

Ocean Academy Charter School Board of Education

Minutes – Board of Trustees Regular Meeting, October 10, 2023

In Accordance with the Open Public Meetings Act: Public Notice of this Meeting pursuant to the Open Public Meetings Act has been given by the Board Secretary in the Asbury Park Press – Paper of Record. Ocean Academy Charter School, 1650 Massachusetts Avenue, Lakewood, NJ. Attendance by virtual or in person.

Anita Raynes Lepelstat – President
Jim Muzikowski – Vice President
Marshall White
Aase Marie Hare
Sharon Hollander
Roxanne Martin
Wendy Osorio

Valarie Smith (Board Secretary), Lorna Hassel (Head of School), Dawn Cobb-Fossnes (Middle School Principal), David Block (School Business Administrator), Thomas McMahon (Facilities Consultant), and David Hespe (Board Attorney).

Meeting Called to Order by Anita Lepelstat at 6:16 PM
Salute to the Flag by Board President Anita Lepelstat

Action Agenda

Public Session:

Old Business

Facilities Update – Trailer – Tom McMahon

Work for the trailer is still in process – several projects need to be started, built, and inspected. Work should begin shortly on more concrete work and a (Handicap Accessibility) ramp. Not sure at this point as to when it will be ready for occupancy.

Approval of Meeting Minutes of August 29, 2023 - Presented by Valarie Smith

Anita Lepelstat has asked that the following summary of the Executive Director’s review be posted as an addendum to the August 29, 2023 minutes. She had planned to read it at the meeting but instead gave a short statement of its content with a synopsis of the completion of the three 2022-23 goals.

Ocean Academy Board of Trustees’ Review of Executive Director – August 29, 2023

I, Anita Lepelstat, as president of the Board of Trustees of the Ocean Academy Charter School have been tasked with summarizing input from our Board Members’ evaluation of the Executive Director’s progress toward three stated district goals for the year 2022-23 to improve student performance.

Thank you to my board colleagues for your prompt and thorough response to completion of your assessments. I greatly appreciate the personal time each of you has given in meeting with me in my home, while traveling in your car, rendezvousing in faraway places, and in several shared phone conversations. My very personal thanks to board attorney David Hesse for his time, guidance, clarification, and support during this process.

Members who completed assessments were Aase Hare, Sharon Hollander, Roxanne Martin, Jim Muzikowski, Stephen Nichol, and Marshall White.

Goal 1: To improve upon state test scores (NJSLA) (approved by the Board-August '22).

The consensus among the seven respondents was that significant progress has been made toward developing processes, instructional strategies, and implementing curriculum aligned with state standards for improvement in students' learning. This was developed and improved upon through consultation with learning specialist Nancy Guzman, school supervisors, school leaders, and faculty in addressing previous state outcomes and anticipated scores.

Improving low score performance has reportedly been and continues to be addressed. We agree that Ms. Smith has recognized the need to implement strategies throughout all grades which align with state educational standards and the anticipated improvement in student learning throughout all grades.

A cross section of comments are as follows:

Ms. Smith is working on multiple platforms to increase and improve student growth and output. Despite numerous covid interruptions to education, the superintendent, with board approval, has forged ahead with the above listed programs (see superintendent's comments) and student achievement appears headed in the right direction as a result.

Goal 2: Continue to oversee the Expansion of the school K-8.

Programming and implementation of instructional strategies to improve student performance in middle school grades have been consistently shared with board members. Of particular note is the implementation of learning activities which have demonstrably been shown to motivate students to work to their potential and beyond. Discipline is consistently and effectively addressed.

The introduction a music and an athletic program have been viewed as outstanding additions to the middle school curricula.

Comments:

Growth seems to be steady and consistent with a kindergarten wait list for school enrollment. A board member questioned the use of the music and stem teachers working with students for in-school suspension and suggested the employment of a paraprofessional(s) instead.

The Executive Director appears well aware of the challenges of this goal and has been vigilant in keeping up with the trends of students, families, and education oversight entities.

Goal 3: To achieve an expansion grant for a High School and explore facilities.

Consensus among board members is that satisfactory progress has been made, in general, toward this goal. It is agreed that the granting of the expansion grant for inception of a High School is dependent on many factors among these the outcome of our measurable performance and learning metrics in K-8 grades to the present time.

Comments:

Ms. Smith is considering and exploring all aspects both positive and negative toward the achievement of this goal. She has gone above and beyond to explore ways to work with all parties toward its achievement. These efforts, needless to say, are ongoing.

Summary

The goal herewith expressed by Mrs. Smith regarding state school test scores is ongoing particularly on improving student performance in language arts and mathematics when compared to last year's performance and Lakewood School District test results. We were excited to learn that the recently reported raw scores in math and language arts reflect improvement. We are awaiting averages among school districts in September and comparisons among Lakewood schools in December. Ms. Smith, as stated, will continue her work to achieve the expansion grant for a High School and continue to explore facilities.

We, as a board, applaud Ms. Smith and her staff and faculty's efforts and success in helping parents with problems and challenges that they are, at times, unable to manage due to their unfamiliarity with the English language. Supporting parents in areas of need benefits our children as parents learn how to navigate through challenges that come their way. (ie completion of applications, understanding small print, etc.) Through providing assistance and addressing presenting needs, we hope to increase parent's understanding of the educational process and ways they can contribute and support their student's learning.

Ms. Smith has had the insight to employ staff who have been resourceful to parents when needs have risen outside the school environment. This is viewed as a valuable tool in helping children learn as their parents learn vis-à-vis our shared, but complex American culture. We would ask that efforts and actions for intervention be reported to the board periodically.

We heartily support Ms. Smith's efforts to involve family, community, staff, administrators, and faculty in developing a comprehensive plan for board/community input and outreach. Continuing the partnership between parent, administration, faculty, and staff to navigate the educational landscape clearly presents as an essential ongoing goal.

Anita Lepelstat

Motion to submit Executive Director's summary assessment by Board President as an addendum to the August 29th minutes made by Anita Lepelstat

Seconded by Sharon Hollander

Vote: Unanimously Approved by the Board

Motion to approve the August 29th minutes made by Aase Hare

Seconded by Jim Muzikowski

Vote: Unanimously Approved By the Board

Principal's Report Presented by Lorna Hassel

Student Absences for the Month of September = 37 days

Staff Absences/Days Out = 9 1/2 days

HIB incidents - 0

Total Student Enrollment: 498

New Business

Resignations – New Board Member

Resignations of Stephen Nichol and Thomas D'Ambola from the Board.

Motion to accept the resignations of Stephen Nichol and Thomas D'Ambola made by Anita Lepelstat
Second by Jim Muzikowski

Vote: Unanimously Approved by the Board

Valarie Smith introduces Dave Corso as an applicant for the Board. Dave presents his professional education background as an SBA and as a former employee of a charter management company.

Motion to Appoint Dave Corso to the Board to fill the term vacated by Thomas D'Ambola (unexpired term ending in August 2026) made by Anita Lepelstat

Second by Roxanne Martin

Vote: Unanimously Approved by the Board

New Hires for the 2023-24 School Year – Presented by Lorna Hassel

Resignation:

Heather Luker, First Grade Teacher & School Founder, resigned due to Personal Reasons

Motion to accept Heather Luker's resignation by Jim Muzikowski

Second by Anita Lepelstat

Vote: Unanimously Approved by the Board

Never started to work – this individual was listed to work as Para but never started
Lina DiMatteo

Motion to Accept removal from Staff Listing Sharon Hollander

Second by David Corso

Vote: Unanimously Approved by the Board

New Hires

Teresa Sarubbi – First Grade Teacher

Jenessa Lombardi – ½ Special Ed Teacher & ½ Para/Substitute

Following are new paras: Brandon Hicks & Damola Fasaken

Motion to Accept New Hires as Presented by Lorna Hassel made by Jim Muzikowski

Second by Aase Hare

Vote: Unanimously Approved by the Board

Resolution To Apply for a High School Expansion (9-12) – Valarie Smith

The Board of Trustees of Ocean Academy Charter School approves of an application of expansion to the New Jersey Department of Education for a full High School, Grades 9, 10, 11, & 12 with a population of 70 students in each grade.

Discussion – 60 or 70. As it stands now we have 60 students per grade.

Motion to Approve of a Resolution for Ocean Academy to apply for a High School expansion (adding grade 9 with 70 students to grow upward – 10th, 11th, & 12th) made by Sharon Hollander

Second Anita Lepelstat

Vote: Unanimously Approved by the Board

Final Teacher Assessment Document – Presented by Dawn Cobb-Fossnes

Teacher Evaluation Rubrics

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:
 1. Planning and Preparation for Learning
 2. Classroom Management
 3. Delivery of Instruction
 4. Monitoring, Assessment, and Follow-Up
 5. Family and Community Outreach
 6. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

4 – Highly Effective

3 – Effective

2 – Improvement Necessary

1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability" (Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The teacher:

4 Highly Effective

3 Effective

2 Improvement Necessary

Page 6 of 20

1 Does Not Meet Standards

a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

B. Classroom Management

The teacher:

4 Highly Effective

3 Effective

2 Improvement Necessary

1 Does Not Meet Standards

a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.

h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

C. Delivery of Instruction

The teacher:

4 Highly Effective

3 Effective

2 Improvement Necessary

1 Does Not Meet Standards

a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.

f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

D. Monitoring, Assessment, and Follow-Up

The teacher:

4 Highly Effective

3 Effective

2 Improvement Necessary

1 Does Not Meet Standards

a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.

d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

E. Family and Community Outreach

The teacher:

4 Highly Effective

3 Effective

2 Improvement Necessary

1 Does Not Meet Standards

a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

F. Professional Responsibilities

The teacher:

4 Highly Effective

3 Effective

2 Improvement Necessary

1 Does Not Meet Standards

a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95- 97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade- level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after- school activity.	Declines invitations to serve on committees and attend after-school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.

i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Evaluation Summary Page

Teacher's name: ___ School year: _

School: ___ Subject area: _

Evaluator: __ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _ Date: _

Teacher's signature: __ Date: _

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Motion to Accept Teacher Evaluation Form made by Dave Corso

Seconded Wendy Osorio

Vote: unanimously approved by the Board

Board President Anita Lepelstat Presents the Summary of the Board Self-Assessment – Led by Anita Lepelstat

Summary Review of all Board Members who Participated in the Self-Assessment as submitted by Board President Anita Lepelstat

SCHOOL DISTRICT BOARD SELF EVALUATION - October 2023

<u>Quantification of Relative Value</u>	<u>Vital %</u>	<u>Very Important %</u>
I. PLANNING	66	34
II. POLICY	50	50
III. STUDENT ACHIEVEMENT	50	50
IV. FINANCE	66	34
V. BOARD OPERATIONS	34	66
VI. BOARD PERFORMANCE	66	34
VII. BOARD/SUPERINTENDENT RELATIONSHIPS	66	34
VIII. BOARD/STAFF RELATIONS	50	50
IX. BOARD AND COMMUNITY	66	34

Overall ratings for the board's effectiveness and success falls between the ratings of vital and very important.

Vital = 31 = 57%

Very Important = 23 = 42%

6 members multiplied by 9 areas results in 54 ratings overall.

SCHOOL DISTRICT BOARD SELF EVALUATION - TABULATION OF RESPONSES

I.	PLANNING				
	About the Board	Commendable 46%	Good 54%		
	About You, the Board Member	Commendable 56%	Good 38%	Adequate 5%	
II.	POLICY				
	About the Board	Commendable 46%	Good 41%	Adequate 6%	
		Unsatisfactory 3%	Not Observed 3%		
	About You, the Board Member	Commendable 60%	Good 36%	Adequate 4%	
III.	STUDENT ACHIEVEMENT				
	About the Board	Commendable 58%	Good 41.5%		
	About You, the Board Member	Commendable 50%	Good 50%		
IV.	FINANCE				
	About the Board	Commendable 44%	Good 49%	Adequate 7%	About
	You, the Board Member	Commendable 50%	Good 50%		
V.	BOARD OPERATIONS				
	About the Board	Commendable 65%	Good 27%	Adequate 8%	About You,
	the Board Member	Commendable 67%	Good 16%	Adequate 16%	
VI.	BOARD PERFORMANCE				
	About the Board	Commendable 71%	Good 29%		
	About You, the Board Member	Commendable 100%			
VII.	BOARD/SUPERINTENDENT RELATIONSHIPS				
	About the Board	Commendable 71%	Good 21%	Adequate 8%	
	About You, the Board Member	Commendable 85%	Good 15%		
VIII.	BOARD/STAFF RELATIONSHIPS				
	About the Board	Commendable 47%	Good 53%		
	About You, the Board Member	Commendable 56%	Good 39%	Unsatisfactory 5%	
IX.	BOARD AND COMMUNITY				
	About the Board	Commendable 36%	Good 36%	Adequate 16%	
		Unsatisfactory 5%	Not Observed 7%		
	About You, the Board Member	Commendable 67%	Good 33%		

SCHOOL DISTRICT BOARD SELF-EVALUATION 10/2023

COMMENTS

PLANNING

"I attend regular board meetings. I attend conferences, trainings, and other school events. I ask questions and pay attention to our school progress in many areas including student achievement."

“While we recognize the importance of public participation in the planning process, facilitating public participation presents as a challenge.”

POLICY

“In this area I understand the clear distinction between the role of board member vs. administrator or employees.”

“As a board we have not reviewed policies that were written by state board. Copies of policies are available on line.”

STUDENT ACHIEVEMENT

“I listen to the experts in this area. If I am not well versed in the area, I defer to the experts and monitor the results.”

FINANCE

“Our annual audit and all independent reviews indicate the Board and the school are conducting business in a fiscally responsible manner.”

SCHOOL DISTRICT BOARD SELF EVALUATION 10/23

COMMENTS

BOARD OPERATIONS

“I believe my attendance, effort, time and above all “cooperative teamwork”(sic) in this area are in clear evidence.”

BOARD PERFORMANCE

“This area comes natural to me and does not pose any extraordinary stress.”

BOARD/SUPERINTENDENT RELATIONSHIPS

“Again, in my view, it is a pleasure to do a commendable job in this area and an honor to work with such good people.”

“We seem to be behind in evaluations....Not given proper time to conduct evaluations and discuss as a board! Also need to separate jobs, i.e. Director/Board Secretary.”

BOARD/STAFF RELATIONSHIPS

“It’s easy to do a good job when supported by the great team we have compiled from the school employees to the board attorney and everyone in between.”

“Board is not informed of school activities.”

SCHOOL DISTRICT BOARD SELF EVALUATION -10/23

BOARD AND COMMUNITY

“This is a broad and challenging area for all schools. I believe the board puts in a tremendous effort here and I do the best I can with limited time and experience in this particular community.”

“We are lacking in community outreach. School does not have positive working relationship with PTO.”

.....

IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

*Recognizing that our board’s priority is to improve student achievement. What are the major challenges currently facing our district? **Six respondent’s comments:***

- 1. Helping parents...so they can assist children at home.*
- 2. Decisions on funds allocations. You can’t have everything.*
- 3. Bolstering the superintendent’s effort to secure high school in any way possible.*
- 4. Work together to reach meaningful and measurable objectives.*
- 5. Parent/community involvement.*
- 6. Local district conflicts with our mission/goals.*
- 7. Conflicts to expand due to state issues/regulations.*
- 8. Engaging parents in the educational process.*
- 9. Obtaining authorization for early childhood program from the State Education Department.*
- 10. Resolving conflicting issues with school district which present ongoing challenges.*
- 11. Improving academic performance and test scores.*
- 12. Assuring that all students have best supports, i.e. therapy, ESL, special education, etc.*
- 13. Supporting student and family engagement in the school.*
- 14. Helping our ESL students learn English.*
- 15. Helping parents learn English.*

.....

IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

*In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training? **Six respondent’s input:***

1. *Seek ways board can meet to address concerns as adjuncts to formal monthly meeting, i.e. intercommunication within the board itself and with members intercolleaguely.*
2. *Our Board works well together.*
3. *Thanks to V. Smith, this community has a school where the students are loved and cherished.*
4. *More depth on aspects of school – perhaps one topic per meeting.*
5. *More examples of how Board members can be helpful (or unhelpful).*
6. *More discussion of emerging programs at school.*
7. *Conflict resolution with respect for all. We have very few issues-other school boards have many.*
8. *The tough balance of academic and very important extracurricula activities. You can't answer questions about a farm if you don't know what a farm is.*
9. *On the same topic, build social skills through competitive teamwork, chess team, debate team, soccer team- all build character.*

Motion to Accept the Summary Review of the Board Self-Assessment as presented by the Board President Jim Muzikowski
Second by Roxanne Martin
Vote: Unanimously Approved

[New Board Goals for the 23-24 School Year](#) – Led by Anita Lepelstat

Based on the Board Self-Assessment and on-going and new initiatives, the Board discusses what three goals / accomplishments they would like to achieve for the 2023-24 school year.

1. Continue to Support the effort to apply for a High School
2. Continue to Support Whole School Reform
3. Form a “Facilities Committee” consisting of four people: President, Vice President, and two members.

Motion to Accept the three Board Goals for the 2023-24 School Year by Roxanne Martin
Second by Aase Hare
Vote: Unanimously Approved by the Board

[Executive Director Goals 23-24](#)

Reminder of what the Executive Director’s 22-23 Goals were:

1. To improve upon test scores (State Assessments)
2. Continue to oversee expansion to 8th Grade

3. To achieve an expansion grant for a High School & explore Facilities

For Board and Executive Director to Agree on Goals for the 23-24 School Year

1. To Continue to Advance with a High School expansion.
2. Personally Outreach to Parents
3. Continue with Whole School Reform

Motion to Accept the three Goals for the Executive Director for the 23-24 School Year by Anita Lepelstat

Second by Jim Muzikowski

Vote: Unanimously Approved by the Board

Update on School Boards Convention – Presented by Valarie Smith

Porzio’s cocktail Party invite on Wednesday Evening 6:00 pm at Caesar’s

Financials – Presented by David Block

Business Item 1. APPROVAL OF MONTHLY FINANCIAL REPORTS

Bill’s List for FY24

Board Secretary’s Report – August 31st, 2023

August 31, 2023 Bank Reconciliation

Motion to Approve Financials made by Dave Corso

Seconded by Anita Lepelstat

Vote: unanimously approved

Board Comments:

Dawn Cobb-Fossnes, PhD gave a brief update on our Whole School Reform efforts

Announcements: None

Motion to Adjourn:

Motion to adjourn was made by Jim Muzikowski

Seconded by Anita Lepelstat

Vote: unanimously approved