Lake County School District
Learning Beyond Walls

District Mission:	Lake County School District Board of Education

District Mission:

To ignite a passion for learning.

Board Priorities:

Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.

Every day, we are college or career ready.

Provide all students with engaging learning opportunities.

Rigor and engagement are everywhere.

Create a space that is safe, inclusive and welcoming for all.

Diversity and culture make us better.

Plan and execute the capital and human capital investments that will make our district better.

We plan for the future.

Lake County School District Board of Education
March 12, 2019   7:00pm   Regular Meeting
Location: District Office—328 West 5th St-Room 11

Regular Meeting

1. 7:00 Call to order
2. 7:01 Pledge of Allegiance
3. 7:02 Roll Call
4. 7:03 Preview Agenda
5. 7:04 Reading/Energize Item-Jeff Fiedler
6. 7:05 Public Participation

   Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up on the clipboard at the front. We ask you to please observe the following guidelines:
   - Confine your comments to matters that are germane to the business of the School District.
   - Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
   - Understand that the board cannot discuss specific personnel matters or specific students in a public forum.

7. 7:10 Approve Consent Agenda:
   a. Regular Meeting Minutes Feb. 12, 2019
   b. Personnel Recommendations
8. 7:12 Oversight Calendar
   a. Update from Lake County Intermediate School
9. 7:45 Discussion Item
   a. 7:45 Calendar Committee Recommendations
   b. 8:30 Superintendent search and timeline
10. 8:45 Action Item
    a. First Reading GP-7 and SP-4C-3
11. 8:50 Superintendent update
12. 8:55 Student Representative Reports
13. 9:00 Break
14. 9:05 Board Reports
15. 9:07 Agenda Planning
    a. Reading/Energize item for next meeting
    b. Next Meeting or event:
       i. March 26, 2019 Special Meeting 5:00 pm @ District Office
       ii. April 23, 2019 Regular Meeting 7:00 pm @ District Office
16. 9:00 Meeting Debrief
    a. How did we do on time?
    b. Did we do our most important work first?
17. Adjournment

Estimated duration of meeting is 2.5 to 3 hours   **Updated 3/5/2019

SCHOOL BOARD MINUTES

Regular Meeting

Feb. 12, 2019

Pledge of Allegiance –Director Frykholm led the pledge of allegiance.

Roll Call of Members - The regular meeting of the Board of Directors for Lake County School District R-1 was called to order on Feb. 12, 2019 at 7:00 p.m. and was held at the District Office. Directors Fiedler, Frykholm, McBride, and Superintendent Wyman were present. Directors Contreras and Solomon were absent and excused. Student representative Emma Dallas and Michaela Sanchez were absent and excused.

Preview Agenda-N/A

Reading or Energize item- Wendy Wyman provided a reading.

Public Participation- Rod Weston was present and spoke to the board about a group of students who he worked with at Ski Cooper in the rental shop and his reflections about his property taxes versus what he pays in others places. His taxes are 7 times more expensive on his other home and he urged the board to bold and aggressive when looking for school funding because our schools deserve it.

Approval of consent agenda items- It was moved by Director McBride to approve consent agenda. Director Fiedler seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye		X	X	X	
Nay					
Absent	X				X

motion carried 3-0.

Action Item: It was moved by Director McBride to approve the LCSD audit from

Chadwick, Steinkirchner, Davis & Co. P.C.. Director Fiedler seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye		X	X	X	
Nay					
Absent	X				X

motion carried 3-0.

Oversight Calendar- Ben Cairns, Erin Dillon, Michelle DeWine, Lindsay Cade, Ari

Gino, Roxie Aldaz and Katherine Kerrigan presented updated from the high school from

BOLT, ILT and the counseling department. Updates included refining the systems,

building culture for students and staff and staying committed to things that the high

school has implemented and are working to continue.

Data from high school was looked at on how it correlates with test data verses grades.

School Choice data was looked at and discussed.

Superintendent Update: Superintendent Wyman gave an update. She spoke of the mid-

year review at West Park and a behavior update for the district.

Student Representative Report: Student representatives were not in attendance.

Board Reports- Director Fiedler spoke of going to their not being a BOCES. Director

Frykholm spoke of the high school working the community meal program and their work

with them. Director McBride spoke of the URL meeting that happened tonight and she

can't attend because of the board meeting.

Agenda Planning- Jeff Fiedler will do the energizer for next regular meeting.

Meeting was debriefed and it was moved by Director McBride to adjourn the meeting.

Director Fiedler seconded the motion; motion carried.

Meeting adjourned at 9:20 pm.

ATTEST:

_____
Jeff Fiedler, Secretary

_____
Amy Frykholm, President

Lake County School District R-1
Employee Status Report
March 12, 2019

Certified Staff

Recommended for Hire

Name	Assignment	Degree	License	Experience

Transfers

Name	Current Assignment	Transfer Assignment	Location	Effective

Interim Positions Ending

Name	Assignment		Location	Effective
Beery, Alyson	Academic Dean - Math		LCIS	End of 2018-2019 Year
Fleming, Aidan	Behavioral Dean		LCIS	End of 2018-2019 Year
Talbot, Cheryl	Principal		LCIS	End of 2018-2019 Year

Resignations/Terminations

Name	Assignment		Location	Effective
Duren, Robert	DOOR TOSA		LCHS	End of 2018-2019 Year
Lindquist, Derek	Kingergarten Teahcer		WPE	End of 2018-2019 Year
Neater, J. Zachary	4th Grade Teacher		LCIS	End of 2018-2019 Year

_____   _____

Amy Frykholm, President   Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
March 12, 2019

Support Staff/Classified

Recommended for Hire

Andrew, Jerry	Substitute Teacher	District
Diers, Julie	Substitute Teacher	District
Lopez de Lopez, Cecilia	Custodian	Pitts
Mueggler, Michelle	Substitute Teacher	District
Rios Camacho, Norma	Substitute Cook	District
Tufte, Christopher	Maintenance Worker	District

Transfers

Interim Positions Ending

Johnson, Karen	Afterschool Programs Director	End of 2018-2019 Year

Resignations/Terminations

Bailey, Karen	SPED Paraprofessional - LCHS	End of 2018-2019 Year

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Amy Frykholm, President

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Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
March 12, 2019

Certified/Staff

Principal	2019-2020 School Year	Intermediate School
Kindergarten Teacher	2019-2020 School Year	WPE
DOOR TOSA	2019-2020 School Year	High School
Elementary Teachers	2019-2020 School Year	Intermediate School

Classified/Support Staff

CFO/COO	District
Collaborative Director	District
School Nurse	District
Substitute Teachers	District

Coaches/Athletics

MS Assistant Track
MS Assistant Volleyball
HS Assistant Football
HS Assistant Volleyball

Lake County Board of Education

March 12, 2019

LCIS Update

This year at LCIS we are working on three overarching goals: Student Growth in ELA and Math, Culture, and High Quality Work. The documents presented here will highlight work in connection to the first two goals.

Goal 1, as outlined on the work plan, is anchored in teachers becoming experts in their content knowledge, planning and delivering engaging lessons, and participating in work sorts to determine action steps. We will preview EL Core Practice 10 on Planning Effective Lessons and preview a variety of protocols used by teachers to increase student engagement. Next we will look at Indicators of Deeper Instruction with a focus on engagement. We will use these tools to analyze a lesson plan for ELA.

Goal 2 speaks to culture and today we will focus on the structure of crew as an opportunity for students and staff to build a positive culture every day at LCIS. We will first look over Core Practice 23, Building the Culture and Structure of Crew. Then we will become familiar with our Crew Walkthrough tool and use it to look for evidence of crew structures that support culture by watching a video of crew.

LCIS Annual Priorities & Goals 2018-19

SMART: Specific, Measurable, Attainable, Relevant, and Timely

Goal #1	Multi-Year Goal	Goals	Implementation/Action Steps: Structures to help achieve this goal
Mastery of Knowledge and Skills: Student Growth in ELA and Math	LCIS students will demonstrate the skills of competent, passionate readers / writers / mathematicians / scientists / aritsts and apply those skills to engage in content and the world around them as evidenced by 80% of students meeting or exceeding performance benchmarks.	1. Teachers are experts in content and curriculum in order to collaboratively backwards plan and create daily lesson plans aligned to standards. 2. Teachers use data to participate in work sorts, using end-of-unit assessments / interim assessments / formative assessments, to determine high-leverage action steps for classroom instruction, including differentiation. 3. Teachers embed protocols into lessons to increase student engagement.	**TEACHERS:** 1. Teachers collaborate with SpEd, Specials, ELD, and coach to ensure instruction is aligned to grade level standards. 2. Teachers will analyze data to determine high-leverage action steps for classroom instruction. **LEADERS:** 1. Intentionally plan PD/PLC time to develop skills around lesson planning and data work using Core Practices 10 - A3 and A4 and Core Practice 20 - B1. 2. Facilitate feedback meetings around these core areas to identify where staff may wish for further support to be more effective. 3. Provide PD on engagement protocols - revisit through the year for maintenance and progress checks.

Goal #2	Multi Year Goal	Goals	Implementation/Action Steps: Structures to help achieve this goal
Character: Culture	LCIS scholars will show their best selves by being a productive member of CREW and using the Habits of a Learner to view challenges as opportunities, build relationships, and make a difference within the school, the community and the world. This will be evidenced by participation in CREW and self-reflections by scholars on which Habits they feel are strengths and those they want to improve upon.	1. Teachers use the structure of CREW to explicitly teach and practice schoolwide Norms (PBIS Matrix) , Habits of a Learner, and Second Step and reinforce throughout the day. 2. Define and implement a PBIS behavior system, including Restorative Justice, that is complementary to Crew, and includes school-wide systems for procedures in common areas. 3. Teachers ensure the Common Classroom Expectations are used to increase student proficiency.	**TEACHERS:** 1. Intentionally plan and implement culture goals throughout CREW and the school day: Including schoolwide norms, Habits of Learner, and Second Step. 2. Use PBIS systems to strengthen positive school-wide culture. 3. Teachers will know and refer to Core Practice 23 - C to increase positive culture. **LEADERS:** 1. Provide staff PD on CREW (using Core Practice 23 - C), Norms (PBIS Matrix), Habits of a Learner, and Second Step - revisit these through the year for maintenance and progress checks. 2. Administer the District faciliated Panorama survey. 3. Leaders will know and refer to Core Practice 23 -

Goal #3	Goals	Implementation/Action Steps: Structures to help achieve this goal
High Quality Work	LCIS scholars take pride in their learning by consistently demonstrating complexity, authenticity, and craftsmanship in their thinking, speaking, writing and created work for authentic audiences.	1. Staff participates in the High Quality Work protocol. 2. Teachers use and / or create exemplars using national examples of grade level standards.	TEACHERS: 1. Classroom teachers help facilitate stars and steps reflection to inspire HQW. 2. Teachers will know and refer to Core Practice 12 - E2a to inspire HQW. LEADERS: 1. EL helps facilitate High Quality Work Protocol during a PD for whole staff. 2. Leaders provide opportunities for teachers to observe colleagues in order to inspire HQW.

Core Practice 10
Planning Effective Lessons

Lessons are the building blocks of all curricular structures in the EL Education model. Whether planning a single lesson or a series of lessons, teachers attend to how the lessons sit in the larger arc of curriculum. They carefully craft a beginning, middle, and end, regardless of lesson type. By attending to each lesson with care, teachers ensure that all students are challenged, engaged, and empowered and can transfer their understanding to new contexts. They also give students opportunities to develop and demonstrate Habits of Character.

Effective lesson planning begins with crafting clear standards-based learning targets in student-friendly language. Teachers plan strategies that ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

A. Designing the Lesson

1. Teachers craft high-quality learning targets in student-friendly language that reflects teachers' knowledge of their standards and their students. (See also *Core Practice 28: Crafting and Using Learning Targets.*)

2. Teachers vary the lesson formats they use. They make strategic decisions about format based on the learning targets and the needs of students.

3. Teachers craft lessons that set a clear purpose and ensure challenge. Teachers plan for challenge by asking the following questions of themselves:

    a. Based on required standards, what knowledge, skills, or habits do I most want my students to learn?

    b. How challenging are the texts I'm asking students to read relative to grade-level standards? How challenging are the tasks I'm asking them to do? What level of thinking (e.g., remembering, analyzing, creating) is required for this work?

    c. Am I giving students an opportunity to grapple? Am I making space for uncertainty and creative problem-solving?

    d. What questions should I ask? What is the purpose of each question?

4. Teachers scaffold instruction in the body of lessons to maximize student participation and discourse so that teachers talk less and students talk and think more. Teachers plan for engagement by asking the following questions of themselves:

    a. What will cause students to be curious and want to learn?

    b. How will I provide students with a vision of the learning target(s) in a way that gives them ownership of their learning?

    c. What lesson format will engage students in the day's key learning? What protocol or prompt will push students to ask questions of each other and encourage discussion?

    d. What do students already know? What sequenced steps will help them build new knowledge and skills?

    e. What framing question or task can I provide to connect students to an authentic personal, disciplinary, or social issue to engage and deepen their thinking?

    f. How will I differentiate for the needs of my diverse learners so that all are effectively supported and appropriately challenged?

5. Throughout the lesson and especially as it concludes, teachers help students to synthesize their current understanding and reflect on their progress so that students retain skills and concepts beyond an individual lesson or unit. Teachers plan for empowerment by asking the following questions of themselves:

    a. How will I structure the lesson so that students take responsibility for their learning? How will they assess and track their progress? How will we debrief learning experiences?

    b. How will students know what quality looks like, and how will I support them in producing high-quality work?

    c. Are there parts of the lesson that I can turn over to students to lead?

    d. Does the lesson give students an opportunity to articulate why the learning matters and how they might use it in new contexts?

    e. How will I help students capture key concepts so that they can remember them beyond the lesson?

B. Choosing a Lesson Format

1. Teachers choose a **Workshop 1.0 lesson format** when students have minimal background knowledge of the skill or content, or when first establishing classroom norms and building student confidence in learning strategies. Workshop 1.0 is a traditional "gradual release" lesson format, with the teacher modeling a skill and leading guided practice before students work on their own. Workshop 1.0 includes the following sequence of components:

   a. *Introduction*: The introduction taps into students' curiosity, sets a positive tone, builds the need to know, and links to previous learning. The learning target is shared during the introduction.

   b. *Mini lesson*: The mini lesson shows students how to meet the learning target through direct instruction. The teacher prepares students for success during practice by providing an explicit model of proficiency. The mini lesson may include modeling, think-aloud, demonstration, or mini lecture.

   c. *Guided practice*: Guided practice allows the teacher to assess student readiness for working independently by providing an opportunity for all students to try what was modeled with ample support. The teacher renames steps and addresses misconceptions.

   d. *Independent practice*: During independent practice, students practice what was modeled independently of the teacher. Teachers facilitate student thinking and understanding by asking probing questions and assess students' proficiency in relation to the learning target.

   e. *Sharing*: Teachers invite students to share work and ideas that show progress toward the learning target. Students and teachers celebrate successes.

   f. *Debrief*: Teachers invite students to create meaning by debriefing the lesson. Students think about the learning process and name how the lesson furthered their learning. Students and teachers assess proficiency toward the learning target and identify next steps.

2. Teachers choose a **Workshop 2.0 lesson format** when students are ready for more individual grappling with text and problems and less teacher modeling and guided practice. Workshop 2.0 is a revision of the traditional workshop model designed to address the demands of more rigorous standards. Workshop 2.0 includes the following sequence of components:

   a. *Engage*: Teachers engage students with a question, quote, object, picture, or problem that spurs thinking and invites them into the lesson's purpose or topic.

   b. *Grapple*: Teachers invite students to grapple independently with a complex text or problem. In early grades, this may be listening to a text that is read aloud.

   c. *Discuss*: Teachers provide a structured protocol that enables students to discuss, collaborate, and critique their interpretations or solutions for the problem or text.

   d. *Focus*: The teacher presents the learning target and a mini lesson or guided practice that introduces new concepts or skills, "mops up" misconceptions, or refocuses students' learning.

   e. *Apply*: Teachers ask students to apply their learning to a task that provides an opportunity to meet the learning target. During this section, the task may be differentiated, providing guided instruction for some students, but the text and target remain the same for all.

   f. *Synthesis*: Teachers invite students to debrief what they learned, share their reflection about how they learned, and assess their progress toward the learning target.

3. Teachers choose a **Discovery-Based lesson format** when they wish to prioritize exploration of new concepts or materials and to build curiosity and creative thinking. Teachers start a discovery-based lesson, such as the 5E's, with a provocative experience or problem that will help students to understand a broad concept within a discipline. They invite students to grapple with the problem in their own way, and then build skills, vocabulary, and conceptual understanding on a "need to know" basis. Learning targets are shared, or co-constructed with students, after exploration, discovery, and discussion. The components of a typical discovery-based lesson—the 5E's—follow:

   a. *Engage*: Teachers engage students (e.g., with a demonstration, brainstorm, problem) to raise questions and elicit responses that uncover what students know or think about the topic.

   b. *Explore*: Students then explore the topic together, without direct instruction from the teacher. The teacher asks probing questions of students and listens as they make meaning.

   c. *Explain*: Teachers ask students to explain their thinking based on their explorations and provide students with clarifications, definitions, and direct instruction.

   d. *Extend*: Students extend their knowledge of the topic by applying concepts and skills to new problems and tasks.

   e. *Evaluate*: Teachers assess students' knowledge or skills and ask them to assess their own learning.

4. Teachers choose **Protocol-Based lessons** when they wish to support students to discuss, collaborate, consult, share, critique, and present more productively and effectively.

Planning Effective Lessons (continued)

Questions to consider when planning protocol-based lessons include:

a. What materials are needed to support the protocols (e.g., discussion role cards, peer critique response forms)?

b. Will the protocol last the entire lesson or support just one segment of the lesson? A lesson-length protocol structures an entire class period for a particular purpose. A Building Background Knowledge Workshop (BBK), a Socratic Seminar, and the Peer Critique protocol are examples of lesson-length protocols. Brief protocols such as Say Something, Turn and Talk, or Numbered Heads Together can be used to structure conversation and collaboration during one segment of a lesson.

5. Teachers choose **other lesson formats**—lecture, video, work sessions, labs, games—for specific purposes. Teachers embed engagement strategies to make the format more active when using lectures, video screenings, work sessions, and labs (e.g., using graphic organizers, mid-session questioning or critique, and Pair-Shares).

a. When students are learning content or practicing and mastering foundational facts, video, lectures, or memorization games may be appropriate.

b. When students are applying knowledge and skills to tasks, products, or performances, extended work sessions and labs may best serve the purpose.
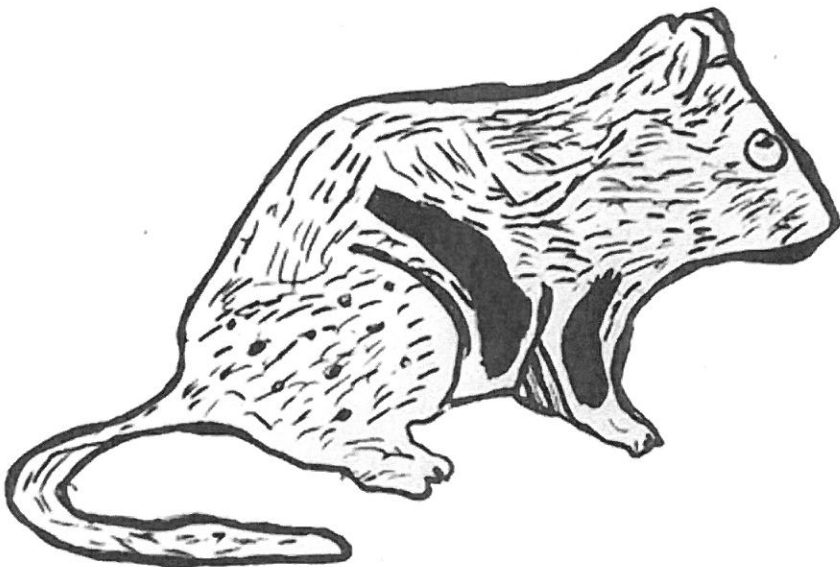
Back-to-Back and Face-to-Face

Purpose

This protocol provides a method for sharing information and gaining multiple perspectives on a topic through partner interaction. It can be used for reviewing and sharing academic material, as a personal "ice breaker," or as a means of engaging in critical thinking about a topic of debate.

Materials

- Questions to be asked between student partners, prepared in advance

Procedure

1. Have students find a partner and stand back-to-back with him or her, being respectful of space.

2. Give students a question or statement that they will share a response to with a partner.

3. Have students think about what they want to share and how they might best express themselves.

4. When you say, "Face-to-face," have students turn, face their partners, and decide who will share first if you have not indicated that a certain person should go first.

5. Have students listen carefully when their partner is speaking and be sure to make eye contact with him or her.

6. When given the signal, students should find a new partner, stand back-to-back, and wait for the new question, statement, etc.

7. This may be repeated for as many rounds as needed/appropriate.

Variations

- Partners may be assigned.

- Partners may also stay together for the length of the protocol.

- The class may stand in two concentric circles with one circle rotating to a new back-to-back and face-to-face partner for each new question or prompt.

- The protocol may be repeated several times in a row with the same partners to give students multiple opportunities to check their understanding and receive information from their partners.

Protocols and Strategies

Think-Pair-Share

Purpose

This protocol ensures that all students simultaneously and collaboratively engage with a text or topic. It allows students to recognize and articulate their own ideas before considering the ideas of others; it also promotes synthesis and the social construction of knowledge.

Materials

- Guiding questions, decided beforehand

- Optional: recording form with questions and answer spaces for students

Procedure

1. Students are given a short and specific time frame (1 to 2 minutes) to independently and briefly process their understanding/opinion of a text selection, discussion question, or topic (this is the "thinking" part of Think-Pair-Share).

2. Students then pair up and share their thinking or writing with a peer for another short and specific time frame (e.g., 1 minute each).

3. Finally, the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify ideas.

Variations

- Pair the Think-Pair-Share protocol with a close reading lesson to allow students time and space to collaboratively work on their answers to text-dependent questions.

- Allow students to facilitate the whole-class sharing.

References

Lyman, F. (1981). The responsive classroom discussion: The inclusion of all students. In *Mainstreaming digest*. College Park, MD: University of Maryland College of Education.

EXPEDITIONARY LEARNING

Concentric Circles (Inner Circle/Outer Circle)

Purpose

This protocol provides participants with a structure to actively engage in discussions around short text, questions, opinions, or debates on any topic with several different partners.

Procedure

1. Desks or chairs should be arranged in two concentric circles facing each other.

2. The first pair of students facing will have a specified amount of time to discuss the first question, topic, or section of a reading.

3. When the signal is given, the inside circle rotates one chair (or more) to the right or left, and the new pair moves on to the next question, topic, or section of reading.

4. The inside circle moves as many times as necessary to finish the topics.

5. The last pair should have time to sum-up the conversation and be prepared to share key points with the whole group.

6. Debrief: Share important ideas or common threads to the discussions as appropriate.

7. Variations: Participants could define terms or prep for tests. The protocol could be used to role-play or critique.

Anchor Charts: Making Thinking Visible

Purpose

Anchor Charts build a culture of literacy in the classroom by making thinking visible: recording content, strategies, processes, cues, and guidelines during the learning process. Posting Anchor Charts keeps relevant and current learning accessible to students: to remind them of prior learning and to enable them to make connections as new learning happens. Students refer to the charts and use them as tools as they answer questions, expand ideas, or contribute to discussions and problem solving in class.

Materials

- Poster or chart paper

- Dark, easily visible markers

Procedure

1. Build Anchor Charts with students to capture strategies and key ideas.

2. Let students add ideas to Anchor Charts as they apply new learning, discover interesting ideas, or develop useful strategies for problem solving or skill application.

3. Also add to Anchor Charts as you debrief student work time, recording important facts, useful strategies, steps in a process, or quality criteria.

4. Anchor Charts should contain only the most relevant or important information.

5. Post only those charts that reflect current learning and avoid distracting clutter—hang charts on clotheslines or set them up in distinct areas of the room; rotate the charts that are displayed to reflect the most useful content.

6. Charts should be neat and organized, with simple icons and graphics to enhance their usefulness (avoid distracting, irrelevant details and stray marks).

7. Organization should support ease of understanding and be varied based on purpose.

8. Charts are best in simple, darker earth tones that are easily visible (dark blue, dark green, purple, black, and brown—use lighter colors for accents only).

Variations

- Students can create Anchor Charts during small-group and independent work to share with the rest of the class.

- For a wide variety of other Anchor Charts, explore www.readinglady.com/mosaic/tools/AnchorChartPhotographsfromKellyandGinger/.

Protocols and Strategies

Fishbowl

Purpose

The Fishbowl is a peer-learning strategy in which some students are in an outer circle and one or more are in the center. In all Fishbowl activities, students in both the inner and outer circles have roles to fulfill. Students in the center model a particular practice or strategy. Students in the outer circle act as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific protocols such as literature circles or Socratic Seminars.

Materials

- Chairs or desks for each student arranged in two concentric circles

- Checklist or reflection questions for the outer circle students, depending on the instructional need

Procedure

1. Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners.

2. Explain the activity to the students and ensure that they understand the roles they will play.

3. You may either inform those who will be on the inside circle ahead of time, so they can be prepared, or just tell them as the activity begins. This way everyone will come better prepared.

4. The group in the inner circle interacts using a discussion protocol or the "script" of a role play.

5. Give each student in the outer circle a list of aspects of group interaction they should silently observe and comment on—for example, whether the group members use names to address each other, take turns, or let everyone's voice be heard.

6. Make sure all students have turns being in both the inside and the outside circle at some point, though they don't all have to be in both every time you do a Fishbowl activity.

Variations

- Each person in the outside circle can have one opportunity during the Fishbowl to freeze or stop the inside students. This person can then ask a question or share an insight.

- Have each student in the outer circle observe one student in the inner circle (you may have to double, triple, or quadruple up)—for example, tallying how many times the student participates or asks a question.

Table I.1 Indicators of Deeper Instruction

CHALLENGING	ENGAGING	EMPOWERING
Learning is courageous; it embraces a process of risk taking, growth, and revision. • Students may struggle individually and collectively; they expect to make mistakes along the way. • Students understand that uncertainty, grappling, and/or playful exploration are a part of learning. • Teachers explicitly and implicitly communicate a growth mindset to students.	**Learning is active.** • Students are engaged in productive work throughout the class. • Students create ideas and work that have value and are worthy of peer and class discussion and critique. • Teachers regularly use protocols and strategies that encourage all students to participate and be accountable for learning.	**Learning fosters responsibility.** • Students become ethical people and effective learners who develop the mindsets, skills, and character they need for success in college, career, and life. • Students have specific roles and responsibilities for working in groups and learn to collaborate and communicate effectively. • Students put their learning to use to improve their communities. • Teachers elevate student voice and leadership in classrooms and across the school.
Learning is planned to meet and exceed standards. • Students are working at tasks and toward targets that are clearly aligned with standards and, when possible, go beyond standards. • Students demonstrate understanding of disciplinary big ideas, ways of thinking, and skills. • Students apply their understanding to produce work that demonstrates complexity, craftsmanship, and authenticity.	**Learning results from pursuing worthy questions.** • Teachers and students ask questions that promote critical thinking and inquiry. • Students are given sustained opportunities to ask questions and engage in scholarly dialogue with other students. • Students ask and answer questions that require reading, writing, and using evidence from sources, or require mathematical and scientific exploration.	**Learning is self-assessed and peer-assessed.** • Teachers involve students in discussing and creating goals for learning and criteria for success. • Teachers provide frequent feedback to students along the way and teach students how to self-assess, revise, and critique and support peers. • Students reflect on and track their own progress toward learning targets based on meaningful data. • Students have regular opportunities to debrief learning experiences.
Learning is cognitively rigorous. • Students are applying, analyzing, evaluating, and/or creating during a significant portion of the lesson or arc of lessons (not simply remembering). • Students think critically. They synthesize complex ideas and consider multiple perspectives.	**Learning is purposeful.** • Students understand how their new learning connects to past learning (i.e., not a series of disconnected lessons). • Students understand how the work they are doing connects to real-world issues, needs, careers, and lives. • When appropriate, students do work that simulates professional work that happens in the discipline or field.	**Learning inspires students to create work of high quality.** • Teachers have high expectations and provide thoughtful scaffolding to support high-quality work. • Students use models, critique, and descriptive feedback to improve their work through multiple drafts. • Students create work that is of higher quality than they thought was possible and take pride in their own craftsmanship and growth. • Students can articulate why their learning matters and transfer knowledge and skills to novel, meaningful tasks and situations.

EL Education

Lesson Preparation Tool for Module Lesson

Teacher: Johnston **Date: 3.6 Module: 2** **Unit:1** **Lesson: Variation among siblings**

Daily Learning Targets	How is this assessed in the lesson?
I can observe and analyze patterns of variation among siblings.	
I can analyze data about traits in siblings and identify patterns of similarities and differences.	
Focus question: What patterns of variation are there among siblings?	

Notes for Preparation:

To-Do Ahead of Time

To-Do Ahead of Time		To-Do Ahead of Time	
Materials to Copy/Locate	Computer Page 85 in color Pictures Pg 69 and	Scaffolds/Supports to Prepare	Student science notebook-Variation among siblings entry Photocopy 3 copies of the Identifying patterns in animals T Chart
Student Work to Grade/ Distribute	Science notebooks	Charts To Make/Directions to Write on Board	Vocabulary written on board

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Skeletal Lesson Agenda

Section	Time	What is the teacher doing? What are the students are doing?	Scaffolds/Supports
Opening (after 20 minutes on Lexia/Reading +)	5 minutes	Do Now: Turn and talk Have you heard the word inherit or inheritance? If so, do you know the meaning? Use it in a sentence. What does the word sibling mean?	Vocabulary words and definitions on board ADD **inheritance to the vocab board**

EL Education

Work Time	
Add to our vocabulary flashcards 10 minutes	Create another memory card with the word **inherit-to get something from parents**. Also add: siblings- Organisms with the same mother and father pattern-a repeated event or object biodiversity-the amount of differences within a species; the number of different species in a location offspring- another name for a plant of animals baby or young male-men or boys female-woman or girls reproduce-when male and female parents produce offspring
5 minutes	Play Memory for 5 minutes
science notebook pictures on p 69 15 minutes	show pictures :Variation among siblings. Project pictures(page 69) their journal focusing on answering the question _"What do you notice about the differences between siblings?"_ Have them record in their notebooks, share out. turn to page in journal titled "Identifying patterns in Animals T-chart"
observe sibling	-as a class we will look at two pictures together and then you will look at more pictures with a partner. Ask them what differences and similarities are there within the family. **Model writing down in the T Chart (have 3 photocopied**

EL Education

pictures and record in notebook 10 min	for each class)	
	*If time show the water lily sibling pictures and have them go to their notebook section title "Identifying Patterns in plants table" have them record what traits the plant siblings share.	
Closing Debrief Exit Ticket	3	Back to back- What variation can siblings have? Give an example of variation in animals, plants. What does inherit mean?

Core Practice 23

Building the Culture and Structure of Crew

In the EL Education model, the tradition of Crew is both a *culture* and a *structure*. The term "crew" comes from educator Kurt Hahn, founder of Outward Bound. Hahn's quote "We are crew, not passengers, strengthened by acts of consequential service to others" inspired the EL Education motto, "We are crew." The culture of crew impels all members of a school community to work together as a team, to pitch in, to help others. Staff and students help their colleagues and peers get up the mountain together—individual success is not enough. The structure of Crew—daily meetings to support everyone's learning and growth—makes time for students to build meaningful relationships with peers and their Crew leader, to reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed. Crew leaders strategically plan Crew meetings to address and assess these multiple goals.

Other school structures can also help build crew culture and ensure that every student is well known and supported by peers and adults (e.g., community meetings, mentoring, peer counseling, restorative justice work, apprenticeships). The culture of crew extends beyond the school walls to relationships with families and community members.

A. Fostering a Culture of Crew among Staff

1. Leaders and teachers establish a culture of crew among staff that supports and is a model for the culture of crew among students.

2. Leaders and teachers ensure that every staff member feels respected and valued as part of the culture of crew, as well as supported to grow personally and professionally. (See also *Core Practice 34: Cultivating a Positive Professional Culture.*)

3. Leaders and teachers create structures and strategies to cultivate a positive culture among staff (e.g., orientation, mentoring, communication norms, team-building activities, readings, staff events that build relationships, appreciation traditions).

4. Leaders and teachers create systems to overcome challenges to a positive culture of crew (e.g., conversation protocols for discussion of diversity and equity, including staff members' own backgrounds and identities; equitable decision-making processes; protocols for conflict resolution among staff or in response to school crises).

5. Leaders and teachers plan staff Crew meetings to fit the school community (e.g., whole staff Crew meetings, grade/team or department Crew meetings, mixed small groups from across the building that meet regularly as staff Crews).

6. Staff Crew meetings (or the crew components of staff meetings) are focused not on the "business" of school, but on staff relationships, emotional health, growth, and sustainability.

7. Leaders and teachers sometimes use staff Crew as a structure to prepare staff to lead a student Crew effectively.

Professional learning for Crew facilitation includes:

a. Providing a Crew curriculum framework

b. Providing sample Crew lessons or a Crew lesson format

c. Teaching greetings and debrief strategies

d. Modeling effective Crew facilitation (e.g., circling up, greetings, initiatives)

e. Teaching specific team-building activities

f. Teaching strategies for relationship-building, conflict resolution, and courageous conversations

g. Addressing questions and concerns about Crew

B. Fostering a Culture of Crew among Students

1. Leaders and teachers ensure that every student has a Crew leader who gets to know that student well and serves as an advocate for the student's academic and social progress.

2. Leaders and teachers use a variety of structures and strategies to get to know students well (e.g., Crew time, home visits, flexible grouping, regular check-ins). They foster a culture of crew by supporting students to make friends, be heard, and interact as contributing members of the school community.

a. Leaders and teachers create structures for welcoming new students who arrive midyear.

b. Leaders and teachers foster multiyear connections between students of different ages and between students and adults in school and in the community. These connections may take the form of reading buddies, tutoring, mentoring, internships, apprenticeships, or other partnerships.

c. Leaders and teachers support students to feel safe, valued, respected, and included regardless of background or identity.

d. Leaders and teachers support all students to succeed and hold them accountable for high academic expectations.

3. Leaders and teachers celebrate the contributions of members of the learning community through community meetings, events, and other traditions.

C. Crew as a Structure in Primary and Elementary Classrooms

1. In primary and elementary classrooms, teachers generally serve as Crew leaders for their entire class. They typically hold Crew meetings daily at the beginning of the day (sometimes referred to as "morning meeting") and sometimes also at the end of the day.

2. Whenever possible, students in Crew sit or stand in a circle so they can see and hear each other without the interference of furniture. A circle allows Crew members to be equally vulnerable, connected, and supportive of one another.

3. Teachers as Crew leaders plan and facilitate Crew experiences that support building relationships, Habits of Character, literacy, portfolio work, adventure, and service learning.

   a. Crew leaders incorporate greetings, stories, appreciations, apologies, and other activities that foster students' sense of purpose, belonging, and agency.

   b. Crew leaders engage students in collaboration and competition in a joyful, supportive environment (e.g., through the use of team-building initiatives and cooperative problem-solving games). They debrief initiatives by helping students reflect on skills and mindsets that can be applied beyond the activity.

   c. Crew leaders facilitate student reflection on their Habits of Character. Positive behavior is celebrated. Concerns about behavior (e.g., discourtesy, bullying, exclusion, or not following classroom norms) are often addressed in Crew, sometimes through restorative circles or other conflict mediation strategies.

   d. Crew leaders facilitate student reflection on the relationship among their academic progress, Habits of Scholarship, and quality of their work. Often, students work on portfolios or prepare for student-led conferences in Crew.

   e. Crew leaders help students understand foundational concepts of EL Education, such as the concept of "crew, not passengers," the Design Principles, growth mindset, and Habits of Character.

4. Crew leaders form positive relationships with parents and other care providers, monitor academic progress, and lead interventions as needed so that every student knows that he/she can be a successful member of the Crew.

D. Crew as a Structure in Secondary Classrooms

1. Leaders and teachers establish a schedule that allows for Crew to meet on a consistent basis for a significant amount of time (30 to 60 minutes) most days of the week, every day if possible. (Crew is structured similarly to what some schools call "advisory.")

2. Leaders and teachers develop a schoolwide Crew curriculum with the following features:

   a. Includes learning targets, common lessons, common procedures, and tools for progress monitoring

   b. Designates specific purposes for Crew on different days or for different grade levels (e.g., literacy on Tuesdays, college preparation for juniors)

   c. Provides consistency in Crews across the school but also allows for individual Crew leaders to craft or customize lessons for Crew members

   d. Provides a pathway for college preparation (e.g., college visits, college research, applications, financial forms, interview preparation)

3. Leaders and teachers are careful to keep Crews small (8 to 15 students), so that students can fully participate and develop meaningful relationships with their peers and Crew leaders. Often staff beyond classroom teachers are trained and supported to be Crew leaders (e.g., athletic coaches, office staff, custodians, counselors).

4. Leaders and teachers determine how students are grouped for Crew in the way the school feels works best. Often Crews stay together over multiple years and Crew leaders stay with one Crew for multiple years (e.g., three years of middle school; four years of high school).

5. Crew is not homeroom. Crew leaders plan and prepare for meaningful lessons with learning targets. Students are active participants and leaders in Crew. In many schools, Crew is a credit-bearing, graded course. High school juniors and seniors use Crew to prepare for college admissions and postsecondary life.

6. Teachers as Crew leaders plan and facilitate Crew experiences that address healthy relationships, Habits of Character, literacy, portfolio work, adventure, and service learning.

   a. Crew leaders incorporate greetings, stories, appreciations, apologies, and other activities that foster students' sense of purpose, belonging, and agency.

Building the Culture and Structure of Crew (continued)

    b. Crew leaders engage students in collaboration and competition in a joyful, supportive environment (e.g., through the use of team-building initiatives and cooperative problem-solving games). They debrief initiatives by helping students reflect on skills and mindsets that can be applied beyond the activity.

    c. Crew leaders facilitate student reflection on their Habits of Character. Positive behavior is celebrated. Concerns about behavior (e.g., discourtesy, bullying, exclusion, or not following classroom norms) are often addressed in Crew, sometimes through restorative circles or other conflict mediation strategies.

    d. Crew leaders facilitate student reflection on the relationship among their academic progress, Habits of Scholarship, and quality of their work. Students often work on portfolios or prepare for student-led conferences in Crew.

    e. Crew leaders help students understand foundational concepts of EL Education, such as the concept of "crew, not passengers," the Design Principles, growth mindset, and Habits of Character.

7. Crew leaders ensure that all their students know about and have access to demanding academic courses, extracurricular activities, academic and social supports, and the best sequence of classes for college placement or postgraduation pursuits.

8. Crew leaders guide and support the college application process for students, including financial aid and scholarships, especially for first-generation college applicants. School counselors support Crew leaders in this work.

9. Crew leaders form positive relationships with parents and other care providers, monitor academic progress, and facilitate conversations between students, care providers, and other staff members as needed so that every student knows that he/she can be a successful member of the Crew and is ready for graduation.
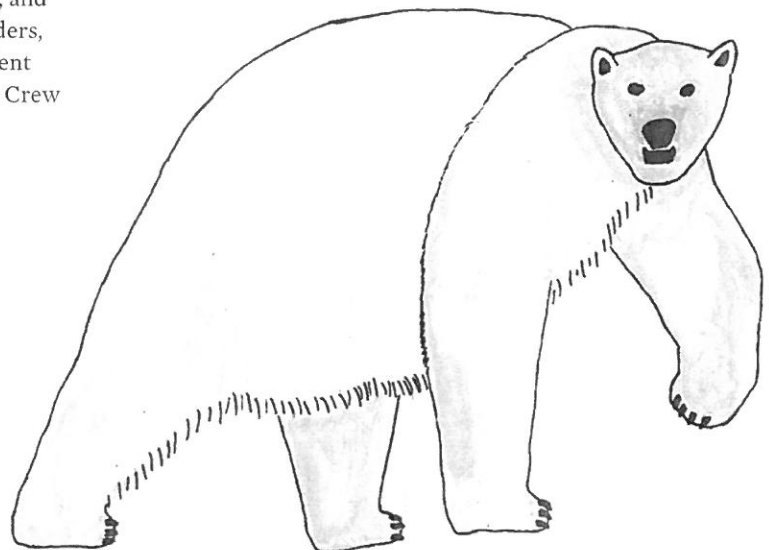
Lake County Intermediate Crew Walkthrough Tool

The goal of this tool is to look for evidence of strong, intentional Crew times that build a positive classroom culture and support student engagement and ownership. The "look fors" are representative of the important components of a successful crew.

Criteria	Notes: I Notice/I Wonder
Intentional Use of Crew Structure • Crew starts promptly at 8:15. ○ Teacher has a signal for beginning crew. • Students and teacher are gathered in a circle in a designated crew location. • Crew follows structure of: Greeting, Reading, Initiative, Debrief every day. • Learning Targets are posted and unpacked with students. • Habit instruction is evident in crew. • Teacher capitalizes on teachable moments during activities.	
Relevant and Purposeful Initiatives • The initiative is purposefully designed to build positive classroom culture and community. • Norms/Habits anchor the initiative and guide the overall structure. • The initiative provides students an opportunity to practice and strengthen the Norms/Habits and are related to academic learning throughout the day.	
Student Talk and Engagement • Students are actively involved in crew; there are opportunities for students to have leadership in crew. • Students are doing the bulk of the thinking and talking. • They demonstrate engagement through tracking or following the conversations and actively participating in the initiative or activity.	

The initiative is purposefully designed to build positive classroom culture and community.

Look for/Listen for:
- Students are looking at each other, listening to each other and using kind, respectful words. The tone is calm, happy, inclusive and inviting. People are smiling.
- Teacher is a member of the crew, sitting within the circle and listening to student talk.
- Teacher uses positive narration and least invasive redirections to keep crew tone positive. ("Thanks for coming to the circle so quickly.", "I love how X showed compassion in the activity by stopping and checking in.")
- Habits and norms are referenced, practiced and reflected upon. (Teachers might ask, "How might you show X habit in math today?" Students might say, "I will use X habit in ELA today when I _____.")
- Students are using the language of the learning target and explaining how they met or did not meet the target

Students are doing the bulk of the thinking and talking.

Look for/Listen for:
- Student talk is fostered through the use of protocols; turn and talk, back to back/face to face, Go Go Mo.
- Students are talking with one another and not just to the teacher.
- Teachers use probing questions to uncover student thinking ("when X happened, how did you collaborate?")
- ELD strategies are incorporated; sentence starters, picture clues

Consider leaving a glow for the teacher that you have observed.

How can I use what is represented in the Crew Walkthrough Tool to elevate the spirit and culture of crew?

My ONE commitment is...

Board of Education Recommendation from the LCSD Calendar Committee, for March 12, 2019 Meeting

The calendar committee is pleased to present the following recommendation to the Board of Education regarding the 2019-20 calendar and beyond:

<u>Our Conclusions</u>
Over the course of four months, we have spent many volunteer hours examining our own values and the goals of the district; analyzing the research about the ways in which school calendars can impact student outcomes; and talking to, questioning and surveying a huge percentage of our stakeholder base about their preferences. At the end of this process, we narrowed the options to two school calendar options for the coming three-year calendar cycle:

- **Calendar A - Modified Current 5-Day Calendar** - received the second most stakeholder support in our Phase II work, and the most support in our Phase III work
- **Calendar B - Extended Year 4-Day Calendar** - received the most stakeholder support in our Phase II work, and the second most support in our Phase III work

In Lindsey's hypothetical tennis match, the two finalist calendars have each won one game each, and we are left without a clear mandate from our stakeholders. We do, however, share a vision for a calendar that can better support students, educators, families and ultimately the community as a whole. The vast majority of our committee believes that **Calendar B** will ultimately best serve student and staff outcomes, because it mitigates summer learning loss by shortening the summer break; provides great consistency; provides opportunities to extend learning for students on the "5th day;" will likely allow for greater teacher recruitment and retention; and because it will result in better pacing for students and staff.

Calendar B received the strongest support in Phase II of our process, when we had a chance to have meaningful conversations with stakeholders. However, our Phase III data collection, in particular, indicates that, while nearly half of those surveyed endorse it, we do not yet have strong *majority support* for Calendar B across all stakeholder groups, which was the Board's request. We believe based on extensive stakeholder contact that the lack of majority support for Calendar B in Phase III is primarily the product of (1) hesitancy about change and fear of loss (i.e. of a long summer) combined with a lack of clearly seen or understood benefit, and (2) a specific worry about what students will do on the 5th day (Fridays) if they are not in school. Both are understandable.

<u>Our Recommendation (see Rationale below)</u>

1. We recommend that the Board re-adopt **our current calendar** - for the 2019-20 school year only. (Please see calendar attached)
2. We recommend that the Board ask district staff to undertake two initiatives during the 2019-20 school year:
   a. **Develop a plan to continue to engage stakeholders** in conversations about Calendar B such as those that took place during Phase II of our process. Really engage stakeholders in understanding the potential benefits of Calendar B, and in listening to, hearing and addressing their fears and concerns.
   b. **Work to fund and develop high-quality "5th day" Friday programming** in partnership with community agency members of BOOST (Better Out of School Time). Such programming should

extend learning opportunities for students, as well as providing a safe environment for students whose parents work on Fridays.
3. We recommend that the Board adopt **Calendar B - the Extended Year 4-Day Calendar** - for the 2020-21, 2021-22 and 2022-23 school years. A new 3-year calendar cycle would begin in 2023-24.

Our Rationale

As stated above, the committee sees significant potential benefits and opportunities for students and staff with the ultimate adoption of a four-day, extended year calendar. As one reflection of this, as the last step in the process, 13 out of 16 calendar committee members recommended individually that Calendar B be adopted.

For the 2019-20 school year, the committee had extensive discussion about whether the district should adopt Calendar A for one year, or simply keep our current calendar. In the end, the committee recommended keeping the current calendar for one more year for a few reasons. First, the current calendar has 42% four-day school weeks, whereas Calendar A has mostly five-day school weeks. It seemed inconsistent to swing from almost half four-day weeks (2018-19), to mostly five-day weeks (2019-20), and then back to all four-day weeks with Calendar B in 2020-21. Keeping our current calendar for one more year also allows us to pilot new models for our Friday or "5th day" programming that will be a part of the Calendar B implementation.

Second, the current calendar has a one-week spring break in March, as does Calendar B. Calendar A has a February and an April break. It likewise did not seem to make sense to ask our community to change the spring break pattern for one year only.

The one year delay that the committee is recommending is a reflection of the recognition of two things we learned during the stakeholder input process: (1) our stakeholders indicated that, while many of them are open to a four-day schedule or even excited about it, not all of them are ready for this change; and (2) many parents, in particular, are concerned about Friday childcare options. Even though the total number of school days in Calendar B does not change from the current calendar (164 days), the change in distribution of the days--with Fridays off--is viewed by some as disruptive and challenging, at least without a promise of Friday programming. This is understandable.

We believe a year delay in implementation will both give our stakeholders time to learn about and adjust to a coming calendar change, and also give the district and its partners time to create and fund Friday programs. Many parents need to know that low- or no-cost program options will be available on Fridays in order for them to feel comfortable about this change. We respect this need and recommend that the district make this commitment. Optional but high-quality Friday programs will also allow the district to realize the ultimate promise and potential of Calendar B, which is actually to get students to school on more days than they currently attend. By providing academic intervention, enrichment, transportation, breakfast and lunch, the district and its partners can actually increase access and safety for students by adding 30+ learning opportunities to the year on Fridays. We can do this while also providing a school calendar that we believe, on non-Fridays, provides better pacing and benefits for students, teachers and staff alike.

Proposed Timeline for 2019-20 Stakeholder Engagement & 5th Day Programming Work
The timeline we recommend is as follows:

- March 2019 - BOE approves this overall recommendation, including updated current calendar for 2019-20 and intention to implement Calendar B for three years starting in 2020-21
- April 2019 - Staff delivers a proposal for (2a) and (2b) above including:
  ○ Scope of work

- - Budget
  - Identified proposed funding sources
- June 2019 - District staff has identified personnel to complete the work during 2019-20
- September 2019 - Personnel working on the evaluation and planning phase update the BOE on stakeholder engagement and 5th day planning efforts
- November 2019 - Personnel working on the evaluation and planning phase update the BOE on stakeholder engagement and 5th day planning efforts
- January 2020 - District staff deliver final report and 5th day programming plan, as well as calendars for 2020-21, 2021-22, 2022-23 for board approval.
- February-June 2020 - Personnel shift from evaluation and planning to implementation of 5th day programming for the fall
- August 2020 - Calendar B is implemented with associated 5th Day programming in place

Lake County School District 2019-20 Calendar

Color Key
- No School-Summer vacation
- Parent-Teacher Conferences
- Professional Development (no school for students)
- Staff Work day (no students)
- First and Last days of school
- End of Quarter/Semester
- No School Holiday/Comp Day
- Class Day/Graduation

JULY 2019

S	M	T	W	Th	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	31			

JANUARY 2020

S	M	T	W	Th	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	31	

- 1-3 Winter Break-No School
- 6 Teacher Work Day-No School
- 17 PD Day-No School
- **20** M.L. King Day-No School

17 student days
19 teacher days

7/29 210 employees start
9 New Staff Orientation
19-20 **Orientation Conferences –All Schools**
21 First day of school for all students

10 student days
15 teacher days

AUGUST 2019

S	M	T	W	Th	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	31

FEBRUARY 2020

S	M	T	W	Th	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

- 10/12 PT Conf 4-8pm
- 14 Comp Day-No School
- **17** Presidents' Day
- 18 PD Day/PT Conf-No School

17 student days
19 teacher days

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2 Labor Day
20 PD Day-No School for students

19 student days
20 teacher days

SEPTEMBER 2019

S	M	T	W	Th	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					

MARCH 2020

S	M	T	W	Th	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	31				

- 12 End of Quarter
- 13-20 Spring Break-No School

16 student days
16 teacher days

---

11 End of Quarter
15/17 PT Conf 4-8pm
18 Comp Day-No School
21 PD Day/PT Conf-No School
31 Halloween

21 student days
23 teacher days

OCTOBER 2019

S	M	T	W	Th	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	**31**		

APRIL 2020

S	M	T	W	Th	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		

- **10** Good Friday – no school
- 13 No school
- 14 PD Day

19 student days
20 teacher days

---

22 PD Day-No School
25-29 Thanksgiving Break
28 Thanksgiving Day

15 student days
16 teacher days

NOVEMBER 2019

S	M	T	W	Th	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 2020

S	M	T	W	Th	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
31						

- **10** Mother's Day
- 20 Class Day
- 21 End of quarter, last day of school
- 22 Teacher Work Day
- 23 Graduation
- **25** Memorial's Day
- 15 student days - 84
- 16 teacher days – 90
- **164 student days total**
- **179 teacher days total**

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13 Comp Day-No School
20 End of Semester
23-31 Winter Break
25 Christmas Day

15 student days – 80
15 teacher days – 89

DECEMBER 2019

S	M	T	W	Th	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	31				

JUNE 2020

S	M	T	W	Th	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				

- 21 Father's Day
- 23 210 employees end

LCHS STUDENT SENATE RESOLUTION IN SUPPORT OF CALENDAR B

WHEREAS, calendar B provides the consistency that students, parents, and teachers have expressed desire for; and

WHEREAS, our current calendar as well as calendar A consist of several stretches in which students are in school for several weeks without breaks; and the Senate believes students need consistent breaks throughout the year to avoid exhaustion and perform their best; and

WHEREAS, the Senate believes the school year needs to be spread out in order for students to be on or above grade level each year and graduate prepared to successfully implement a plan for college or career; and

WHEREAS, students need time to focus on both academics and extracurriculars by having a day off of school; and

WHEREAS, calendar B allows athletic events in distant cities to be scheduled on Thursdays to provide student-athletes the option of getting adequate sleep the following Friday and catching up on work they have missed due to leaving school early; and

WHEREAS, calendar B provides the opportunity for student remediation or enrichment without taking away from ordinary school time; and

WHEREAS, the misalignment between Colorado Mountain College and the Lake County School District's spring break is detrimental to dual enrollment students; and

WHEREAS, studies show a shorter summer break benefits students by optimizing the amount of information that is retained over this extended break; and

WHEREAS, a long summer break causes students to forget fundamental behavior and habits required to be successful in a school setting; and

WHEREAS, Lake County School District is constantly looking for ways to improve its teacher retention rate; in school districts across the country, the implementation of a 4-day calendar is shown to improve teacher retention and satisfaction;

NOW THEREFORE, BE IT RESOLVED the Student Senate of Lake County High School advocates the adoption of Calendar B.

ADOPTED AND APPROVED THIS 25th day of February 2019.

STUDENT SENATE OF LAKE COUNTY HIGH SCHOOL

President _Damian Medina_ _____

Cover Sheet for Superintendent Search Timeline Review
Amy Frykholm 3/6/2019

Last year at this time, we consulted with CASB about their approach to the Superintendent Search. I've attached that info as well as an outline of the alternative approach that we discussed.

At that time, we agreed to follow a hybrid approach:

   We will ask CASB to organize the search for us as they've outlined including:

- holding community input meetings (we will advise them on who to ask but will not attend these meetings).
- outlining to the board the results of these meetings
- organizing resume reception of candidates

At the same time, we will be assertive in reaching out for non-traditional candidates that might become aware of our search through other sources. For example, we will ask to solicit candidates:

- Mary Seawell
- Wendy Wyman
- Cathy Minceberg
- and others

Timeline:

March 2019	Agree on approach and timeline; sign contract with CASB?
September - October 2019	CASB holds community meetings and briefs board
November 2019	Board crafts job description and posts opening
January 1, 2019	Position closes
January 2019	Board reviews resumes
February 2019	Board reviews legal guidelines for selecting finalists and interviews candidates
March 2019	Final interviews; final selection and job offer

Today our job is to revise/approve the timeline and our approach to the search.

Proposal to the
Lake County R-1 Board of Education

CASB's Superintendent Search and Solutions team would provide:

- One of two proven models: full search ($9,000) or modified search ($4,500).

- Lean expenses, limited to a maximum of $1,200.

- Constant presence and support.

- Reputation for successful match of candidate to board.

- Expanded final search step, now extending through first year (new team effectiveness session; monthly phone check-in; quarterly online appreciative inquiries; networking groups at CASB learning events).

- Primary consultant backed by a team of experts in executive leadership.

Colorado Association of School Boards – 2253 S. Oneida St., Suite 300, Denver, CO 80224 – (303) 832-1000; (800) 530-8430

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Leading, Searching, Supporting . . .
CASB's Superintendent Search Service

Hiring the right superintendent is one of a school board's most crucial and challenging responsibilities. CASB comes alongside members with search service customized to the board's unique effort.

CASB believes a successfully placed superintendent:
- Reflects the board's priorities in the work of the district
- Is visible and involved in the schools and in the community
- Builds strong relationships with employees and community members
- Makes a long-term commitment to the hiring district

Core benefits of CASB's search team:
- **Knowledge of Colorado**, its politics and the issues that affect education in the state.
- **Proven track record**, having successfully placed more than 300 superintendents since the year 2000.
- **Access to a rich pool of viable candidates** within Colorado and nationally, through our online application service and network of colleagues.
- **Dedication** to the principle of sound local decision-making.
- **Commitment** to the long-term success of your board/superintendent team.

CASB's search team is guided by its belief that an effective search process:
- **Determines the candidate who is the best fit for the district** by working with the board, district staff, and local constituents to develop a leadership profile that reflects the district's unique needs and characteristics. That profile becomes the focus of recruitment, applicant screening, candidate interviews, and final selection of the new superintendent.
- **Helps the board determine and maintain its goals** by ensuring the board follows a predetermined search timeline and that its consideration of candidates is consistently aligned with the leader profile developed at the outset of the search.
- **Maintains good communication** between the search team and the district via face-to-face, telephone, and email communication. Throughout the recruitment period, CASB provides regular updates on the status, number of applications received, and other important details of the search.
- **Promotes thoughtful decision-making,** considering long- and short-term impacts on our first priority, the best interests of students. CASB strives to ensure that, in making its final decision, the board does not rush the selection process and has thoroughly considered the benefits and consequences of its selection.

CASB differs from private search services in two key ways:
- We work first and foremost for the district's board of education; and
- We recognize that even the most experienced, professional superintendent may not necessarily be suited for all districts and so we are motivated first and foremost to identify the leader who best matches the district's unique characteristics and needs.

In our full seven-step search process, CASB will:

1. **Engage and plan with the board** to identify and prioritize the board's needs and desires for a new superintendent.

2. **Engage district staff and community members** in a process to determine what characteristics they desire in their next school district leader.

3. **Develop a promotional flyer** to advertise and promote the position throughout the state and nationally.

4. **Post promotional flyer, recruit potential candidates** through our state and national network of colleagues, and **manage applications** received through a user-friendly online application service, ensuring confidentiality and maintaining communication with the district and applicants during the recruitment period.

5. **Facilitate an applicant screening process** to identify semi-finalists. This process is developed with the board to ensure an in-depth, fair, and confidential consideration of all applicants and is supported by a CASB-conducted background check.

6. **Finalist interviews and final candidate selection.** CASB will work with the board to develop a thorough and engaged interview process, and the board will make the final selection.

7. **If requested by the board, participate in a post-hire session with the board and new superintendent** to develop a first-year performance plan for the team.

CASB also offers smaller districts a modified version of its seven-step search that does not include applicant background checks or participation in the candidate interviews. Typically, a search is completed in three months, but this timeframe can be shortened or otherwise modified to meet the district's needs.

CASB's enrollment-based full search fee, exclusive of expenses:

Students	Fee
Up to 750	$ 7,000
751-3,500	$ 9,000
3,501-7,500	$12,000
7,501-15,000	$15,000
15,501-25,000	$20,000
Above 25,000	$25,000

Our fee for a modified search (offered to districts with fewer than 2,50 students) is one-half our full-search fee.

Of Note:
- Since the year 2000, CASB has recruited and placed more than 300 superintendents with 100 percent success
- Like private search firms, CASB recruits candidates through our consultants' national network of colleagues, but unlike private firms, our candidates apply to the district, not to the search firm.
- CASB recruits only candidates who closely match the unique leadership profile developed by the district's board, staff and community.
- CASB's search consultants: John Merriam, Henry Roman, Diana Sirko, and Randy Zila.
- CASB's staff leadership: Randy Black and Robin Marlow.

Seven-Step Search Process

As detailed below, the seven steps of a CASB superintendent search include (1) an initial work session with the board of education; (2) staff/community engagement; (3) designing a recruitment brochure and job application; (4) advertising/recruiting for the position and managing applications; (5) screening applicants; (6) finalist interviews and final selection; and (7) (optional) new team first-year supports.

Step 1:   Initial Work Session with the Board of Education

CASB will facilitate a two-hour meeting with the school board to determine board priorities for the superintendent search. With CASB's guidance, the board will:

- Revise (if necessary) and approve the proposed superintendent search timeline.

- Engage in a group process to determine the board's priorities for the educational background, experience and qualifications desired in a new superintendent.

- Discuss staff and community involvement in the selection process.

- Set parameters for the new superintendent's compensation package.

- Agree upon board and staff contacts for the superintendent search process.

In addition, CASB will provide the district a sample press release that announces the superintendent search and includes information about the process and the timeline.

Step 2:   Engaging with Staff and Community

CASB will conduct focus group meetings with representatives of your staff and community in order to determine qualifications they desire in the new superintendent. Focus groups meet in gatherings facilitated by CASB to go "deeper" than a survey, providing the board a better understanding of staff and community values and giving stakeholders a chance to be part of the search process.

CASB will suggest representative groups to include in the focus group process and provide sample invitation letters. However, because you know your community best, CASB relies on the school district to select and invite individual participants.

Following the focus group meetings, CASB will prepare a written summary of the groups' findings for the board. Focus group results are also used to develop the "profile" of the

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new superintendent. This information is used in the design of a promotional brochure, application questions, interview questions and applicant screening criteria.

In addition to the focus group meetings, some boards like to conduct individual interviews with key school district stakeholders. This option will be discussed with the board at the initial work session and, if desired, will be facilitated at no additional charge.

Step 3:   Developing Promotional Brochure and Job Application

Brochure
Working with the board's designee, CASB will develop a brochure that showcases your school district and community to potential candidates, outlines the application process and provides a link to application materials.

Brochure Options
The board has a couple of design options for the promotional brochure, from simple and straightforward to a more sophisticated look. At the initial work session, the board will select the type of brochure it desires and obtain final approval from the board or its designee shortly thereafter. CASB will prepare a draft brochure for the board's review and, once the board has approved the draft, will finalize and circulate the brochure.

Application
A link to CASB's online superintendent search application site is included in the promotional brochure. The application is comprised of the official CASB application form and a series of essay questions that reflect the qualifications your board is seeking in a new superintendent. The application meets all legal requirements and is based on information provided by the board and the focus groups.

Step 4: Advertising the Position, Recruiting Applicants, and Managing Applications

Brochure Distribution
CASB will e-mail a link to the brochure and application to all Colorado school districts and BOCES. We will also post the position on our website and on the website of the Colorado Association of School Executives (CASE), as well as with school board associations across the nation via the National School Board Association's search network. At the board's request, the application can also be emailed to potential candidates not yet in CASB's online applicant system.

Advertising
CASB will advertise the superintendent vacancy in the following outlets:
- CASB website
- CASE website
- (Optional) American Association of School Administrators website ($560 for four weeks)

Managing Applications
CASB will manage the entire online application process, including:
- Distributing the application link to all interested individuals
- Providing information about the application process to candidates and assisting them in using the site, if necessary

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- Receiving completed applications
- Organizing applications for the screening process

Recruiting Applicants

The board may notify CASB of any potential candidates whom it would like to receive the vacancy announcement. CASB also maintains a database of potential candidates across Colorado and in other states through its online superintendent search application system. The board will have the opportunity to recruit candidates using specific qualifications that may be included in an applicant's resume, such as prior superintendent experience, fluency in a foreign language or experience outside education.

Step 5:   Screening Applicants, Selecting Semi-Finalists, Conducting Background Checks, Notifying Candidates

Determination of Screening and Interview Process
At a two-hour board meeting with guidance from CASB, the board will determine the process it will use to screen applicants and interview candidates. This includes:

- determining screening procedures using established criteria based on board priorities and staff and community input;
- determining the desired number of individuals to be interviewed;
- briefing the board on the interview process, finalist selection and public announcements;
- establishing with the board the interview process and development of relevant interview questions;
- asking the board to determine groups or individuals, if any, outside the board to be involved in the interview process;
- counseling the board about applicant site visits.

Background Checks
Following the initial screening, CASB will conduct thorough background checks on all candidates the board wishes to consider.

Notifying Candidates
After the screening process is completed, CASB will notify all candidates the board selects as finalists and those candidates the board wishes to excuse from the search process.

Step 6: Interviews and Final Selection

Interview Scheduling
CASB will provide the board a sample interview schedule for candidates. The board's designee should arrange interview times and outline procedures with each candidate. In addition, the board should name an individual who will "host" candidates and their spouses, making sure that they have an opportunity to visit key school district and community sites and individuals.

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Interview Training
CASB will work with the board and, if included, constituent interview teams to prepare for the interviews. This will include review of the interview questions the board and the teams have chosen as most relevant to their search.

Final Selection
The board will meet in executive session sometime after the interviews have been completed to review the candidate screening sheets and identify the candidate who best is the best fit for the district. The board president will notify the selected candidate. Contract negotiations will be finalized and employment starting date will be determined. CASB will notify the finalists who were not selected. If the board elects to publicize its selection, CASB will provide a sample press release for this purpose.

Step 7:   New Team First-Year Supports

CASB's job is not done when the new superintendent is hired. At the board's request and at no additional charge (except expenses), CASB will

- *Facilitate a two-hour meeting* of the board and new superintendent to determine focus and goals for the first year. This practice has proven to be very effective in providing the new leadership team a foundation for their future working relationship.

- *Initiate quarterly appreciative inquiry surveys* to appraise commitments/disciplines and gather continuous improvement ideas.

- *Sponsor* networking sessions with other teams and leaders, online and at conferences.

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Modified Search Process

As detailed below, the five steps of a modified CASB superintendent search include (1) an initial work session with the board of education; (2) staff/community engagement; (3) designing a recruitment brochure and job application; (4) advertising/recruiting for the position and managing applications; and (5) (optional) new team first-year supports. Modified searches are offered to school districts with 2,500 or fewer students.

Step 1:   Initial Work Session with the Board of Education

CASB will facilitate a two-hour meeting with the school board to determine board priorities for the superintendent search. With CASB's guidance, the board will:

- Revise (if necessary) and approve the proposed superintendent search timeline.

- Engage in a group process to determine the board's priorities for the educational background, experience and qualifications desired in a new superintendent.

- Discuss staff and community involvement in the selection process.

- Set parameters for the new superintendent's compensation package.

- Agree upon board and staff contacts for the superintendent search process.

In addition, CASB will provide the district a sample press release that announces the superintendent search and includes information about the process and the timeline.

Step 2:   Engaging with Staff and Community

CASB will conduct focus group meetings with representatives of your staff and community in order to determine qualifications they desire in the new superintendent. Focus groups meet in gatherings facilitated by CASB to go "deeper" than a survey, providing the board a better understanding of staff and community values and giving stakeholders a chance to be part of the search process.

CASB will suggest representative groups to include in the focus group process and provide sample invitation letters. However, because you know your community best, CASB relies on the school district to select and invite individual participants.

Following the focus group meetings, CASB will prepare a written summary of the groups' findings for the board. Focus group results are also used to develop the "profile" of the new superintendent. This information is used in the design of a promotional brochure, application questions, interview questions and applicant screening criteria.

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In addition to the focus group meetings, some boards like to conduct individual interviews with key school district stakeholders. This option will be discussed with the board at the initial work session and, if desired, will be facilitated at no additional charge.

Step 3:   Developing Promotional Brochure and Job Application

Brochure
Working with the board's designee, CASB will develop a brochure that showcases your school district and community to potential candidates, outlines the application process and provides a link to application materials.

Brochure Options
The board has a couple of design options for the promotional brochure, from simple and straightforward to a more sophisticated look. At the initial work session, the board will select the type of brochure it desires and obtain final approval from the board or its designee shortly thereafter. CASB will prepare a draft brochure for the board's review and, once the board has approved the draft, will finalize and circulate the brochure.

Application
A link to CASB's online superintendent search application site is included in the promotional brochure. The application is comprised of the official CASB application form and a series of essay questions that reflect the qualifications your board is seeking in a new superintendent. The application meets all legal requirements and is based on information provided by the board and the focus groups.

Step 4: Advertising the Position, Recruiting Applicants, and Managing Applications

Brochure Distribution
CASB will e-mail a link to the brochure and application to all Colorado school districts and BOCES. We will also post the position on our website and on the website of the Colorado Association of School Executives (CASE), as well as with school board associations across the nation via the National School Board Association's search network. At the board's request, the application can also be emailed to potential candidates not yet in CASB's online applicant system.

Advertising
CASB will advertise the superintendent vacancy in the following outlets:
- CASB website
- CASE website
- (Optional) American Association of School Administrators website ($560 for four weeks)

Managing Applications
CASB will manage the entire online application process, including:
- Distributing the application link to all interested individuals
- Providing information about the application process to candidates and assisting them in using the site, if necessary
- Receiving completed applications
- Organizing applications for the screening process

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Recruiting Applicants

The board may notify CASB of any potential candidates whom it would like to receive the vacancy announcement. CASB also maintains a database of potential candidates across Colorado and in other states through its online superintendent search application system. The board will have the opportunity to recruit candidates using specific qualifications that may be included in an applicant's resume, such as prior superintendent experience, fluency in a foreign language or experience outside education.

Step 5: New Team First-Year Supports

CASB's job is not done when the new superintendent is hired. At the board's request and at no additional charge (except expenses), CASB will

- *Facilitate a two-hour meeting* of the board and new superintendent to determine focus and goals for the first year. This practice has proven to be very effective in providing the new leadership team a foundation for their future working relationship.

- *Initiate quarterly appreciative inquiry surveys* to appraise commitments/disciplines and gather continuous improvement ideas.

- *Sponsor* networking sessions with other teams and leaders, online and at conferences.

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Board and District Staff Responsibilities

While CASB facilitates the entire search process and assists the board in finding the best possible leadership match for the district, board and district staff contact will be involved throughout the search process. The following is a summary of the general responsibilities and estimated time commitments of the board and district staff during a typical search.

Step 1   Initial Work Session with Board of Education
> Board of Education – Two-hour meeting
> Staff – Distribute press release announcing the search*

Step 2   Engaging with Staff and Community
> Board and/or Staff – Determine focus group participants
> Board (or designee) – Approve focus group questions
> Staff – Letters of invitation*, follow-up calls, meeting schedule development,
>   thank-you letters*

Step 3   Developing Promotional Brochure and Job Application
> Staff – Provide district and community information to CASB
> Board (or designee) – Approve brochure copy and application prior to distribution

Step 4   Advertising the Position, Recruiting Applicants, Managing Applications
> Board – Decide where ads will be placed
> Board - Notify CASB of any district-identified potential candidates and
>   their contact information

Step 5   Screening Candidates, Selecting Semi-Finalists, Background Checks, Notifying Candidates
> Board – Meet to screen applications, select semi-finalists

Step 6   Interviews and Final Selection
> Board – Two-hour meeting to review background checks performed by CASB, select
>   finalists, determine interview questions and discuss site visit
> Staff – *If using interview teams* – letters of invitation*, follow-up confirmations*,
>   create interview schedule*
> Board – Participate in interview training, conduct interviews, review interview team
>   findings (if using interview teams)
> Board (or designee) - Host candidates and spouses
> Staff   - Candidate travel and lodging arrangements
> Board - Conduct site visits as desired

Step 7   New team first-year supports
> Board - Two-hour facilitated session with board and new superintendent to set first
>   year goals and focus
> Board – Quarterly appreciative inquiry surveys to appraise commitments/disciplines
>   and gather continuous improvement ideas

samples provided by CASB

Superintendent Search Timeline Worksheet

Use this worksheet to develop a timeline for the search, then transfer the target dates to a final timeline form.

Event	Timing	Target Date
Initial planning meeting with board	At board's invitation	
District Information Sheets (DIS) due to CASB (for brochure)	3-4 weeks after initial planning meeting	
Focus groups	Approximately 30 days after initial planning meeting	
Draft brochure submitted to district by CASB	2-3 days after DIS received	
Final approval of brochure by district	2-3 days after draft submitted	
Job opening posted by CASB	Immediately after brochure approved	
Application deadline	30-60 days after posting	
Screenings	7-10 days after application deadline	
Background check completed (by CASB)/ board chooses finalists (executive session)	1-2 weeks after screenings	
Board president invites finalists for interviews	1-2 days after finalists selected	
Interview training	7-14 days after finalists selected	
Interviews	3-7 days after training	
Final selection	One week after interviews	
Date of employment	Board's discretion	

SUPERINTENDENT OF SCHOOLS

THE COMMUNITY

Centennial R-1 is located in San Luis, the oldest town in Colorado, established in 1851 as part of the Sangre de Cristo Land Grant.

San Luis is located 40 miles southeast of Alamosa and 20 miles north of the New Mexico state line, in the southeast corner of the San Luis Valley. The district nestles up against the Sangre de Cristo mountain range, with several 14,000-foot peaks in close proximity.

San Luis is the county seat of Costilla County. Agriculture and tourism are the main industries in the valley, and there is an abundance of natural resources, beauty and wildlife. Large herds of elk graze and are frequently visible surrounding San Luis, along with herds of wild horses. Sanchez Reservoir, Sanchez State Wildlife Area and Great Sand Dunes National Park & Preserve are nearby.

The area provides many recreational activities, including hiking, camping, hunting, fishing and skiing. Alamosa is home to Adams State University, which hosts sporting events, lectures and other entertainment. The population of San Luis is approximately 800 people.

CENTENNIAL R-1 MISSION STATEMENT

We will provide the best education for all students utilizing a variety of research-based curricula and cultural resources, effective communication among parents, community and staff, and collaboration to create a safe learning environment to provide opportunities to our students for success in a global society.

THE DISTRICT

Centennial School District passed a construction bond in 2008 and obtained a BEST grant to build a new school, which was completed in 2010. We recently secured a second BEST grant to correct deficiencies in the heating system and grading and drainage around the building. We now have a geothermal heat system that works very well and a beautiful building that houses day care, preschool and K-12 in one 70,000-square-foot building.

Centennial has worked closely with the Colorado Educational Initiative to implement quality instruction in the classrooms and the state evaluation process for teachers. We use LDC district-wide in classrooms and Linda Mood Bell in our elementary classrooms to improve our literacy instruction. We are very proud of the growth that our school has made, as demonstrated by the district's "Accredited" rating and the school's "Performance" rating. The district employs 21 certified teachers, six administrators and 17 classified staff. Our enrollment is fairly stable, with approximately 225 PK-12 students; 87 percent of students qualify for free/reduced meals.

ALL APPLICANTS MUST APPLY ONLINE.
Please begin the process at www.casb.org/Page/107

Application Deadline: **April 6, 2017**   Interviews: **April 27-28, 2017**   Date of Employment: **July 1, 2017**

Note: To be considered a candidate for this position, a complete application must be received online by the Colorado Association of School Boards (CASB) offices by 10 p.m. Mountain Time (Midnight Eastern Time) on April 6, 2017. Application materials received after this date/time will not be considered.

COMPENSATION

The board of education is offering a salary of $85,000-$95,000 per annum based on qualifications and experience and interview results, with a competitive benefits package. Superintendent resident home with four bedrooms is available, if needed. Dues for membership in the Colorado Association of School Executives are paid by the district.

FINANCIAL INFORMATION

Assessed Valuation	$53,338,262

Budget Year 2016/2017

General Fund	$2,833,452
Pupil Activity Fund	$67,000
Total Appropriation	$4,734,961

QUALIFICATIONS

The board of education, staff and community have determined the following qualities to be essential to the success of their future superintendent.

- Proven record of leadership success

- Strong background in school finance and school budgeting

- Broad experience in K-12 education, including teaching, instructional leadership and school administration

- Hands-on, open, approachable and optimistic

- Maintains high visibility in schools and the community

- Strong instructional skills

- Can make tough decisions and follow through on them

- Understands small rural communities and their schools

- Able and willing to hold everyone accountable as well as himself/herself

- Integrity, honesty and fairness

APPLICATION PROCESS

All applicants must apply online. Please begin the process at www.casb.org/Page/107. For a complete application you must provide the following:

1. A completed and signed online application

2. A current professional resume

3. Transcripts, placement papers and/or credentials requested by you from college or university placement center (photocopies are acceptable)

4. Three <u>recent</u> (dated within the past two years) letters of recommendation

5. Answers to the following questions, no longer than three typewritten pages each:

   A. In a small rural community, what are the key components to an effective communication program within the district and between the district, the community and other public entities?

   B. Explain how to introduce change into a system, creating a strong foundation of support from parents, staff, students and the community.

   C. What procedures have you implemented to maintain fiscal control and responsibility? In your answer, please explain how you resolve budget conflicts among competing interests.

The District shall not discriminate in its employment or hiring practices on the basis of race, color, creed, sex, sexual orientation (which includes transgender), religion, national origin, ancestry, age, genetic information, marital status, disability, conditions related to pregnancy or childbirth, or any other basis prohibited by applicable law.

Superintendent SEARCH

If you have any questions regarding applying for this position, please contact:

Robin Marlow at 303-832-1000 or rmarlow@casb.org
Colorado Association of School Boards
1200 Grant St., Denver CO 80203

SUPERINTENDENT OF SCHOOLS

THE COMMUNITY

The communities served by the Plateau Valley 50 School District are Collbran, Mesa and Molina. The communities and the school district are nestled in a valley adjacent to the Grand Mesa, the largest flat-top mountain in the world. But it is far from flat – it is a forested mesa that is famous for hunting, fishing, hiking and skiing.

Collbran is the largest town, with about 700 residents. Mesa and Molina are unincorporated communities. The district's total population is about 4,000.

Plateau Valley and surrounding area have many attractions:

- Powderhorn Ski Area is minutes away.
- There are also Skyway and County Line Nordic areas for beautiful Nordic skiing with approximately 50 kilometers of groomed trails.
- We have world-class elk, deer, bear and mountain lion hunting along with world-class fishing and hiking on the Grand Mesa. Vega State Park, with excellent boating, fishing and a full-service campground, is nearby.
- The city of Grand Junction is 40 minutes away and is home to shopping, Colorado Mesa University, the minor-league Grand Junction Rockies, the Colorado National Monument, restaurants, breweries and vineyards.
- Glenwood Springs is one hour away and offers world-famous hot springs, vapor caves and rafting.
- Moab, Utah, is two hours away and has some of the best mountain biking, four-wheeling/rock crawling, BASE jumping in the world, along with Arches National Park.

THE SCHOOL DISTRICT

Vision: A 21st century education for every student, every day.
Mission: The PVSD mission is to create a 21st century learning environment that:

- Maintains and strengthens a safe and nurturing culture that is conducive to learning.
- Ensures a quality education that teaches 21st century skills.
- Recruits and retains high quality personnel.
- Provides clear, accurate and timely communications.
- Provides quality facilities and resources.
- Is safe and healthy.

We have a 1:1 computer-to-student ratio in grades 4-12. Our schools are Google schools and the staff has been Google trained.

We have adopted new curricula in ELA, math and science in the last two years.

Preschool is guaranteed for all 4-year-olds; and full-day kindergarten for all students.

High school and middle school offer Future Farmers of America. Elementary and middle school offer Lego-Bots; high school, FIRST Robotics.

Our alternative high school, Grand Mesa High, is part of a high-performing federal Job Corps program, the only one of its kind in the country.

2016 DATA

Graduation rates: PVHS   87%
                    GMHS 30%

ACT PVHS   20.1 composite
ACT GMHS   16 composite

	RATING 2013	RATING 2014
District Rating	Accredited	Accredited
School Ratings		
PVES	Performance	Performance
PVMS	Performance	Improvement
PVHS	Performance	Performance
GMHS alt. HS	AEC Performance	AEC Performance

ALL APPLICANTS MUST APPLY ONLINE.
Please begin the process at www.casb.org/Page/107

Application Deadline: **Jan. 3, 2017**   Interviews: **Feb. 9-10, 2017**   Date of Employment: **July 1, 2017**

Note: To be considered a candidate for this position, a complete application must be received online by the Colorado Association of School Boards (CASB) offices by 10 p.m. Mountain Time (12 p.m. Eastern Time) on Jan. 3, 2017. Application materials received after this date/time will not be considered.

COMPENSATION

The board of education is offering a minimum salary of $128,000 based upon qualifications and experience, with a competitive benefits package.

FINANCIAL INFORMATION

Assessed Valuation	$158,232,040
Per Pupil Expenditure	$8,261

Budget Year 2015/2016

General Fund	$7,010,248
Capital Reserve Fund	$94,258
Bond Reserve Fund	$1,145,859
Food Service Fund	$193,000
Pupil Activity Fund	$185,000
Total Appropriation	$8,715,687

QUALIFICATIONS

The board of education, staff and community have determined the following qualities to be essential to the success of their future superintendent.

- Knowledge of current educational research and instructional strategies

- Understands school finance and school law

- Excellent communication skills, with the ability to relate with students, parents, staff, the board and community

- Hands-on, open, approachable and optimistic

- A consensus-builder with the ability to develop plans for the future

- Strong people skills with experience in building effective relationships

- Understands use of technology and values blended instructional strategies

- Experience in creating a positive organizational climate and culture

- Understands small rural communities and their schools

- A people person who maintains high visibility and is involved in schools and the community

- Integrity, honesty and fairness

APPLICATION PROCESS

All applicants must apply online. Please begin the process at www.casb.org/Page/107. For a complete application you must provide the following:

1. A completed and signed online application

2. A current professional resume

3. Transcripts, placement papers and/or credentials requested by you from college or university placement center (photocopies are acceptable)

4. Three <u>recent</u> (dated within the past two years) letters of recommendation

5. Answers to the following questions, no longer than three typewritten pages each:

   A. How have you successfully recruited and retained a quality staff?

   B. What steps would you take to develop and maintain positive staff morale in an environment of limited resources and numerous demands on staff?

   C. In a small rural community, what are the key components to an effective communication program within the district and between the district, the community and other public entities?

   D. As a superintendent, how would you develop and nurture a successful working relationship with the school board, staff, students and community members in our district?

The District shall not discriminate in its employment or hiring practices on the basis of race, color, creed, sex, sexual orientation (which includes transgender), religion, national origin, ancestry, age, genetic information, marital status, disability, conditions related to pregnancy or childbirth, or any other basis prohibited by applicable law.

Superintendent SEARCH

If you have any questions regarding applying for this position, please contact:

Robin Marlow at 303-302-1000 or rmarlow@casb.org
Colorado Association of School Boards
1200 Grant St., Denver CO 80203

Superintendent Search Team

The following are brief bios of the members of CASB's superintendent search team. A consultant will be assigned to your search based on best fit with the district and availability.

Consultants

John Merriam, (719) 371-0261, jmerriam@bresnan.net

John Merriam joined CASB's team of superintendent search consultants in 2008 following a long and distinguished career as an educator in the Fremont Re-2 school district. During his 11 years as superintendent of that district, John developed the insight and wisdom that has guided many of our school district clients in their search for a superintendent who understands the unique needs and challenges of smaller districts.

Henry Roman, (719) 320-3950, henryrom@comcast.net

Henry Roman has been providing consulting services for CASB superintendent searches since 2007. He began his career in education in 1969 and served for several years as superintendent of the Pueblo 60, Pueblo 70, and Hanover school districts. He is thus well versed in the unique needs of a variety of districts, from mid- to small-sized. Henry is fluent in Spanish and is known for his personable manner and attention to detail.

Diana Sirko, (970) 618-9829, dianasirko76@gmail.com

During her more than 40 years serving Colorado public education, Dr. Sirko has excelled in many professional capacities, from teacher to principal to superintendent to deputy commissioner of the Colorado Department of Education. She has worked in urban, suburban, and rural districts, with student populations ranging from 1,600 to 32,000. Diana is currently a speaker and consultant for numerous school districts and other education-related organizations across Colorado. A skilled communicator, she is highly regarded as a facilitator of positive working relationships between all of a school district's key players: its school board, superintendent, staff, students, and local community members.

Randy Zila, (970) 679-1876, randyz@skybeam.com

Named the 2007 Colorado Superintendent of the Year for his achievements during his seven-year tenure as superintendent of St. Vrain Valley School District, Randy is currently the Executive Director of the Centennial BOCES, a position he has held since 2010. Given this rich background, Randy brings to a superintendent search a keen sensitivity and depth of awareness that few Colorado educators can match. He has been a member of the CASB Superintendent Search team since 2008.

Support

Randy Black, Director, Member Relations & Superintendent Solutions, (303) 832-1000, rblack@casb.org

Robin Marlow, Executive Assistant, (303) 832-1000, rmarlow@casb.org

REFERENCES

For the following Colorado school districts, CASB provided full search services as detailed in its "Seven- Step Search Process."

Fremont RE-2 (1,400 students)
Florence, CO
Joseph Caruso, President
Board of Education
(719) 491-0585
jcaruso@re-2.org

> *Full superintendent search conducted in 2018*
> *Selected candidate: Brenda Krage (Date of hire: 7/1/2018)*
> *CASB Search Consultant: John Merriam*

Bayfield School District (1,300 students)
Bayfield, CO
Janie Hoover, President
Board of Education
(970) 884-2496
jhoover@bayfield.k12.co.us

> *Full superintendent search underway*
> *Selected Candidate: Kevin Aten (Date of hire: 7/1/2018)*
> *CASB Consultant: Diana Sirko*

Telluride School District (900 students)
Telluride, CO
Paul Reich, President
Board of Education
(970) 708-1012
preich@telluride.k12.co.us

> *Full superintendent search conducted in 2015*
> *Selected candidate: Michael Gass (Date of hire: 7/1/2015)*
> *CASB Consultant: Mark DeVoti*

CONTRACT FOR CONSULTANT SERVICES
SUPERINTENDENT SEARCH

This agreement is made and entered into this _____ day of _____, 2018 by and between the **Colorado Association of School Boards** (hereinafter referred to as the "Association") and **Lake County School District R-1 (**hereinafter referred to as the "District").

1. **Consultant.** The Association agrees to provide a consultant to the District to aid the District in procuring a qualified superintendent. The Association agrees to provide the consultant with the training, assistance, and information necessary to carry out the obligations of the contract.

2. **Association Duties.** At the initial meeting between the District and the Association, the specific services to be performed by the consultant shall be agreed upon and itemized on an addendum which is attached hereto as Attachment A and hereby made a part of this agreement. The Association agrees to perform those duties necessary to perform the services selected by the District as indicated on Attachment A. The Association's duties include the facilitation of the superintendent's initial performance plan with the board immediately following the hire date.

3. **District Duties.** The District agrees to be responsible for all those duties in connection with the superintendent search which are mutually agreed upon and itemized at the initial meeting. The District further agrees to cooperate with reasonable requests of the Association's consultant. The District shall have the exclusive right and responsibility for the selection of the superintendent.

4. **Media Contact.** The District agrees to appoint a District contact person for the media; the Association will release no information to any source except the board and/or its designated representative without prior approval of the board president.

5. **Target Dates.** Each party understands that the "target dates" set forth in the timeline are for the purpose of establishing guidelines for timely completion of a particular task by the "target date." Each party agrees to be diligent and use reasonable efforts to stay within these guidelines.

6. **Consultant Fee.** The District agrees to pay the Association the sum of nine thousand dollars ($9,000) for the professional services, plus reasonable expenses as provided in paragraph 7 of this Agreement, not to exceed twelve hundred dollars ($1,200). The Association will bill the District upon signing of this contract for one-half of the professional service fee and the final one-half plus expenses when the finalist files are delivered. The District agrees to make payment for such services within 30 days of billing.

7. **Expenses.** In addition to the consultant fee payable under the terms of the preceding paragraph, the District shall reimburse the Association for reasonable expenses incurred by the Association's consultant(s) in connection with the performance of the contract. Such expenses shall include the following: transportation; costs of advertisement, printing costs; postage; meals; lodging; supplies; copying; and all other incidental expenses necessary and appropriate to performance of duties outlined in Attachment A.

8. **Unlawful Discrimination Prohibited.** The Association and the District agree that neither will unlawfully discriminate against any person on the basis of race, color, sex, sexual orientation, age, religion, national origin, ancestry, genetic information, marital status, disability or other basis prohibited by applicable law in any aspect of the search or selection process.

9. **Employment.** The consultant shall be an independent contractor and shall not be deemed to be an employee of the District for any purpose.

10. **Termination.** This agreement may be terminated with or without cause by the District or the Association upon not less than 10 days' written notice. In the event of termination, the Association will determine the Association's fee earned to the date of termination based on the schedule of values on Attachment A together with any unreimbursed expenses. The District shall pay those fees to the Association within 15 days of termination. The Association shall deliver to the District all documents and materials relating to the services prepared by or in the possession of the Association. However, the Association shall not deliver specific documents/materials in its possession if it is prohibited from doing so due to the Association's agreement with OneSource, a background check company.

11. **Performance Guarantee.** In the event the District does not find a good fit for its superintendent through the Association's superintendent search services, the Association will reopen the search and continue to work with the District on an expenses-only basis until a satisfactory match is made. This performance guarantee shall not apply if the Association is not involved in evaluating and recommending the candidates to the District for consideration.

12. **Assignment.** Neither this contract nor any interest therein shall be assigned to any party.

13. **Service Not Exclusive.** The District understands and agrees that the Association may enter into agreements with other school districts located in the State of Colorado to provide assistance in superintendent searches and that candidates suggested to the District may also be suggested for consideration by such other districts as well.

14. **Total Agreement.** This Agreement constitutes the total agreement between the Association and the District. No modification of the Agreement shall be effective unless reduced to writing and executed by both parties.

COLORADO ASSOCIATION OF SCHOOL BOARDS

By:_____   Date:_____
   Randy Black
   Director, Superintendent Searches

LAKE COUNTY SCHOOL DISTRICT R-1

By:_____   Date:_____
   Amy Frykholm
   Board President

ATTEST:

_____

Board Secretary

ATTACHMENT A
SUPERINTENDENT SEARCH SERVICES CONTRACT

The CASB Superintendent Search service includes:

- Facilitated meetings with the board
- Focus groups with district staff and community
- Focus group report that summarizes focus groups and provides the basis for the superintendent profile and interview questions
- Development and national distribution of brochure
- Development and national distribution of advertisements
- Sample press releases and letters
- Application management
- Applicant recruitment
- Contact with candidates
- Development of screening criteria for board approval
- Development of interview questions for board approval
- Assistance to board on screening and interview process
- Candidate background checks after initial screening
- Notification of successful and unsuccessful candidates
- Facilitated development of a first-year performance plan, if requested
- Board consultation as needed
- Contact with board's designated search coordinator throughout the search process

CASB will identify tips and procedures to address the legal issues which may arise from this process in order to limit the school district's liability risks.

The actual screening of applications, interviewing candidates and all activity related to the final selection and contract development remain the board's most important responsibility. This service supports, but does not supplant, the board's work.

C O N T R A C T   F O R   C O N S U L T A N T   S E R V I C E S
<u>MODIFIED</u> SUPERINTENDENT SEARCH

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   hundred dollars ($4,500) for the professional services, plus reasonable expenses as provided
   in paragraph 7 of this Agreement, not to exceed twelve hundred dollars ($1,200). The
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COLORADO ASSOCIATION OF SCHOOL BOARDS

By:_____   Date: _____
    Randy Black
    Director, Superintendent Searches

LAKE COUNTY SCHOOL DISTRICT R-1

By: _____   Date: _____
    Amy Frykholm
    Board President

ATTEST:

_____
Board Secretary

ATTACHMENT A
SUPERINTENDENT SEARCH SERVICES CONTRACT
Modified Search

The CASB Superintendent Search service includes:

- All facilitated meetings with board
- Focus groups with district staff and community
- Focus group report that summarizes focus groups and provides the basis for the superintendent profile and interview questions
- Development and national distribution of brochure
- Development and national distribution of advertisements
- Sample press releases and letters
- Application management
- Applicant recruitment
- Development of screening criteria for board approval
- Facilitated development of a first-year performance plan, if requested
- Board consultation as needed
- Contact with board's designated search coordinator throughout the search process

CASB will identify tips and procedures to address the legal issues, which may arise from this process in order to limit the school district's liability risks.

The actual screening of applications, interviewing candidates and all activity related to the final selection and contract development remain the board's most important responsibility. This service supports, but does not supplant, the board's work.

An Alternative Method for Superintendent Search: The Delphi Approach.
Amy Frykholm

I spoke with Cathy Minceberg, the consultant from the Center for the Reform of School Systems, who came to Leadville and led the school board through the reform of our governance model.

Typically, a school board hires a search firm (either CASB or another firm). That firm helps a school board articulate what we are looking for and then brings us candidates for the job. We pay the firm between $10,000 and $30,000 for this service.

Cathy proposed the following alternative for a Superintendent Search, called the Delphi method. A school board starts by asking the current Superintendent and a few other people who know and understand the district and are also experts in the field to identify a few people who could help us find the best instructional leaders in Colorado. Then we reach out to those people and ask who they know who might either be interested in the job or could help us find someone interested in the job. We ask: Who are the real go-getters? Who is looking for a unique opportunity? etc. We call those people and ask similar questions and so on until, eventually, a few names come up again and again. Using this method, we zero in on the people we would like to apply for the job. Then we send someone (the mayor? a small community group? the Promotoras?) to recruit them to apply.

An alternative within the alternative would be to put together a small community subcommittee to run this process that reports to the board on its progress.

If we decide to go this way, Cathy offered to have a by-phone consultation with us that would help us define our goals, refine our questions, and set us up for the process. She estimated the cost to be $1000.

Policy Type: Governance Process

Agenda Planning

To accomplish its stated objectives, the Board will follow an annual agenda which includes continuing review, monitoring and refinement of *Strategic Policies* and continually improves board performance through board education and enriched input and deliberation.

Accordingly:

1. The monthly planning of the agenda will be developed by the Board President and Superintendent. This agenda will be based on the Oversight Calendar, Workshop Calendar and On-boarding Calendar, all of which can be found in policies SP4-C1-3.

2. Agenda planning will include:

    a. Monitoring of district performance in accordance with the Strategic Plan and Oversight Calendar.
    b. Consultations with selected groups and persons that will be determined and arranged by the Superintendent and the Board President with input from the Board.
    c. Governance education, including orientation of new Board members in the Board's governance process and periodic Board discussion of process improvement.
    d. Education related to *Strategic Policies* (e.g. presentations by futurists, demographers, advocacy groups, staff, etc.).

3. Throughout the year the Board will attend to consent agenda items as expeditiously as possible. An item may be removed from the consent agenda only upon approval of a majority of the Board.

Monitoring of *Governance Process*, *Board-Superintendent Relationship* and *Staff/Superintendent Guidelines* policies will be included on the agenda four times a year for review and discussion.

Policy Type: Strategic Policies

On Boarding Road Map Calendar

Month/Year	Activity	Who facilitates	
November 2019	Election	The Public	
	At meeting, welcome	Board president	
December 2019	Board basic orientation	Board president	Include acronyms; quick start guide.
	Roles	Board president	
January 2020	At work session, red line scenarios	Board president	
February 2020	At work session, constituent service	Katie Baldassar	
March 2020	At work session, legal training	Caplan and Ernst	
April 2020	At work session, financial	Keith Moffet	
May 2020	At work session, discussion of unwritten expectations	Board president	
June 2020	Board retreat		

Month/Year	Activity	Who facilitates	
September 2020	CASB fall gathering		
December 2020	CASB winter gathering		
January 2021	School finance workshop	CASB	

LCSD Board Meeting – Superintendent Update 3-12-19

We shared our Turnaround Story in a few different venues since our last meeting:

- A presentation that was shred with the Joint Education Committee of the Colorado General Assembly is attached.
- A case study that was shared at the Teacher-Informed Solutions in Performance Evaluation (TISPE) Summit Sponsored by Rose Community Foundation and Supported by PEBC, Teach Plus and Colorado Children's Campaign is attached.
- Our superintendent was highlighted by Education Week as a Leaders to Learn From. She will travel to Virginia this spring to learn from other leaders and share our story. A press release is attached.

Celebration

- School Security Disbursement Grant Award

TURNAROUND STRATEGY:
COLLABORATION AND PARTNERSHIP

Who we are

- Rural, Mountain setting at 10,200 feet in Elevation
- 1,081 Students Pk-12
- 70% minority; 67% identify as Hispanic or Latino; 30% identify as white
- 61% of our K-12 students qualify for free or reduced lunch
- 32% of our students are English language learners

Our Turnaround Journey

	2013	2014	2016	2017	2018
West Park Elementary	Turnaround *On the accountability clock*	Turnaround *On the accountability clock*	K-2, No State Rating	K-2, No State Rating	K-2, No State Rating
Lake County Intermediate School	Turnaround *On the accountability clock*	Priority Improvement *On the accountability clock*	Improvement	Performance	Improvement
Lake County High School	Performance	Performance	Priority Improvement *On the accountability clock*	Performance	Improvement
District	Priority Improvement *On the accountability clock*	Improvement	Priority Improvement *On the accountability clock*	Accredited	Improvement

Our Rural Pathway

- 5 Choices
  - Charter School Conversion
  - Innovation Status
  - School Closure
  - District Reorganization
  - **Change in Management**

Our Community

- 2012 Bond Election
- Community Conversation
- Turnaround status was a lever for change

What We Heard

- Stronger Academics
- Well rounded education – arts, sports, extracurricular
- Engaging
- Climate and Culture
- Multiple pathways
- Leadership

We listened

- Community voted 2-1 to pass the bond
- Expeditionary Learning (EL)
  - Habits of a Learner
  - Crew
- Healthy Schools Initiative

Turnaround Network at CDE

- ▶ Performance Management Cycle
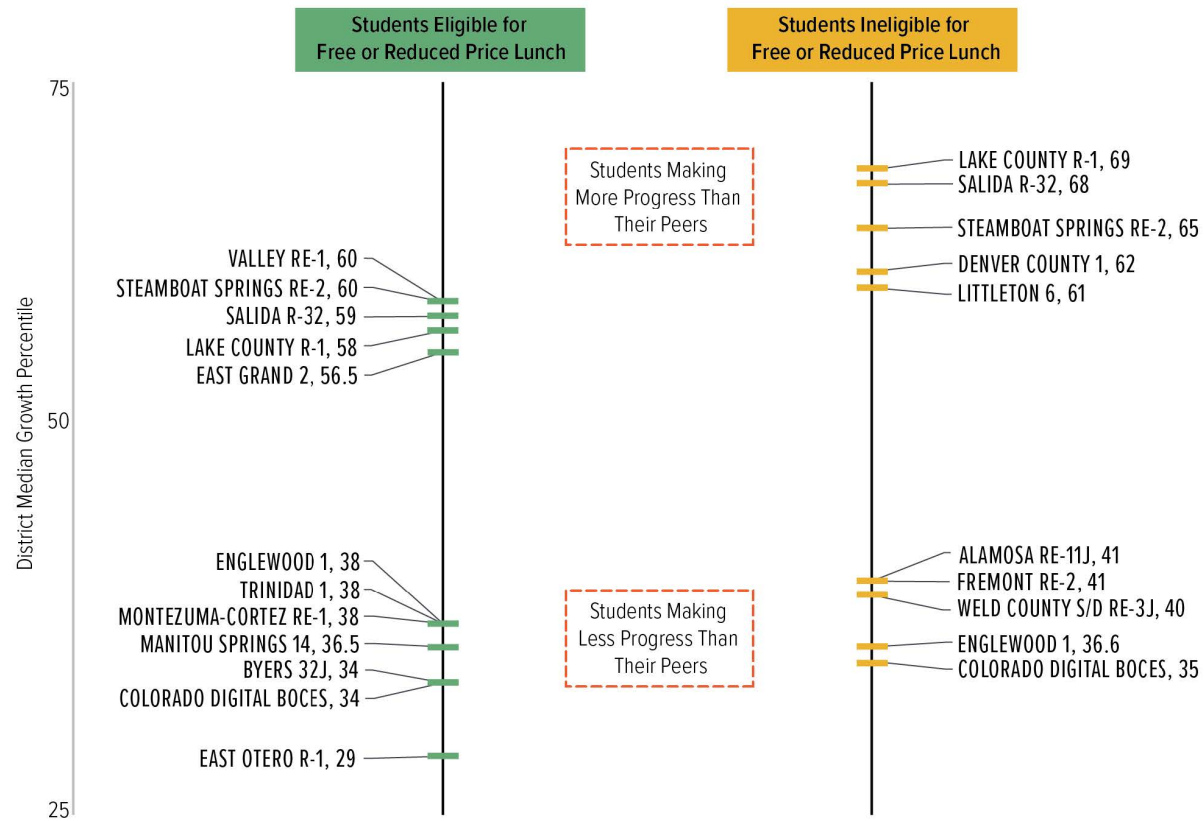- ▶ Cutting edge practices for Turnaround schools and districts

Key Partnerships – Turnaround Network

- ▶ Relay Graduate School of Education
- ▶ Achievement Network
- ▶ UnboundEd
- ▶ Other Schools and Districts
- ▶ Foundations

Where are we now?

Figure 13. Large Districts with Highest and Lowest Growth (MGP) in Math by Eligibility for Free or Reduced Price Lunch - 2017

Students Eligible for Free or Reduced Price Lunch

Students Ineligible for Free or Reduced Price Lunch

District Median Growth Percentile

75

Students Making More Progress Than Their Peers

LAKE COUNTY R-1, 69
SALIDA R-32, 68
STEAMBOAT SPRINGS RE-2, 65
DENVER COUNTY 1, 62
LITTLETON 6, 61

VALLEY RE-1, 60
STEAMBOAT SPRINGS RE-2, 60
SALIDA R-32, 59
LAKE COUNTY R-1, 58
EAST GRAND 2, 56.5

50

ENGLEWOOD 1, 38
TRINIDAD 1, 38
MONTEZUMA-CORTEZ RE-1, 38
MANITOU SPRINGS 14, 36.5
BYERS 32J, 34
COLORADO DIGITAL BOCES, 34

Students Making Less Progress Than Their Peers

ALAMOSA RE-11J, 41
FREMONT RE-2, 41
WELD COUNTY S/D RE-3J, 40
ENGLEWOOD 1, 36.6
COLORADO DIGITAL BOCES, 35

EAST OTERO R-1, 29

25

Where are we now?

Lake County School District

Location: around Leadville, Colorado, in the mountains of Central Colorado

Presenter: Dr. Wendy Wyman, Superintendent

OVERVIEW

Lake County School District is a small, rural district comprised of four schools (Pre-K to 12) about 100 miles southwest of Denver. The district has 76 teachers with 12 years average experience. Sixty-one percent hold master's degrees.

Demographics of Lake County
- 1080 Students (Pre-K - 12)
- 4 schools - 1 Pre-K, 2 Elementary, 1 High School
- Ethnicity: 67% Hispanic, 30% Caucasian
- English language learners: 32%
- Free & Reduced Lunch: 61%

When Dr. Wyman became superintendent seven years ago, the district was on a turnaround five-year clock. The district has since exited turnaround status, and last year was rated at the highest level.

Lake County School District designed a teacher performance evaluation program that is rooted in teacher growth. The district uses the Colorado State Model Performance Management System through RANDA. However, they have implemented the Relay Graduate School of Education methodology of continuous and frequent teacher observation and feedback.

Lake County utilizes its teachers' voices and professional development goals to set goals for measures of student learning (MSL), accounting for 50 percent of the teacher's performance evaluation.

"We really try to think - How are we developing our teachers through a growth mindset?" - Dr. Wyman

Within MSL, each teacher selects 1-2 indicators that he or she wants to develop, which accounts for the majority of the rating. Thus, Lake County teachers lead their professional development goals, and the evaluation process is not used as a "gotcha" or a hammer, but as an opportunity for capacity-building.

CORE ELEMENTS & KEY FEATURES

Core Elements
- Uses Colorado State Model Performance Management System through RANDA as a framework.
- Using Relay's methodology, each teacher receives feedback at least every two weeks, and some teachers receive more frequent feedback.

- Teachers self-select 1-2 MSL indicators for evaluators to focus on. Their rating and growth on those measures contribute to nearly 40 percent of their performance evaluation.
- The superintendent meets weekly with school leaders in a performance management meeting that is guided by each school's work plan. This meeting includes discussion about how teachers are being supported.

Featured Innovation

Lake County has designed a teacher performance evaluation system where teachers inform their professional development goals, and feedback is continuous and growth-oriented. Dr. Wyman notes, "We think of assessing teacher performance as part of a formative cycle. So when we do observations, we determine the next logical action step for the particular teacher. We also look at student work and assessments to assess where our teachers are in their own growth… [and] they can think about how to support our students."

LESSONS LEARNED

Hurdles & Challenges

- After SB 191 passed with new required comprehensive evaluation, the teachers association in Lake County expressed concern that the evaluators would not adequately understand the teachers' practice in the one or two observations required. To remedy this, Lake County School District agreed with the teachers' association to implement a regular observation feedback model that would ensure that evaluators spent adequate time in teachers' classrooms and more accurately evaluate their practice. The District uses the Relay Observation Feedback model as a framework for bi-weekly feedback meetings.
- It takes extensive time and human resources to complete all observations. Lake County has four academic deans who are evaluators, plus three principals and one assistant principal for 76 teachers.

OUTCOMES

Project Results

Lake County uses BluePrint Schools Network to provide a quarterly evaluation of each school. Their analysis shows positive trends in student assessment data for Lake County's two elementary schools. The state gave two of the district's schools the highest possible rating in 2018. Moreover, the district's language arts growth score was 16 points above the median and math was 11 points above the median in Colorado. The progress of the district out of turnaround status also indicates positive trends.

Ideas to Build On

Dr. Wyman's goal is for every teacher to have a deep understanding of their content at grade level and have the support and tools they need to teach it. A high priority for Lake County is equity for every student, and having teachers armed with a variety of instructional techniques is vital to that undertaking. Dr. Wyman aims to facilitate and expects a growth mindset in her district.

Lake County School District believes it is essential to write grants and obtain funding beyond State and Federal funding to appropriately fund their education goals, especially in a turnaround district. Many initiatives and some positions in LCSD are funded through grants and support from foundations, including the Gates Foundation.

EDUCATION WEEK

Education Week Announces 2019 Leaders To Learn From

WASHINGTON—**February 20, 2019**—America's school districts are filled with talented, committed educators who bear awesome responsibilities for educating and nurturing all children.

Today, *Education Week*, in its annual *Leaders To Learn From* report, turns the spotlight on nine such exceptional education leaders working to enact—and inspire—transformational change in the nation's school districts.

"These nine leaders are single-minded about finding solutions and trying new approaches, all in pursuit of excellence for the students, teachers, and communities they serve," said Lesli A. Maxwell, assistant managing editor at *Education Week* and the executive project editor for *Leaders To Learn From.* "Too often, stories about the hard work and successes of these K-12 public servants and the tremendous impacts they have on students don't get told."

> *Education Week*'s 2019 *Leaders To Learn From* are:
> - **Christie-Jo Adams,** Fine Arts Instructional Specialist, Richmond Public Schools, Richmond, Va.
> - **Joanna Burt-Kinderman,** Instructional Coach, Pocahontas County Schools, Buckeye, W.Va.
> - **Jeff Hawkins,** Executive Director, Kentucky Valley Educational Cooperative, Hazard, Ky.
> - **Shomari Jones,** Director of Equity and Graduation Success, Bellevue Public Schools, Bellevue, Wash.
> - **Suzanne Lacey,** Superintendent, Talladega County Schools, Talladega, Ala.
> - **Emilio Pack,** Founder and CEO, STEM Preparatory Schools, Los Angeles
> - **Roberto Padilla,** Superintendent, Newburgh Enlarged City School District, Newburgh, N.Y.
> - **Angela Ward**, Supervisor of Race and Equity Programs, Austin Independent School District, Austin, Texas
> - **Wendy Wyman**, Superintendent, Lake County Public Schools, Leadville, Colo.

Education Week editors selected these educators from hundreds of nominees submitted by readers, our staff reporters, and experts in the K-12 field. They will be honored on May 2-3 at *Education Week*'s *Leaders To Learn From* event in Arlington, Va., just outside Washington, D.C., where they will engage with an audience of more than 200 K-12 administrators from around the country to share the strategies they've used successfully in their school systems.

The event's keynote speakers include Daniel Pink, best-selling author of *When: The Scientific Secrets of Perfect Timing*, *Drive* and other titles; Richard Carranza, chancellor of New York City public schools; and Bror Saxberg, vice president of learning sciences at the Chan Zuckerberg Initiative.

For more information on the 2019 *Leaders To Learn From* report and event, visit https://leaders.edweek.org/

# # #

Board Reports—March 12, 2019

Amy Frykholm: No report

Ellie Solomon: Policy Council will be meeting on Monday 3/11, rather than our normal 1st Monday of the month. I'll try to send a quick summary of the discussion via email that night for advance reading. Kudos to the whole team who worked through the storm and kept our students safe.

Jeff Fiedler: No report

Stephanie McBride: I attended the last calendar committee meeting, which were all updated on. I just want to reemphasize the gratitude that I have for the entire calendar committee and all the work that they put into this process. They have done a great job of keeping our kids at the forefront of the process, while also always considering all of the stakeholders in the community.

 The URA board is still trying to figure out a good meeting time for everyone. They sent out a doodle poll, and it looks like they're going to keep their meeting times at the same time as our board meetings. So, after I see the results of that pool, we may need to think about if I am the best person to represent the school district for that board. Although, I'm not sure how that would work since I took a two-year position.

Eudelia Contreras: No report