | Site | 1 | \$ 15,000.00 |
| SESC (Jefferson) | SFC Make restroom sink ADA compliant | handicap sink, ADA \ | Interior | 1 | \$ 3,000.00 |
| Summit | Kindergarten remodel | remove walls to accommodate collaboration | Interior | 1 | \$ 12,000.00 |
| Summit | Install ADA curb cut that was missed in the original site design | Required for ADA compliance | Site | 1 | \$ 1,500.00 |
| University Park | Asphalt overlay on west side adjacent to playground. Extend asphalt to west portable | Several holes, uneven surfaces, possible trip hazards; extending to portable would eliminate area of mud and | Site | 1 | \$ 9,800.00 |
| University Park | Replace windows in Learning Center (Rm 102) and Literacy room (Rm 101) | not energy efficient, condensation between panes, only windows not included in 2009 replacement | Windows | 1 | \$ 8,500.00 |
| Verda James | Replace ceramic tile in all Kindergarten restrooms. The ceramic tile is popping loose and there is asbestos under the tile. | | Floors | 1 | \$ 3,000.00 |
| Westwood | Replace air compressor. Continual maintenance repairs. Maintenance Department will install. | | Mechanical | 1 | \$ 3,000.00 |
| Willard | Repair broken sewer line under floor mount unial | Replace urinal with wall hung unit and provide new water supply to meet current code | Mechanical | 1 | \$ 8,000.00 |
| Woods | Concrete Landing on the North side of the school is deteriorating causing the railing to be unsecure. We have placed jersey barriers for the time being until a repair can be made. | | Site | 1 | \$ 10,000.00 |
| Woods Laundry | Replace commercial washing unit. Continual maintenance repairs, obsolete parts, etc. Unit is over 30 years old. | | Mechanical | 1 | \$ 16,000.00 |
| TOTAL PRIORITY #1s | | | | | \$ 3,607,510.00 |
| SFC 2011-12 ALLOCATION | | | | | \$ 3,966,079.00 |
| Deduct 10% Enhancement allocation | | | | | \$ 396,607.90 |
| 2011-2012 MM available \$ for projects | | | | | \$ 3,569,471.10 |
| 2011-2012 Contingency | | | | | \$ (38,038.90) |

ENHANCEMENT \$ SUMMARY

| | | | | | |
|--|--|-------------------------------------|-------------------------------|-------------|----------------------|
| | | 10% Enhancement \$ available | | | \$ 396,607.90 |
| NCHS | | Synthetic turf replacement | replacement of synthetic turf | enhancement | \$ 391,588.00 |
| 2011-2012 Enhancement Contingency | | | | | \$ 5,019.90 |

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak

DATE: November 14, 2011

SUBJECT: Personnel Items

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

I. Employment of the Following:

A. Teacher/Administrator

Craig Kittelson (M.S. in Counselor for Education and Human Resource Development, South Dakota State University, Brookings, SD, 07/92) .5 FTE, Guidance Counselor at DMJH, 11/7/2011

Kallie Papich, (B.S. in Health and Human Development, Montana State University, Bozeman, MT, 07/10) 1 FTE, OYO, Special Education Teacher at DMJH, 8/9/2011

B. Classified

Judy Ackerman, Special Education Instructional Assistant I at RHS, 8/26/2011

Nicole Brown, Custodian I at Mills, 11/2/2011

Kitty Bales, District Classified Substitute, 11/1/2011

Joshua Bassler, Custodian I at CJH, 10/27/2011

Jennifer Cox, District Classified Substitute, 10/24/2011

Ian Cuslidge, District Classified Substitute, 10/17/2011

Jamie Davis, Breakfast/Lunch Server at Bar Nunn, 11/7/2011

Jerry Delgado, Bus Driver for Transportation at CSF, 10/26/2011

Dawn Enberg, District Classified Substitute, 9/2/2011

Sandra Finley, Enrichment Assistant/Coordinator at Fort Caspar Academy, 11/7/2011

Brandi Grundhoffer, Special Education Instructional Assistant II at KWHS, 10/27/2011

Amanda Harris, District Classified Substitute, 10/26/2011

Allison Hawkes, Student Monitor at CJH, 11/2/2011

Jessica Iriberry, District Classified Substitute, 10/26/2011

Angela Lehmbeck, District Classified Substitute, 10/25/2011

Erica Layher, District Certified Substitute, 11/4/2011

Lawrence Lunt, Bus Driver for Transportation at CSF, 11/26/2011

David Nelson, Special Education Instructional Assistant II at CJH, 10/5/2011

Cereja Pebbles, District Certified Substitute, 10/25/2011

Pam Ricard, Head Cafeteria Worker at FMS, 11/3/2011

Roberta Shriver, Cafeteria Worker at CJH, 10/26/2011

Joshua Thompson, Special Education Instructional Assistant I at RHS, 10/24/2011

Amber Turner, District Certified Substitute, 10/26/2011

Shauna VanderLinden, Communications Specialist for Superintendent's Office at CSF, 10/27/2011

Lisa Waller, Refocus Room Coordinator at CJH, 10/7/2011

II. Promotions/Transfers

A. Teachers/Administrator

Sandi Dunkelberger from Refocus Room Coordinator at Grant to Special Education Teacher at Grant/SESC, 1 FTE (M.A. in Secondary Education, University of South Dakota, Sioux Falls, SD, 08/02)

B. Classified

Cheri Bouska, from Special Education Instructional Assistant II at KWHS to Bus Driver for Transportation at CSF, 10/25/2011

Jessica Cousineau, from Science Depot Program Specialist for C&I at CSF to Counseling Secretary at NCHS, 11/7/2011

Mary Trivitt, from District Classified Substitute to Special Education Instructional Assistant II at CYMS, 11/7/2011

III. Resignations/Terminations

A. Teachers/Administrator

Donna Hensley, Tutor at Mills, 09/14/2011

Shawana Puntey, Counselor at DMJH, 10/31/2011

B. Classified

Judy Ackerman, Special Education Instructional Assistant I at RHS, 10/14/2011

Dasha Buckallew, Bus Assistant – Special Needs for Transportation and CSF, 10/28/2011

Christine Eggleston, Cafeteria Worker at DMJH, 9/27/2011

Rita Kottwitz, Custodian I at CYMS, 11/15/2011

Kayla Park, Special Education Instructional Assistant I at Manor Heights, 12/12/2011

Deborah Shutts, Cafeteria Worker at DMJH, 10/7/2011

Marcy Wright, Grounds Keeper/Custodian at NCHS, 10/12/2011

IV. Corrections

A. Teacher/Administrator

None

B. Classified

Anita Crider, District Certified Substitute, 10/5/2011 was listed as Anita Criden on 10/27/2011 Personnel Report

Mary Pike, Custodian I and Student Monitor at Powder River, 10/1/2011 was listed at Poison Spider on 10/27/2011 Personnel Report

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak, Superintendent

DATE: November 14, 2011

SUBJECT: Revisions to Board Policy 1340/1390 – Advertising, Selling, Sponsorships, Partnerships, and Gifts – First Reading

RECOMMENDATION: The Board Budget Development Committee recommends that the Board of Trustees review, on first reading, revisions to Board Policy 1340/1390 – Advertising, Selling, Sponsorships, Partnerships, and Gifts.

RATIONALE: It has been approximately 12 years since Board policy 1340 and 1390 were revised. With the district's goal to strengthen community partnerships and improve educational opportunities for our students, we enlisted the help of legal counsel and the Board Budget Development committee to revise both policies. It was recommended that we combine into one policy.

The Administrative Regulations are attached for informational purposes only. The Board Budget Development Committee will be reviewing the administrative regulations on Monday, November 14, 2011, prior to the board meeting, and may be changed based on their review.

ADVERTISING, SELLING, SPONSORSHIPS, PARTNERSHIPS, AND GIFTS

The Board of Trustees desire to promote positive working relationships between the District, business, and community partners in order to assist and continuously improve educational opportunities.

DRAFT

ADVERTISING, SELLING, SPONSORSHIPS, PARTNERSHIPS, AND GIFTS

The Natrona County School District supports and encourages the expression of the many thoughts, ideas, and opinions of the public and its community partnerships. In an effort to maintain the integrity of the educational process, the District allows soliciting, advertising, selling from and with outside agencies with the following conditions:

1. The distribution of any type of printed material in or on the property of the school system without permission of the Superintendent is prohibited. Persons desiring to post or distribute any information or promotional material in or on a school or district property must gain approval from the Superintendent.
2. Schools or those acting in the capacity of a school/district employee may, upon approval of the Superintendent, cooperate with a governmental agency, business or community partner in promoting activities in the general public interest which are non-partisan and non-controversial and which promote the education of a student.
3. The District and/or individual schools and/or classrooms may cooperate in furthering the work of a non-profit community-wide social service agency; provided such cooperation does not restrict or impair the educational program of the schools.
4. Schools may use films or other educational materials bearing only simple mention of the producing firm.
5. Demonstrations of educational materials and equipment shall be permitted only upon arrangement with the principal and/or the Superintendent.

PUBLIC GIFTS/SPONSORSHIPS

1. District personnel may request funds or gifts for unfunded items for the improvement of instruction, the education process, or a facility building. Such requests must be approved by the Superintendent and/or building administrator. Items could include, but are not limited to: playground equipment, technology, books, athletic equipment, scoreboards, landscaping, etc.
2. Accounting for all donations will be maintained with the building administrator and reported to the Superintendent on an annual basis.
3. When advertising is reciprocal for a gift that was given, Community Partnerships will assist parties in drafting an advertising plan to be submitted to the building administrator and Superintendent for approval.
4. When accepting funds or gifts, only the Superintendent can grant exclusivity on a per school basis, but it may not be granted district-wide without the approval of the Board of Trustees.
5. To be considered for acceptance, a gift, solicited or unsolicited, should satisfy the following:

- a. Acceptance of the gift would not imply endorsement of any particular business, product, or any political or religious viewpoint.
 - b. Would not violate any state or local laws.
 - c. Would have a purpose consistent with the goals of the District.
 - d. Would not be inappropriate or harmful to the welfare of student or staff.
 - e. Would not result in excessive costs for maintenance, installation, or replacement for the District.
 - f. Would become the sole property of the school district and subject to the same controls and regulations of other school property.
6. Receipts for tax deductions shall be requested through the business office.
 7. Any gift or solicitation of a gift over \$1,000 shall be approved by the Board of Trustees.

Revised: November 14, 2011

DRAFT

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak, Superintendent

DATE: November 14, 2011

SUBJECT: Revisions to 2012-13 District Calendar

RECOMMENDATION: I recommend that the Board of Trustees approve the adoption of the 2012-13 District Calendar.

RATIONALE: When the Board approved the 2011-12 Calendar last, fall it was with the intent to use a continuous improvement cycle to make future changes. Since the District has only lived with our current calendar for less than 6 months, it seems logical to let everyone experience the calendar and give us feedback before we make changes. This logic drives out an every other year review and revision timeline. I will put the development of a calendar review process on our agenda for next fall.

NATRONA

Draft

11-8-11

COUNTY SCHOOLS

2012-2013 ACADEMIC CALENDAR

| JULY 2012 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | H | 5 | 6 | 7 |
| 8 | 9 | H | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| AUGUST 2012 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | FT | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | FS | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| SEPTEMBER 2012 | | | | | | |
|----------------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | H | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ^{23/} 30 | 24 | 25 | 26 | 27 | 28 | 29 |

| OCTOBER 2012 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | Q | 20 |
| 21 | C | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| NOVEMBER 2012 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | H | H | H | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| DECEMBER 2012 | | | | | | |
|----------------------|--------------------|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | Q | 22 |
| ^{23/} 30 | ^{H/} V | H | V | V | V | 29 |

| JANUARY 2013 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | H | PD | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | H | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| FEBRUARY 2013 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | PD | PD | 16 |
| 17 | C | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

| MARCH 2013 | | | | | | |
|----------------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | Q |
| 2 | 3 | V | V | V | V | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| ^{24/} 31 | 25 | 26 | 27 | 28 | H | 30 |

| APRIL 2013 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| MAY 2013 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | L | 25 |
| 26 | H | PD | 29 | 30 | 31 | |

| JUNE 2013 | | | | | | |
|----------------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ^{23/} 30 | 24 | 25 | 26 | 27 | 28 | 29 |

C = Parent-teacher conferences
 FS = First day for students
 FT = First day for teachers
 H = Holiday — Schools, offices closed

L = Last day for students
 PD = Professional development day
 Q = End of quarter; full day for students/staff
 V = Vacation — Schools closed

July 4 — Holiday, offices closed
 July 10 — Holiday, offices closed
 Aug. 6 -10 — New teacher days
 Aug. 14 — Faculty report, principal management day
 Aug. 15 — District professional development day (Casper Events Center)
 Aug. 16, 17, 20 — School professional development days
 Aug. 21 — Teacher self-directed day
 Aug. 22 — Classes begin
 Sept. 3 — Holiday, schools/offices closed
 Oct. 19 — First quarter ends; normal school day
 Oct. 22 — Parent-teacher conferences, no school
 Nov. 21, 22, 23 — Holiday, schools/offices closed
 Dec. 21 — Second quarter ends; normal school day
 Dec. 24-25 — Holiday, schools/offices closed
 Dec. 26-Jan. 1 — Winter break for teachers
 Dec. 26-Jan. 2 — Winter break for students
 Jan. 2 — Professional development day
 Jan. 3 — Classes resume
 Jan. 21 — Holiday, schools/offices closed
 Feb. 14-15 — Professional development days, no school
 Feb. 18 — Parent-teacher conferences, no school
 March 1 — Third quarter ends; normal school day
 March 4-8 — Spring break, no school
 March 29 — Holiday, schools/offices closed
 May 24 — Fourth quarter ends, last day for students
 May 27 — Holiday, schools/offices closed
 May 28 — School continuous improvement day (or last day of school, if make-up snow day is necessary)

**NATRONA COUNTY SCHOOL DISTRICT
BOARD ACTION ITEM TRACKING**

| Action Item # | Action Item | Originator | Date Initiated | Who is Responsible | Due Date | Next Forum |
|---------------|---|------------------------------|----------------|--------------------|--------------|--|
| 1 | Evaluate Board work session ideas from the September 26th Work Session for inclusion into Goal #3 team activities - Goal #3 team report back to Board on how the Board's ideas have been assessed/assimilated by the Goal #3 team | Board Work Session | 9/26/2011 | Goal Team #3 | 11/14/2011 | Nov. 14 Work Session |
| 2 | Summarize Board's 2012 Goals | Board Work Session | 9/12/2011 | Audrey/Joel | 10/3/2011 | ???? |
| 3 | NC/KW artificial turf maintenance equip purchase proposal, present to Budget Development Committee | Facilities Committee | 10/18/2011 | Mark A/Dennis | 11/14/2011 | 11/14/2011 |
| 4 | DM renovations, request for component funding from SFC in facilities plan | Facilities Committee | 10/18/2011 | Mark A | May 2012 | |
| 5 | Southridge construction bids, publicize through ad and article in newspaper | Facilities Committee | 10/18/2011 | Dennis B | Nov/Dec 2011 | |
| 6 | Status of major maintenance projects - 2011-12 | Facilities Committee | 10/18/2011 | Dennis B | 11/15/2011 | 11/15/2011 |
| 7 | Review of all HR policies (Audrey) | Human Resources Committee | 10/18/2011 | Pat/Crystal | | 11/14/2011 |
| 8 | Retirement re-hire policy, <u>pending legal counsel review (10/27/11)</u> | Human Resources Committee | 10/18/2011 | Pat/Crystal | | 11/14/2011 |
| 9 | Adversiting Policy - draft administrative regs | Budget Development Committee | 10/10/2011 | Kelly E | 11/14/2011 | <u>Review at Budget Committee 11/14/2011</u> |
| 10 | Meeting with NCHS/KWHS Principals re approval for advertising by First Interstate Bank on NCHS field and CEPI; Grizzly Excavation; and Caspar Building Supply on Tom Staffileno Activity Complex scoreboard | Budget Development Committee | 10/10/2011 | Joel | 11/14/2011 | 11/14/2011 |
| 11 | Budget development plan and timeline revisions | Budget Development Committee | 10/10/2011 | Steve H | 10/14/2011 | |

**NATRONA COUNTY SCHOOL DISTRICT
BOARD ACTION ITEM TRACKING**

| Action Item # | Action Item | Originator | Date Initiated | Who is Responsible | Due Date | Next Forum |
|---------------|---|------------------------------|-------------------|-----------------------------|---------------|---|
| 12 | Vehicle financing bid | Budget Development Committee | 10/10/2011 | Steve H | | |
| 13 | Reports for board priority items w/footnotes | Budget Development Committee | 10/10/2011 | Joel/ Steve H | 11/14/2011 | 11/14/2011 |
| | <u>Should there be someone looking to see if there is a greater need to provide resource whether it is meeting the funding model?</u> | <u>C&I Committee</u> | <u>10/10/2011</u> | <u>Cheryl G</u> | <u>TBD</u> | |
| | <u>Review Instructional Facilitator model/data</u> | <u>C&I Committee</u> | <u>10/10/2011</u> | <u>Mark M/ Cheryl G</u> | <u>TBD</u> | |
| | <u>Formal response needed from district on UW entrance requirements</u> | <u>C&I Committee</u> | <u>10/10/2011</u> | <u>Mark M</u> | <u>TBD</u> | |
| | <u>Program review, formal v. informal, why do we choose the programs we do, what does committee want to see?</u> | <u>C&I Committee</u> | <u>10/10/2011</u> | <u>Mark M</u> | <u>TBD</u> | <u>11/14/2011</u> |
| | K-12 Instructional Technology Policy | Adhoc Laptop Team | 4/7/2011 | Mark M/ Mark A | | <u>Review at C&I Committee</u> |
| | Establish Unified High School Schedule | CAPS Deployment team | 9/6/2011 | Kelly H | TBD | Report out at the following Board Meeting |
| | Establish Profession Development Schedule for CAPs | CAPS Deployment team | 9/6/2011 | Kelly H | 3/26/2012 | Report out at the following Board Meeting |
| | Solidify Star Lane Partnership | CAPS Deployment team | 9/6/2011 | Kelly H | 3/26/2012 | Report out at the following Board Meeting |
| | Evaluate effects on neighborhood preference | Board, Dave, Audrey | 10/10/2011 | | October, 2012 | October, 2012 |
| | <u>Policy on Measuring Student Achievement</u> | <u>Elizabeth Horsch</u> | <u>7/20/2011</u> | <u>Mark M</u> | | <u>Review in C&I Committee</u> |
| | <u>Building collaborative and customer-focused partnerships among CSF and schools to increase student learning</u> | <u>Accreditation</u> | <u>10/27/2011</u> | | | |

**NATRONA COUNTY SCHOOL DISTRICT
BOARD ACTION ITEM TRACKING**

| Action Item # | Action Item | Originator | Date Initiated | Who is Responsible | Due Date | Next Forum |
|---------------|--|----------------------|-------------------|--------------------|----------|------------|
| | <u>Develop processes and criteria to ensure that site-based decisions and school options contribute to district-wide student success</u> | <u>Accreditation</u> | <u>10/27/2011</u> | | | |
| | <u>Fully implement the vision and plan for instructional technology to promote best practices for 21st century learning</u> | <u>Accreditation</u> | <u>10/27/2011</u> | | | |

**NATRONA COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES
REQUEST FOR INFORMATION**

| Info Requested (By Whom) | Assigned To | Time Required by Staff | Due | Delivered | Proposed Alternative |
|--|--------------------|-------------------------------|------------|------------------|-----------------------------|
| List of non-profits NCS D/Rec board contributes to (Audrey) | Steve H. | 4 hrs | TBD | | |
| Span of Control chart from each division (Audrey) | Crystal | 1 hr | TBD | | |
| Graduation Rates incl. 2-3 yrs beyond graduating class (post ed, GED) (Audrey) | Kelly H | 3 hrs | 10/27/2011 | | |
| Drop out rates, why, tracking (Audrey) | Kelly H | 3 hrs | 10/27/2011 | | |
| State graduation requirements, has NCS D added to those (Audrey) | Mark M | 1 hr | 10/27/2011 | | |
| Implications of UW entrance proposal, effect on NCS D drop out rate (Audrey) | Kelly H | 6 hrs | 10/27/2011 | | |
| Graduation rates for each high school separately (Dave A) | Kelly H | 2 hrs | 10/27/2011 | | |
| Graduation rates separately for male/female (Dave A) | Kelly H | 1 hr | 10/27/2011 | | |
| When do dropouts occur by grade (Dave A) | Kelly H | 2 hrs | 10/27/2011 | | |
| What programs are in place to address drop outs or potentials and what lines of evidence do we have that the programs are working (Dave A) | Mark M | 40 hrs | TBD | | |
| KWHS/NCHS pool usage (Donn) | Mark A | 8 hrs | 11/15/2011 | | |
| Examine enrollments at Frontier/CCA, general trend (Board Work Session) | Mark M | | | | |
| Verizon request for tower, need additional info on options, charges, etc (Facilities Committee) | Dennis | | 11/15/2011 | | |
| Status of major maintenance projects 2011-12 (Facilities Committee) | Dennis | | 11/15/2011 | | |
| Update on NC Education Foundation funds (Steve D) | Kelly E | | | | |
| Scope of Work of CAPS Ed Spec Consultant | Mark A | | | | |
| <u>District's priority list of replacements (Audrey)</u> | Mark A | More discussion needed | 11/14/2011 | 11/14/2011 | |
| <u>State's priority list of replacements for NCS D (Audrey)</u> | Mark A | More discussion needed | 11/14/2011 | 11/14/2011 | |
| <u>District list of major repairs and funding (Audrey)</u> | Mark A | More discussion needed | 11/14/2011 | 11/14/2011 | |

**NATRONA COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES
REQUEST FOR INFORMATION**

| Info Requested (By Whom) | Assigned To | Time Required by Staff | Due | Delivered | Proposed Alternative |
|---|--|-------------------------------|------------|------------------|-----------------------------|
| <u># of units in each elementary school (Audrey)</u> | Mark A | More discussion needed | 11/14/2011 | 11/14/2011 | |
| <u>Curricular offerings in each high school - enrollment guides(Audrey)</u> | Mark M | More discussion needed | 11/14/2011 | | |
| <u>Criteria used to match purpose, enrollment, spacer, equipment and materials - basket of goods (Audrey)</u> | Mark M | More discussion needed | 11/14/2011 | | |
| <u>Priorities in HS building program (Audrey)</u> | Joel | More discussion needed | 11/14/2011 | | |
| <u>Future space, staffing etc needs (projection 5-10 years) in grade schools according to student/teacher ratios (Audrey)</u> | Mark M - 16 to 1; Mark A - 10 yr enrollment projections | More discussion needed | 11/14/2011 | | |
| <u>What aspects of the 2025 study are being carried forward into the future? (Audrey)</u> | Mark M | Future work session | | 11/14/2011 | |
| <u>Inventory of vacant buildings/land owned by district (Pat)</u> | Mark A | | | | |
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The Safe School Ambassadors (SSA) program empowers leaders from the diverse groups and cliques on campus and equips them with nonviolent communication and intervention skills to stop bullying and violence among their peers.

Why it's effective

*Carefully identifying and engaging the influential students. We select the leaders from all the different "cliques" in the school.

*Students acquire skills they can use in the moment, with their friends, to defuse and deescalate potentially hurtful incidents.

*Key adults (we have 16 trained teachers) are trained to facilitate regular small-group meetings of Ambassadors which sharpen their skills, sustain their commitment, and increase their reporting of dangerous activities like planned fights or weapons on campus.

We meet once every 2 weeks in our *family groups* to practice our skills that we have learned.

Our trainer this year was Shay Olivarria, who has worked with youth in a variety of settings for more than 10 years. She is from Los Angeles and was a very powerful speaker.

We currently have 75 trained Ambassadors. These students are motivated and excited about what this year will bring.