

**Board of Directors Meeting  
Tentative Agenda October 15, 2019 4:30-5:45 pm  
WSU Ogden Campus Education Building 238**

4:20 -4:40 Board Member Photos: Sydnie Knowlton is revamping the website and would like match pictures for Board members. If possible, please arrive a few minutes early for a photo.

4:40 – Welcome –Sheila (chair)

4:45 Consent Items VOTE

- Brittney (Secretary) Approval of Aug Minutes (p. 2-3)
- Stephanie (Treasurer) Budget Report Approval (VOTE)

4:45 Morris - Open Public Meeting Training. **Board Members please complete GBOT #4** on open public meetings by end of October.

5:00 Board Business

- Budget Amendments (VOTE). \$8,500 to for Board Chair course buyout (3 minutes).
- Executive Summary & Strategic Plan Progress Review (attached) (5-10 minutes)
- April - Special Education Services Orientation (5-10 minutes)
- Sydnie - Website Revamp Presentation (5 minutes)

a. Policy Revisions VOTE

- Attendance Policy (p. 4-6): Aug attendance audit found 10-day rule missing (see red text revision).
- Principal Evaluation (p. 7-11): Propose new timeline due to WSU change to staff PREP evaluation timeline (see red text revision).

b. Action Items Complete

- Camie & Sally: SB 143 requires use of updated Vision Screening form and referral process from Department of Health **Friends of Sight approved, working on moving the screening from the Spring to the Fall.**
- Camie & Sheila: SB 213 Promotion of Student Loan Forgiveness notification to employees. **Done.**

c. Action Items Complete

- 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.**

c. 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.

5:40

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

-Evaluation

-Next Meetings: December 10, 6- 8 pm Holiday Social; January 14, 4:30-5:30 pm ED Room 238 (Complete GBOT 1 &2).

Principal Executive Summary

- applicable mid-year progress indicators
- LANDTrust & FIC committee updates.
- Special Education services report

Principal Evaluation Subcommittee Midyear progress review

5.45 Adjournment

**Weber State University Charter Academy  
Board of Directors Meeting  
Minutes Draft August 6, 2019 4:30-6:00pm  
WSU Ogden Campus Education Building 238**

4:30 -5:00 New Board Orientation (Alex, Jeremy, Sheila, Camie should attend) – Brittany (Secretary)

- **In attendance: Sheila Anderson, Brittany Goddard, Jeremy Shinoda, Alex Collopy, & Camie Bearden**
  - **Brittany presented orientation to new Board members, Jeremy Shinoda and Alex Collopy. Jeremy and Alex had completed assigned GBOT modules.**

5:00 – Welcome –Sheila (chair): Complete annual conflict of interest statement.

- **In attendance: Sheila Anderson, Brittany Goddard, Jeremy Shinoda, Alex Collopy, & Camie Bearden. Stephanie Speicher excused, as she was out of town.**
- **Annual Conflict of Interest was completed and signed by Board members in attendance. Stephanie will sign when she returns.**

5:10 Consent Items VOTE

– Brittany (Secretary): Approval of June Minutes (p. 2-3)

- **Motion to approve June 13<sup>th</sup> minutes by Brittany, seconded by Jeremy. Motion passed.**

– Sheila (Chair): Approval of July 2019 Budget Report (attached FIC, WSUCA Board Report, WSUCA June 30)

- **Motion to approve July 2019 Budget Report by Brittany, seconded by Alex. Motion passed.**

5:15 Board Business

-Election of 2019-2020 Officers

- **Board nominated Alex for Vice Chair. Motion to approve by Brittany, seconded by Jeremy. Motion passed.**
- **Discussed that Jeremy will help with the FIC and School LAND Trust.**
- **Action item for Sheila to email Jeremy information and policies with regards to the FIC and School LAND Trust.**

-2018-2019 Year-End Report –Sheila (Chair) & Camie (Principal): VOTE (attached)

- **Motion to approve 2018-2019 Year-End Report with updates to be made for pre-service teacher data by Brittany, seconded by Jeremy. Motion passed.**

-Updated Year-End Report format – Sheila: VOTE (attached)

- **Will be discussed in more detail at a later Board meeting.**

-2019-2020 Strategic Plan -Britney (Secretary): VOTE (attached). Review work plan and principal support.

- **Strategic Plan goals were discussed.**
- **Motion to approve 2019-2020 Strategic Plan by Brittany, seconded by Jeremy. Motion passed.**

-2019-2020 Board Meeting Schedule – Sheila (Chair): VOTE (p. 4)

- **Motion to accept 2019-2020 Board Meeting Schedule by Jeremy, seconded by Alex. Motion passed.**

-Legislative requirement update –Sheila (Chair)

d. Actions VOTE

- Literacy Plan: SB 37 Reading Difficulties program requires a literacy plan: The 2019-2020 plan has been preapproved by state (p. 5-8).
  - **2019-2020 Literacy plan was shared with minimal discussion.**
  - **Motion to approve 2019-2020 Literacy Plan by Alex, seconded by Jeremy. Motion passed.**
- SafeUT Crisis Line. HB 373 requires USBE to develop policies for schools to apply for grant money for a mental health support. Requires governing board to inform students, parents, and school personnel about the SafeUT Crisis Line (p. 9). Paragraph will be posted to website and in parent handbook.
  - **Motion to approve SafeUT Crisis Line by Alex, seconded by Jeremy. Motion passed.**

b. Policy Revisions VOTE

- Human trafficking prevention training. SB 198 requires staff child sexual abuse prevention training to include human trafficking prevention (p. 10 – red text)
- Teacher and Student success plan. SB 149 provides grant funding that requires student success framework. Proposals are due July 1 annually (p. 11-12).

- Parent opt out for information sharing. SB 164 requires opt out option for parents prior to the state sharing information with the Utah Registry of Autism and developmental disabilities (p. 18,25)
  - **Motion to approve policy revisions for human trafficking prevention training, teacher and student success plan funding, and parent opt out for Utah Registry of Autism and Developmental Disabilities by Alex, seconded by Jeremy. Motion passed.**

c. Action Items

- Sheila update policy definitions to align with changes in HB 27, 28, 29
- Camie & Sally: SB 143 requires use of updated Vision Screening form and referral process from Department of Health
  - **Discussed that the Charter Academy will use Friends for Sight and that they have been approved by the Utah State Board of Education.**
- Camie & Sheila: SB 213 Promotion of Student Loan Forgiveness notification to employees.
- Camie, Sally, Sheila: SB 112 Work towards compatible data system by 2023

d. Watch

- HB 120 Requires the 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.

5:40 Executive Update-Camie (Principal)

- **Enrollment for 2019-2020 was discussed.**

5:45 Principal evaluation – Closed session

- **Principal Evaluation Summary was shared.**
- **Motion to approve Principal Evaluation by Sheila, seconded by Alex. Motion passed.**

5:55

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

-Next Meeting: October 15, 4:30-5:30 pm ED Room 238.

Adjournment

- **Motion to adjourn by Jeremy, seconded by Alex. Motion passed.**

**Attendance and Absence Prevention Policy**

Approved October 29, 2013

Amended and Reapproved October 3, 2017

Amended and Reapproved October 14, 2019 (pending vote)

**Purpose:** The purpose of this policy is to promote consistent attendance. WSU Charter Academy has only a Kindergarten classroom. Utah Code 53A-3-402 states that kindergarten attendance is not mandatory in Utah. truancy prevention laws required by Utah Administrative Code R277-419 and R277-607, and 53A-11-101 through 53A-11-105 states that only school-age minors who are at least 12 years old may be give notices of truancy.

**Policy:** Consistent prompt attendance is necessary for children to fully benefit from learning experiences. Consistent attendance improves learning, instills a sense of respect for education, and teaches children responsibility. School attendance is reported to the state and influences the state funding received by the school. Frequent absences result in a loss of continuity of instruction and prove disruptive for children, teachers, and staff. This Policy also provides continuing enrollment measures in accord with Utah Administrative Code R277-419-5.

**Promoting Consistent Attendance**

The WSU Charter Academy will employ multiple strategies to promote consistent attendance including:

- educating parents and school staff on the effects of consistent attendance and chronic absenteeism
- consistently monitor attendance
- identify chronic absenteeism and influencing factors early
- provide appropriate support services and intervention to address chronic absenteeism
- monitor effectiveness of support services and intervention strategies to address chronic absenteeism

Parents are expected to take a proactive role in ensuring children attend school and arrive on time. It is recommended that families plan their vacation schedule around the existing school calendar. When possible, medical and dental appointments should take place outside of school hours.

**Excused Absences**

An “Excused Absence” results from the following:

- Personal illness;
- Death of a family member or close friend;
- Documented medical/dental appointment;
- Family emergency; or
- Pre-notified extended absence for family activity or travel.

Parents should notify the school verbally or in writing of any absence in advance or as soon as possible. Parents and children are responsible for obtaining homework or assignments for the time period which the child is absent. Other absences from school are considered unexcused.

**Unexcused Absences**

For unexcused absence, the WSU Charter Academy will attempt to make parent contact via the procedures outlined in the Administrative Rules (see below). Additionally, one or more of the

following interventions may be used to assist in resolving the attendance problem:

- Referral to School Administration, or appropriate designee
- Meetings with parents
- Attendance monitoring

**Utah Administrative Code R277-419-5 requires that any student who misses ten (10) consecutive days of school because of Unexcused Absences is not an “eligible student” for membership and continuing enrollment measures and reporting.** Parents of students who fall into this category will receive a certified letter from the school letting them know that their student has been withdrawn from WSU Charter Academy. Such students will not be counted or reported for membership and continuing enrollment measures (i.e. such students will not be included or reported in daily or weekly counts). Upon return of such students, if any, membership may be claimed and reported again but shall be adjusted in compliance with R277-419-5.

**Pre-notification Extended Excused Absences:** A parent/guardian must pre-notify the Principal prior to a student’s extended absence of ten (10) or more days. This might include family vacation/activities, medical or, family emergencies, etc. Notification needs to be sent to the Principal via e-mail at [cbearden@weber.edu](mailto:cbearden@weber.edu) or letter, sent to Camie Bearden, Principal, WSU Charter Academy, 1351 Edvalson St. Dept. 1305, Ogden, UT, 84408, five days prior to the first day of the extended absence.

### Truancy

For each student truancy, defined as the action of staying away from school without an excused absence, WSU Charter Academy will attempt to make parent contact via the procedures outlined in the Administrative Rules (see below).

### Due Process

This policy allows for due process and actions taken under this policy may be appealed, first to the Principal, then to the Board of Directors.

### **Procedures:**

#### Administrative Rules

The following Administrative Rules shall apply:

##### Attendance:

1. Children must be present for at least 50% of the school day in order to be considered in attendance.
2. Children who are absent due to illness for five or more consecutive days must have a doctor’s note to excuse the absences.
3. Children may receive prior approval for an extended absence if it is determined by the Principal that the extended absence will not adversely impact the child’s education. Prior approval must be obtained at least five school days prior to the child’s absence.

##### Unexcused Absences:

1. Each time a child is absent from school without a parent/guardian excuse, the school will call the parent.
2. After the 3<sup>rd</sup> unexcused absence a letter will be sent.
3. If a parent/guardian fails to respond to the school or give a valid excuse within one week of the final (third) contact, the parents/guardians will be asked to meet with a

WSU Charter Academy representative to identify and address factors contributing to chronic absenteeism.

4. After 10 days a certified letter from the school letting them know that their student has been withdrawn from WSU Charter Academy will be sent.

## **Administration and Principal Evaluation**

Approved December 2, 2015

Reapproved June 12, 2018

**Purpose:** To meet Utah Administrative Codes R277-530, R277-531, R277-533, and Title 53A Chapter 8a criteria for administrator evaluation, and ensure effective administration of the WSU Charter Academy.

**Policy:** The Weber State Charter Academy (WSUCA) Principal is an employee of WSU under the direct supervision of the Child and Family Studies Department Chair (Chair). This policy shall govern the formative administrator evaluation conducted by the WSUCA Board of Directors. The administrator evaluation shall inform the annual WSU PREP evaluation completed by the Chair for the principal. WSU personnel policies shall be followed in regard to final employee evaluation and personnel actions.

The Board of Directors will use the Utah Educational Leadership Standards for performance standards to evaluate the Principal. This evaluation will be provided to the WSU Child and Family Studies Department Board Chair. The Utah Educational Leadership Standards are a description of highly effective leadership as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to lead effective schools and teach the Utah Core Standards. The Educational Leadership Standards align with national leadership standards (ISLLC, 2008) and current research on effective leadership practice.

The Board of Directors will establish a committee in September of each year to conduct a systematic annual Principal evaluation. Results will be provided to the Child and Family Studies Department Chair by **June 10<sup>th</sup>** annually, and to the WSU Board of Trustees by June 30<sup>th</sup> annually. An adapted version of the Rubric for Educational Leadership Standards Performance Expectations and Indicators is being used because several criteria do not apply due to the structure of the Weber State Charter Academy. The Utah Rubric for Educational Leadership Standards, Performance Expectations and Indicators are located at the following

URL: <http://www.uen.org/k12educator/uels/downloads/rubric.pdf>

The categorical ratings indicated on the Educational Leadership Standards' rubrics follow a continuum of professional leadership learning and outline four phases of the development of leadership skills from the most basic to the highest levels of attainment. The continuum of professional leadership learning (Highly Effective, Effective, Emerging Effective, Rudimentary or not effective) is intended to be used for formative feedback as part of self-reflection and self-assessment, as well as an annual summative evaluation that may inform salary increase decisions as an employee of Weber State University. The rubric also provides information that is useful for purposes of mentoring, coaching, and professional development, and intervention. The rubrics of indicator behaviors and actions are written to be observable and measurable. These behaviors and actions are also indirectly associated with enhanced teacher performance and improved student outcomes.

The following indicators will not be used for the evaluation because the indicators are Weber State Academy Board of Directors and/or the Department of Child and Family Studies Chair responsibility.

Indicators:

- 1A2 Aligns, revises, and adapts vision, mission and goals to school, district, state and federal policies. The Board of Directors is primarily responsible for this criteria with the principal's feedback.
- 3A1 Distributes and oversee responsibilities of management structures and procedures to support teaching and learning while developing capacity for shared leadership of operational systems. The Department of Child and Family Studies Chair and The Board of Directors is primarily responsible for this criteria.
- 3B2 Allocates funds based on student needs within the framework of federal state, and district rules. The Board of Directors and the Principal, in collaboration with the Weber State University's accounting services are jointly responsible for overseeing budget expenditures.

The committee will utilize multiple sources and types of valid, reliable measures to inform rating of rubric criteria. These shall include direct observation, input from staff and parents. Sources of information may include:

- Annual report indicators: Enrollment, attendance, parent volunteer hours, lab and research utilization, information current website, summative child outcomes.
- Child learning and academic growth indicators (but not end of level test scores): measures of long-term outcome aligned with Utah Core Standards, assessments, targets for incremental monitoring of student growth.
- Classroom quality indicators that include the NAEYC Classroom Observation, **and additional measures such as** Classroom Assessment Scoring System, Early Childhood Language and Literacy Observation (ELLCO) **as approved by BOD.**
- Parent indicators: Family survey indicators **approved by the BOD.**
- Staff indicators: Staff survey indicators **approved by the BOD.**
- **Faculty & Student indicators as approved by the BOD.**
- Direct observation by principal evaluation committee members using criteria from the administrator evaluation rubric.
- Principal's self-assessment and documentation of completed and implemented professional learning.

### **Procedures:**

The Weber State Charter Academy Principal evaluation process will follow the outline and timeline below. The evaluation will be completed twice during the school year for a new Principal or when implementing new evaluation criteria or measure, once in the fall as a formative evaluation and once in May of each year for a summative evaluation.

For a continuing Principal, the evaluation will be completed in May of each year with progress and goals for the upcoming year reported at the June Board of Directors meeting.

Steps in the WSU Charter Academy Evaluation Process for School Principal

1. Upon hire or contract renewal, the principal will be a provided a copy of the rubric and all

- evaluation measures.
2. A committee of at least three board members will established by the Board of Directors and convene in August to discuss a principal evaluation plan and timeline and receive an orientation by the board chair that includes confidentiality protocol.
  3. For a continuing Principal, goal identified in the previous annual evaluation will be used. A committee of at least three board members will be established by the Board of Directors by August and receive an orientation by the board chair that includes confidentiality protocol. The committee will establish an evaluation plan and timeline. The plan must include: use of reliable and valid tools including those described above. Protocol for ensuring rater reliability. Use of independent raters. Input from staff, parents, and about student academic growth.
    - a. For new hires, the plan and timeline shall be approved at the September Board of Directors meeting. The Principal will be informed of the evaluation plan, timeline, and provided with copies of all evaluation tools by September 30.
      - i. No later than December 1st, the committee will provide the Principal with a formative summary of the rubric criteria ratings and written comments.
      - ii. During the December Board of Directors meeting, the Principal will respond to the formative assessment and write a narrative to the board. The Principal will establish specific, measurable priorities and an action plan regarding needed improvement.
  4. The Board will approve the evaluation plan and timeline in the September meeting.
  5. The principal will be provided with notification of the evaluation plan and timeline, and all evaluation tools to be used by September 30<sup>h</sup>.
  6. The Principal will present formative self-assessment data on progress towards goals to the committee by January 10 and receive formative written feedback by January 25.
  7. The Principal will complete a self-evaluation and present the self-assessment data to the committee no later than April 10 for the final summative evaluation. Documentation shall include, but is not limited to:
    - a. observations of instructional quality;
    - b. evidence of student growth;
    - c. family input;
    - d. leadership in implementing mission, vision, and strategic plan;
    - e. professional development in educational leadership.
    - f. personnel evaluation and support (may include NAEYC Staff Survey);
    - g. budget operations;
    - h. NAEYC Program Portfolio;
    - i. other indicators as determined in the Principals professional development plan and by the Board of Directors.
  8. After data has been presented, the evaluation committee will meet, review all data collected and complete a summative evaluation. The summative evaluation will consist of rubric score, written comments explaining rationale ratings, recommendation for contract renewal, probation and remediation, or termination, and recommendations for goals for the upcoming year if contract

renewal is recommended. The following decision rule shall inform the final overall rating.

- Highly effective= 85% of the scores are marked as effective or highly effective and no more than three in the rudimentary descriptor.
- Effective= 75% of the scores are marked as effective or highly effective and no more than three in the rudimentary descriptor.
- Emerging effective= 80% of the scores are marked as emerging effective, effective, or highly effective with no more than 3 in the rudimentary descriptor.
- Rudimentary or not effective= less than emerging effective.

This final written evaluation shall be given to the principal no later than April 20.

9. The committee chair will meet with the Principal to discuss results no later than **June 10** to formulate agreed upon goals and action plans using the USBE Recommended Leadership Tool.
10. The ratings and feedback from the principal evaluation committee will be shared with the Child and Family Studies Department Chair no later than May 5. The ratings and feedback will be incorporated in the annual PREP evaluation for the WSU Charter Academy Principal. If findings indicate substantial concerns, a recommendation for probation and remediation, or termination then evaluation information may be shared with the Child and Family Studies Department Chair prior to May 5.
11. The final principal evaluation shall be presented no later than the June 30 at the WSU Charter Academy Board of Director's meeting for a full board vote to accept, reject or return for further evaluation. During a closed session the Principal presents data to the board. The committee chair presents the committee evaluation to full board with recommendations for contract renewal, probation and remediation, or termination.
  - a. In the event of disagreement or actions (termination or probationary status) WSU personnel policies will be followed. Regarding the evaluation conducted by the WSUCA Board of Directors the principal may request an outside review be conducted to inform the process. The request shall be submitted to the WSU Charter Academy Board of Director's chair within 10 days of the principal and committee chair meeting to review the final evaluation. The outside review would be conducted by professionals familiar with Charter Schools and the duties of a Principal. The WSU Human Resources Department shall decide if the evaluation met policies, performance standard, and compliance with Title 53A, Chapter 8a, Public Education Human Resource Management Act and Rule R277-531.
  - b. If overall ratings remain emerging effective or rudimentary for multiple years, and an adequate period has been provided for initial orientation to responsibilities, expectations, and evaluation procedures (1-3 years), the principal may be placed on probation and shall receive written notification that continued employment with Weber State Charter Academy is in question and plan for remediation shall be in place no later than July 1 of the new contract year.

Remediation plan. The Board of Directors, in conjunction with the Principal, will develop an improvement plan that will have SMART (Specific, Measurable, Attainable, Realistic and Time-Bound) goals. The improvement plan will follow the procedures as outlined below.

- i. A written probationary agreement/ plan of assistance shall be developed by the Board, which shall include a statement clearly identifying (a) specific, measurable and actionable deficiencies, (b) the available resources that will be provided for improvement, and (c) a

recommended course of action intended to improve the administrator's performance.

- ii. The Administrator is responsible for improving performance, including using any resources identified by the Board of Directors, and demonstrating acceptable levels of improvement in the designated areas of deficiencies, along with successfully completing all terms of the probationary agreement.
- iii. A second summative evaluation shall begin no later than January after the Principal received written notice. All second summative evaluations must be completed no later than March 15 or ninety days prior to the end of the contract year. The principal must have shown improvement on the rubric and met the goals on the improvement plan. Failure to show improvement to a rating of "Effective" or "Highly Effective" may result in separation from the Charter Academy.
- iv. The WSU Human Resources Department shall decide if the remediation process met policies, performance standard, and compliance with Title 53A, Chapter 8a, Public Education Human Resource Management Act and Rule R277-531.