

**Board of Directors Meeting
Tentative Agenda Jan 14, 2019 4:30-6:00 pm
WSU Ogden Campus Education Building 238**

4:30 – Welcome –Sheila (chair)

4:35 –State Auditor – Chantel Wixon (on phone). Review attached WSUCA Closing Conference Packet.

4:50 Consent Items VOTE

– Brittney (Secretary) Approval of October Minutes (attached)

– Stephanie (Treasurer) Budget Report Approval (attached)

4:55 Board Training. USBE Trainings: 1, 18, & 13.

- Jeremy 1: Accountability and Program Assessment.
- Sheila 18: Data Analysis Part 1
- Camie: Application & Enrollment
- Alex 13: Promoting Mission & Vision

5:15 Board Business

-Executive Summary (Camie) (attached) (5-10 minutes).

- o LandTRUST, FIC, Assessment & Curriculum Committee updates
- o Special Education Report.

-Mission, Vision, Values Update – Sheila (chair; 2-3 minutes) VOTE to approve updates (p. 2).

-Fall Enrollment State Auditor Report (2 minutes)–Camie & Sheila. Review attached WSUCA 2019 Fall Enrollment Count Report.

-Full Day Kindergarten feasibility (10 minutes) – Sheila/Camie (chair/principal; p. 3). Initial budget considerations that changing the program model may be feasible. Recommend establishing a subcommittee to provide recommendations and decision making-timeline.

-Website Revamp Presentation (5 minutes) – Sheila (chair/principal)

Policy Approval – Sheila (chair, 5 minutes)

- o Educator Evaluation – Sheila & Camie (chair/principal; p. 4-7): Updated evaluation process.
- o Program Assessment – Reapproval (p. 8)
- o Administrative License- Reapproval (p. 8)
- o Employee Corrective Disciplinary Action- Reapproval (p. 9)

a. Action Items Complete

- Sally: Thanks for reservations for Holiday Social

c. Action Items

- Alex: Working on revamping measure of student/faculty experience for annual report data.
- Sheila update policy definitions to align with changes in HB 27, 28, 29. **In the que for Amanda to work on.**
- Camie, Sally, Sheila: SB 112 Work towards compatible data system by 2023. **Worked on, but did not receive Oct 1 assurance from state. Camie is following up with contact person. Camie, Sally & Sheila need to meet on this.**

b. Continue to Watch

- HB 120 State School Board to develop model policies and procedures for student safety and support including: (A) create or adopt and disseminate a school climate survey; and (B) disseminate the school climate survey.
- HB 130 State board creating model exit survey for educators who leave and reporting requirements.

5:50

-Review Action Items

-Open Public Comment: Sign-up sheet available prior to the board meeting

-Evaluation

-Next Meetings: Mar 10, 4:30 to 5 Lottery if needed. 5-6 pm meeting.

- o Curriculum & Assessment Subcommittee
- o Principal Evaluation Subcommittee Midyear progress review

6:00 Adjournment

Vision, Values, Mission & Goals

Vision. To be an innovative early learning center that nurtures social-emotional development and inspires natural curiosity, creativity and enthusiasm for learning through play.

Our Core Values. Everything we do at the Weber State University Charter Academy is defined by five core values, which guide us in empowering child-centered playful learning. We want to nurture your child's curiosity and growth in all domains — all while fostering a community of learners where developmental, individual, and cultural strengths and needs are honored and valued.

- *Unbounded learning:* Inspire creativity and self-understanding through open-ended authentic play experiences that integrate physical, cognitive, social and emotional domains through the creative arts.
- *Innovation:* Create innovative evidence-based learning experiences tailored to the strengths and needs of each child and family.
- *Experimentation:* Nurture curiosity, initiative and creativity through play, experimentation, discovery and reflection.
- *Growth:* Cultivate a growth mindset, by inspiring enthusiasm for learning, persistence, and growth in all developmental domains.
- *Community:* Foster an inclusive community of learners through responsive trusting relationships that honor diversity.

Our Mission. To use innovative research-based practice grounded in developmental theory and neuroscience to nurture each child's social-emotional development, natural curiosity, creativity and enthusiasm for learning through play, and tailor learning experiences to honor the strengths and needs of each child and family; in collaboration with Weber State University students and faculty through inquiry observation, practice and research.

*Learn more about our current curriculum approaches (embed link to curriculum page)

Mission Specific Goals

1. Keep relationships with children and families at the heart of what we do. We believe responsive trust relationships are essential for children's development and learning. Families are a child's most important teachers and the cornerstone of children's growth and learning. We invite you, as parents and families, to partner with us to set goals for your child that support their learning and growth.
2. Inspire educational practice and research grounded in developmental theory, neuroscience and play. Our program provides opportunities for university faculty and student inquiry through observation, practice, and research. We invite you, as faculty and students to partner with us in elevating early educational practices.

Full Day Kindergarten Initial Financial Feasibility

We are working on examining feasibility for moving towards full day kindergarten (1 or 2 classrooms).
Two questions for feedback:

- Do we want to move this forward? If so, recommend establishing a subcommittee and decision making-timeline.
- Timeline start Fall 2020 or 2021?

WSUCA's budget impact by changing from 2 half day sessions with 33 children to 1 full day session with 20 children.

- FY20: Budget of \$287,100 (based on FY19 – 21.389 WPU)
- FY21: Budget of \$248,000 (based on FY20 – 17.646 WPU - but held harmless for a 1 year for the decline in enrollment)
- FY22: Budget of \$184,700 (based on FY21 – 10.694 WPU - this would be the level of ongoing funding)

*These assumptions are based on the current value of \$3,532 per WPU and current levels of funding for non-WPU programs.

Compare to Revenue/Enrollment History

2014 \$209,242 (41 students)
2015 \$203,259 (41 students)
2016 \$211,596 (36 students)
2017 \$225,220 (32 students)
2018 \$220,316 (34 students)
2019 \$269,974 (38 students)
2020 \$287,100 (35 students)

For two classrooms the budget would remain at the same level about \$287,000 - \$319,000 per year. Carry Forward Account is now \$168,993 (increased by about \$42,000 in 2019)

Educator Evaluation NAEYC Standard 6D.11

Approval Pending January 2020

Purpose: To establish a policy to evaluate WSU Charter School teachers in accordance with Utah Administrative Code R277-530 Utah Effective Educator Standards, R277-531 Public Educator Evaluation Requirements (PEER) and R277-533 Educator Evaluation Systems.

Policy: The WSU Charter Academy Principal will use the Utah Effective Teaching Standards for performance standards to evaluate the WSU Charter teachers. The current Utah Effective Teaching Standards are set forth in R277-530-5(2). The skills and work functions Utah educators shall demonstrate are designated in the following ten standards:

- (a) Learner Development - An educator understands cognitive, linguistic, social, emotional, and physical areas of student development;
- (b) Learning Differences - An educator understands individual learner differences and cultural and linguistic diversity;
- (c) Learning Environments - An educator works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation;
- (d) Content Knowledge - An educator understands the central concepts, tools of inquiry, and structures of the discipline;
- (e) Assessment - An educator uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met;
- (f) Instructional Planning - An educator plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context;
- (g) Instructional Strategies - An educator uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways;
- (h) Reflection and Continuous Growth - An educator is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner;
- (i) Leadership and Collaboration - An educator is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success; and
- (j) Professional and Ethical Behavior - An educator demonstrates the highest standards of legal, moral, and ethical conduct as required in the Utah Educator Professional Standards described in Rule R277-515.

These are further explained at <http://www.uen.org/k12educator/uets/>. The Utah Effective Teaching Standards are a description of highly effective teaching as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to teach the Utah Common Core and align with national teaching standards (INTASC, 2011) and current research on effective teaching practice. The categories indicated on the rubrics describe phases of the development of teaching skills from the most basic to the highest levels of attainment.

Procedures for WSU Charter Academy Teacher Evaluation

The WSU Charter Academy Teacher evaluation process will proceed in accord with R277-531 and will follow the below outlined timeline. The evaluation will be completed twice during the school year, once in November and then again in February as formative evaluations. A summative evaluation will be completed in May.

The personal data gathered during the evaluation process is to remain confidential from the general public and not to be shared publicly except as required by law. The Principal is required to maintain all evaluation records and documents in the WSU human resources system and in the Charter Academy records.

The Principal should use multiple indicators and multiple sources of performance indicators to gain accurate, reliable, valid research based measurement tools as used by trained and certified raters.

Sources of input that must be included and approved by the Board of Directors in June for the upcoming year are:

- multiple observations of instructional quality using the Utah Teaching Observation Tool, version 4.1 found at <https://www.schools.utah.gov/file/939974d1-b259-44cd-bc60-f3d6536a98bc>; with indicators of fidelity with school philosophy as approved by the Board of Directors.
- evidence of student growth;
 - Learning goals measuring long-term outcomes linked to the appropriate specific content knowledge and skills from the Utah Core Standards
 - Child Assessments
 - Targets for incremental monitoring of student growth
- parent and student input; and
- NAEYC portfolio and classroom observation

Timeline

Upon hire and contract renewal, the teacher will be notified of the evaluation process and given a copy of the evaluation instrument which includes the rubric, measurement, and sources of data that will be used in evaluations for the upcoming year.

In August a professional growth plan shall be developed by the Principal and educator. The principal and educator shall review, adjust and sign the plan. The Principal will maintain a record of this plan with WSU Human Resources and in WSU Charter Academy records. The educator's professional learning plan (subset of professional growth plan) maintained by the educator will be included. The professional learning plan shall outline:

- i. educator's professional goals:
 - a. curriculum relevant to the educator's assignment
 - b. school goals and priorities
 - c. student growth data
 - d. feedback from educator annual evaluation
 - e. the requirements under R277-522 if the educator is a Level 1 licensed educator.
- ii. the professional learning activities the educator is participating in during the current license renewal cycle.
- iii. action steps and documentation the educator will maintain and provide the principal in the May conference during the annual review of the plan.

In both November and February, the Principal will use the rubric to evaluate the teacher as a formative assessment process. During the evaluation process, the Principal will conference with the teacher. During the conference, the principal must communicate the ratings and provide evidence of the score with specific examples.

In March, the teacher will respond to both formative assessments and write two goals with an action plan for effective teaching. The teacher and Principal will determine the action plan and agree upon the resources needed to complete the goals.

Commented [MH1]: I think this passage is for compliance with R277-533-4. Evaluators and Standards for Education Observations that states the below. Do you have training for the raters?

- (1) A school district's system shall include observations.
- (2) The school district shall use observation tools that:
 - (a) are aligned with the Utah Effective Educator Standards described in Rule R277-530 at the indicator level; and
 - (b) include multiple supervisor observations at appropriate intervals.
- (3) A school district's evaluation system shall include an opportunity for an educator to contribute additional information to inform their rating at several intervals throughout the process.
- (4) To ensure a valid evaluation system, a school district shall establish a school district rater reliability process that:
 - (a) creates standardized ratings established by a committee of expert raters to be used for rater professional development and certification;
 - (b) provides professional development opportunities to all raters and evaluators of licensed educators to:
 - (i) improve a rater or evaluator's abilities; and
 - (ii) give the rater or evaluator an opportunity to demonstrate the rater's abilities to rate an educator in accordance with the Utah Effective Educator Standards described in Rule R277-530;
 - (c) designates qualified raters as certified;
 - (d) assures that an educator is rated by a certified rater;
 - (e) requires a school district to offer a rater opportunities to improve the rater's skills through instruction and practice; and
 - (f) maintains high standards of rater accuracy.

By May 1, the Principal will complete a summative evaluation to provide an annual rating of the educator's performance using this scoring terminology: highly effective 3; effective 2; minimal/emerging effective 1; and not effective 0. The summative evaluation will consist of teacher goals, rubric score, written comments and evidence of score based on approved tools and sources of data with specific examples. Within 15 days of the completion of the evaluation process the Principal will discuss the evaluation with the teacher and allow them to respond to any part of the evaluation. During the conference, the educator may provide further written evidence showing effective teaching. The Principal may revise the evaluation. If it is not revised or the educator still objects to it, the educator may have a written response to the evaluation attached to the evaluation. The Principal's evidence and teacher's evidence/ response are to be kept with the summative evaluation. The final evaluation is to be filed with the WSU Human Resources Department, WSU Charter Academy and provided to the educator. The educator

The expectation is that the educator shall have 80% of the scores in the ten standards of evaluation as effective or highly effective and show continual growth and improvement. If this is achieved, the Principal and teacher will discuss individual professional learning that will be in line with the vision/mission of the school and learning desires of the teacher. The professional development will take into account the individual teacher's interests, goals, and needs. At this time, resources will be considered on how to meet the professional learning of each teacher.

If the expectation is not achieved, i.e. the Principal determines more than 20% of the scores are Not Effective or Emerging/Minimally Effective, the teacher will be placed on probation for one year, or in certain cases further discipline may be considered up to termination. If placed on probation, the Principal, in conjunction with the teacher, will develop a professional growth plan as required in R277-500 that will have SMART (Specific, Measurable, Attainable, Realistic and Time-Bound) goals. The improvement plan will follow the procedures as outlined below:

1. A written probationary agreement/ plan of assistance shall be developed by the Principal and teacher, which shall include a statement clearly identifying (a) specific, measurable and actionable deficiencies goals for improvement, (b) the available resources that will be provided for improvement, and (c) a recommended course of timebound actions and clear deadlines intended to improve the teacher's performance.
2. The teacher is responsible for improving performance and demonstrating acceptable levels of improvement in the designated areas of deficiencies, along with successfully completing all terms of the probationary agreement. The teacher is responsible for providing data or evidence of meeting the requirements at agreed deadlines.
3. If the teacher does not meet the improvement plan goals Weber State University policy and procedures for disciplinary action (https://www.weber.edu/ppm/Policies/3-33_Discipline_Staff.html) will be followed and may result in the the educator being dismissed from the school.

Review Process:

(1) The educator may request a formal review of the final evaluation within 15 calendar days after receiving it. The educator shall request a review by referring the request for review in writing, including the remedy sought, to the Child and Family Studies Department Chair. The Chair should normally schedule a meeting in which the staff member and Principal are present. The Chair conducts the meeting in a manner deemed beneficial in determining the facts. Both the educator and Principal should be allowed to bring witnesses on their behalf if so desired. The educator and Principal should bring forth all known material facts relevant to the events or occurrences complained of. A written decision by the Chair is given to the educator within seven (7) days of meeting if one is held. The

decision may confirm the final evaluation, modify it, or order an independent evaluation. Copies of the written request for review with the remedy sought, and the decision are forwarded to the Office of Human Resources administration. If an independent evaluation is not ordered, the educator may request one if dissatisfied with the Chair's decision by filing a written request within seven days of the decision.

(2) If an independent evaluation is ordered or requested, the Chair shall then appoint a WSU faculty member not associated with the Charter School who has expertise in educator evaluation, including being a "certified rater" as defined in R277-533-8, to complete an independent evaluation. The independent evaluation must be completed within 20 school days of the order or request. The independent evaluation constitutes the remedy of review contemplated by Utah Code 53G-11-508(3). It shall include a review of the evaluation policies and procedures; the evaluation process conducted for the educator; the evaluation data from the professional performance, student growth, and stakeholder input components; and the educator's written response if submitted; report the findings in writing; and serves as a recommendation to the Chair. After the independent evaluation is completed the Chair, Weber State University Office of Human Resources administration representative and independent evaluator will meet, review the independent evaluation and reach a final decision. The independent evaluation shall be made in accord with state board rules prescribing standards for an independent review of an educator's summative evaluation.

During the June Board of Directors meeting, the Principal will report to the Board of Directors the overall performance. No personal data or specific rubric scores will be reported. First, the student achievement scores will be presented for each class. Second, the educator evaluation(s) will be reported individually as needing an improvement plan or effective. Third, the principal will propose an educator evaluation plan for the upcoming year to be approved by the Board of Directors. The plan will include timeline, tools, sources of data and criteria/targets to be used for educator evaluation.

Compensation

Educator merit pay compensation shall be based primarily upon 80% or more of the evaluation rubric criteria rated as Effective or Highly Effective.

Program Assessment (NAEYC Standard 10F.2)

Approval Pending January 2020

Purpose: The purpose of this policy is to comply with NAEYC Standard 10F.2

Policy: The WSU Charter Academy will complete an annual, comprehensive program evaluation each year and report the findings to the governance or advisory board members, staff and families.

The WSU Charter Academy implements the National Association for the Education of Young Children (NAEYC) program standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. A yearly program evaluation is conducted by gathering evidence on each of the 10 program standards including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. As part of our program assessment, families are asked to complete a family questionnaire in order to gain input regarding our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

A report of the annual evaluation findings is shared with families, staff, the Child and Family Studies department, and MSL Executive Committee. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Administrative License Policy (NAEYC Standards 6C.3 & 6C.4)

Approval Pending January 2020

Purpose: The purpose of this policy is to comply with the requirements of the Utah Administrative Rule R277-505 and to ensure the administration of the WSU Charter Academy is qualified and will lead the WSU Charter Academy effectively in regards to the mission/vision.

Policy: The WSU Charter Academy Board will hire an administrator that matches the vision and mission of the WSU Charter Academy and has the abilities to lead an effective and efficient school. The administrator must:

1. Hold a current Utah educator license, and
2. Earned a master's degree, and
3. Have experience or exhibit knowledge to show understanding of the vision/ mission of the WSU Charter Academy, and
4. Exemplify outstanding professional qualifications, and
5. Provide evidence of competency in the Utah Educational Leadership Standards.
6. Has received training or education in best practices in adult learning, coaching, mentoring and/or leadership development.

If the selected administrator does not meet the qualifications as outlined in R277-505, the WSU Charter Board will request a letter of authorization from the State Board of Education. Upon approval of the State Board of Education, the WSU Charter Board will appoint the administrator.

Upon hiring, the selected administrator will have continuous access to trainings, technical assistance, and/or other forms of support that are specific to their administrative role.

Employee Corrective/ Disciplinary Action Policy (NAEYC Standard 10E.6)

Approval Pending January 2020

Purpose: The purpose of this policy is to establish a procedure which clearly outlines the process when the principal determines that an employee did not follow the Employee Conduct Policy.

Policy: Employee misconduct shall generally be addressed by the Principal. When allegations of employee misconduct arise, the Principal shall investigate the allegations, collect documentation, and make a determination that an action of misconduct occurred. The Principal will follow the steps:

Step 1: Conference with Employee: the Principal shall verbally counsel the employee and outline action to be taken by the employee. Notes of the meeting will be kept and placed in the employee's personnel file.

Step 2: First Formal Written Warning: The Principal shall verbally counsel the employee and outline action to be taken by the employee in order to avoid future/continuing disciplinary action, write a formal letter, and copy the letter to the employee and the employee's personnel file.

Step 3: Second Written Warning: The Principal and/or shall verbally counsel the employee and outline action to be taken within a time frame by the employee in order to avoid future/continuing disciplinary action, write a formal discipline letter, and copy the letter to the employee and the employee's personnel file.

Step 4: Employee Suspension: The Principal shall inform the employee of his/her immediate suspension from his/her duties, without pay, for a period of no less than 3 consecutive school days, during which time the employee shall not enter school property. A formal letter of suspension shall be written and copied to the employee and the employee's personnel file. During the period of suspension, the school will provide a substitute or replacement employee.

Step 5: Termination: The Principal, and/or Chair of Department of Child & Family Studies shall inform the employee of his/her immediate termination of employment. An official discipline letter of termination shall be written and copied to the employee and the employee's personnel file. The employee shall gather his/her personal effects under the supervision of the Principal or other designated school official, and/or member(s) of the Board of Directors, after which he/she will be escorted off school property. Acts of misconduct need not be similar in nature for employees to escalate from one step to the next. Certain offenses can have an immediate and serious negative impact upon the school and are grounds for the school, at its option, to skip any of the four steps listed above or to effect an immediate termination of employment regardless of whether the employee has escalated through all four steps in succession. Examples of such offenses include, but are not limited to:

- Any violation of State or Federal Law (excluding minor traffic offenses)
- Any conduct which endangers or threatens the health, safety, or welfare of any student, employee, or any other person.
- Release of confidential information without authorization.
- Three or more days of unauthorized absence.
- Violation of the Alcohol, Drug, and Tobacco-Free Workplace Policy
- Dishonesty such as, but not limited to misrepresentation of facts to the administration
- and/or Board of Directors
- Insubordination/Refusal to perform Employee Duties as outlined