

Millard

PUBLIC SCHOOLS

*COMMITTEE OF THE WHOLE
MEETING*



OCTOBER 13, 2003

MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet on Wednesday, October 13, 2003, at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

AGENDA

1. Discipline Reporting System
2. Administrator/Technical/Professional Evaluation Process
3. Personnel Issue (Executive Session)

Minutes
Board of Education
October 13, 2003

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The members of the Board of Education met for a Committee Meeting on Monday, October 13, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics that were discussed included the discipline reporting system, and the administrator evaluation process. There was also a special board meeting to go into Executive Session for a personnel issue.

PRESENT: Jean Stothert, Mike Pate, Linda Poole, Julie Johnson, Brad Burwell, and Mike Kennedy.

Others in attendance were Keith Lutz, Roger Farr, Kirby Eltiste, and other administrators.

Mike Pate called the meeting to order.

In the discussion on how discipline infractions are reported, it became evident that because of the different administrative styles of the building principals, and their specific needs relating to their building climate, were some of the reasons why the reporting method of the discipline infractions was not consistent. Some buildings requested a code for reporting certain infractions, which may or may not be one that was used by another school. At this time there are 65 codes in the reporting system, and there are different interpretations of those codes.

Board members agreed there needed to be consistency in the reporting method, but understood a little better why one building could not be compared to another. The Board did indicate if the infraction was under the district's policies and rules, or associated with the Standards of Student Conduct they wanted those incidents reported to them.

By having this discussion, it will help to streamline the reporting system.

Reporting the administrative evaluation process will be put on the report list so it occurs at least every two years.

Kirby Eltiste provided an overview on the administrative evaluation process. The supervisor and the administrators establish performance expectations to ensure that the objectives and the mission of the school district are implemented and accomplished.


The Mutual Commitments and Key Performance areas component of the Administrator Evaluation systems brings the job description down to an operational level with greater precision and conciseness as to what those job responsibilities include and are deemed essential in the successful operation of a building.

The Mutual Commitments component provides the administrator with the opportunity to define "why" they do what they do and "how" they will know if they have achieved the stated Mutual Commitments and the criteria used to measure successful completion.

The Key Performance area component provides an avenue to develop specific job targets that are either administrator-initiated and/or assigned by the District.

The overall supervisor rating is based on the fulfillment of those responsibilities as defined in the Mutual Commitments

Mike Pate adjourned the meeting to go into Executive Session at 8:20 p.m.



CHAIRMAN

5.



***PERFORMANCE BASED
ADMINISTRATOR EVALUATION***

AUGUST 2003

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PRINCIPAL EVALUATORS
2003-2004

School	Principal	Evaluator
Abbott	Eric Chausee	Carol Newton
Ackerman	Martha Nielsen	Carol Newton
Aldrich	Rich Pahls	Angelo Passarelli
Black Elk	Kevin Chick	Carol Newton
Bryan	Pat Rhodes	Martha Bruckner
Cather	Nila Nielsen	Kirby Eltiste
Cody	Nick Meysenberg	Angelo Passarelli
Cottonwood	Jed Johnston	Kirby Eltiste
Disney	Mark Schultze	Angelo Passarelli
Ezra	Carol Beaty	Angelo Passarelli
Harvey Oaks	Bob Nehe	Carol Newton
Hitchcock	Mandy Johnson	Martha Bruckner
Holling Heights	Candy Spurzem	Kirby Eltiste
Montclair	Kara Hutton	Kirby Eltiste
Morton	Suzanne Hinman	Carol Newton
Neihardt	Bonnie Kolowski	Angelo Passarelli
Norris	Peggy Brendel	Kirby Eltiste
Rockwell	Jeni Wesley	Carol Newton
Rohwer	Brad Sullivan	Angelo Passarelli
Sandoz	Susan Anglemyer	Martha Bruckner
Wheeler	Andy DeFreece	Martha Bruckner
Willowdale	Susan Kelley	Kirby Eltiste
Andersen Middle School	Jeff Alfrey	Judy Porter
Beadle Middle School	Nancy Johnston	Judy Porter
Central Middle School	Jim Sutfin	Judy Porter
Kiewit Middle School	Phil Koch	Judy Porter
North Middle School	Gary Barta	Judy Porter
Russell Middle School	Marge Welch	Martha Bruckner

Millard Learning Center	Angie Bahnsen	Judy Porter
North High School	Rick Werkheiser	Martha Bruckner
South High School	Jon Lopez	Ken Fossen
West High School	Rick Kolowski	Ken Fossen

Overview of the Administrator Evaluation

The Administrator Evaluation System is comprised of two components. They, and short descriptors, are as follows:

I. MUTUAL COMMITMENTS & KEY PERFORMANCE AREAS

Millard Public Schools administrators and their supervisors establish performance expectations to ensure that the objectives and the mission of the school district are implemented and accomplished. This procedure makes the Strategic Plan operational and results oriented, and allows the administrator's performance to be observed in relation to specific measurable outcomes. These performance expectations have come from position job descriptions and from the strategic plan. Supervisors and the administrators establish performance expectations at the acceptable level of performance for the salary paid for the job.

The MUTUAL COMMITMENTS AND KEY PERFORMANCE AREAS component of the Administrator Evaluation system brings the Job Description down to an operational level with greater precision and conciseness as to what those job responsibilities include and are deemed essential in the successful operation of a building. The Mutual Commitments are based on the more general Job Description but have been refined to a greater level of specificity and, hopefully, more clearly define for principals what the main points of the Job Description mean when put into an operational format.

In addition, the MUTUAL COMMITMENTS component provides the administrator with the opportunity to define "why" they do what they do and "how" they will know if they have achieved the stated Mutual Commitments and the criteria used to measure successful completion. In addition, there are defined "givens" in certain areas where District standards have been, or are being established. This includes the areas of Administrative Leadership and Student Achievement which have been incorporated into the Mutual Commitments rather than standing as isolated components in the evaluation document. In most Mutual Commitment areas, administrators will have the opportunity to be creative in generating the rationale as to why they do what they do and the development of those Mutual Commitments they are striving to achieve.

THE KEY PERFORMANCE AREA component provides an avenue to develop specific job targets that are either administrator-initiated and/or assigned by the District. Two to four job targets are derived from Mutual Commitments. Administrators write a detailed plan of action for each of these Key Performance Areas and are expected to show evidence of successful completion. Areas of needed focus are generated with greater specificity and more detail in planning.

II. LEADERSHIP DIMENSIONS

To be determined.

III. OVERALL SUPERVISOR RATING

The OVERALL SUPERVISOR RATING is based on the fulfillment of those responsibilities as defined in the Mutual Commitments. There are many data sources utilized in compiling this component of the evaluation and the FORMATIVE FEEDBACK DATA is utilized as the document for the initial compilation of such data. Review and interpretation of the data will serve as a basis for the supervisor and administrator arriving at the decision as to whether these Mutual Commitments have been successfully completed and then documented through the use of the SUMMATIVE EVALUATION FORM. Areas of improvement could serve as a basis for a growth objective, the development of a Key Performance Area or the development of an area for specific focus in the Mutual Commitments document.

**PRINCIPAL, ASSISTANT PRINCIPAL, ADMINISTRATIVE INTERN
EVALUATION INSTRUMENT**

Principal/Assist Princ/Admin Intern: _____

Supervisor: _____

Date: _____



PRINCIPAL, ASSISTANT PRINCIPAL, ADMINISTRATIVE INTERN EVALUATION INSTRUMENT

SUPERVISOR RATING

The SUPERVISOR'S RATING is based on a variety of data sources. This could include, but is not restricted to, data gathered from the following:

- Visitations to the School
 - Classroom Visitations
 - Attending Special Activities or Meetings
 - *MIT
 - *Staff Meeting
 - *Department/Grade Level
 - *Instructional Team
 - *Implementation Team
 - *Staff Development
 - *Special Programs
 - *Other
 - Principal/Supervisor Dialogue
 - Community Survey(s)
 - Effective School Correlates
 - Requested Reports
 - School Newsletters
 - Achievement Test Data
 - Essential Learner Outcome Assessment Data
 - Special Information/Projects Provided to the Supervisor
 - Principal Attendance and Participation in Requested Activities (e.g., Principal Meetings, Inservice)
 - Principal Attendance and Participation in Voluntary Activities (e.g., Board Meeting, State Senators)

FORMATIVE FEEDBACK DATA

This serves as the primary document for recording data necessary for completing the SUPERVISOR'S SUMMATIVE EVALUATION. The SUMMATIVE EVALUATION is generally completed at the end of the school year, unless the administrator's job performance is such that he/she may not be retained. In this instance, the SUMMATIVE will be completed prior to the date established for administrative contract renewal. The items on the FORMATIVE FEEDBACK FORM are generated from Mutual Commitments, which defines the general job responsibilities of the building principal. Data may be recorded on the FEEDBACK FORM during the visitation or upon leaving the building. Data from sources other than visitations may be recorded at any time it becomes available.

The FORMATIVE FEEDBACK DATA may be utilized on an ongoing basis and need not be re-created every year. Modifications may be made to the initial document each year, provided the initial evaluative information is considered satisfactory in nature. Areas of need/improvement should be re-written during the next year as the results of change become apparent.

SUMMATIVE EVALUATION FORM

This serves as the final formal document in the *SUPERVISOR RATING* component of the *Administrator Evaluation* system. After administrator/supervisor review of the collected data, an analysis of said data and the identification of areas of strengths and/or areas for needed improvement, the SUMMATIVE EVALUATION shall be completed and the administrator shall be assigned an overall rating of Meets or Exceeds Expectations, Approaches Expectations or Unsatisfactory. Those areas of the SUMMATIVE EVALUATION which contribute to the classification of Approaches Expectations or Unsatisfactory may be identified as a growth objective, Key Performance Area or specific Mutual Commitment for the upcoming year.

Based on the collection and analysis of the data sources contributing to the final SUPERVISOR RATING, the above administrator is assigned the following performance rating.

_____ Meets or Exceeds Expectations _____ Approaches Expectations _____ Unsatisfactory

Assigned Areas for Focus/Improvement for the Upcoming Year (if deemed necessary):

COMPONENT ONE: MUTUAL COMMITMENTS & KEY PERFORMANCE AREAS

The MUTUAL COMMITMENTS & KEY PERFORMANCE AREAS component of the *Administrator Evaluation* system are designed to address those job responsibilities deemed critical or essential in the operation of a successful school. Unlike the Job Description, in which the categories are more general and broad-based, the MUTUAL COMMITMENTS identify the most critical components of the Job Description and move them to an operational level with more preciseness and clarity as to "what" is to be done, "why" it is being done and the establishment of "Standards of Performance" to know whether the Mutual Commitments have been met successfully.

A variety of databases, many of which may also be utilized in the *SUPERVISOR RATING* in a different manner, may be utilized as verification data in the "Standards of Performance" column. Since the MUTUAL COMMITMENTS portion of the administrator's assignment is viewed as "what they actually do on an operational level," it is important that time and attention be given to the development of the data on this instrument and that the principal's established "Standards of Performance" are meaningful and measurable/observable. The MUTUAL COMMITMENTS FORM provides the Essential or Critical job responsibilities identified for the

building principalship. It is not all-inclusive in that administrators and/or supervisors may expand this list to include other job responsibilities they deem critical for their building's operation.

MUTUAL COMMITMENTS FORM (See pages 11-14)

There are a varying number of Mutual Commitments developed and assigned to the building administrator. These are to be actively pursued by all building principals on a yearly basis, along with other ESSENTIAL RESPONSIBILITIES that the principal might choose to include to better meet the needs of their building. In the completion of the MUTUAL COMMITMENTS form, the following guidelines will establish a framework for you.

- 1) The ESSENTIAL RESPONSIBILITIES are district "givens" and are to be addressed by each principal.
- 2) The second column (WHY/SO THAT) is generated by the principal as he/she has the best reason as to why they do what they do.
- 3) The HOW WELL/DEFINED STANDARDS OF PERFORMANCE column establishes the answer to the question of "how do I know if I've done it or how well have I done it?"
- 4) The STRATEGIC PLAN column references a specific action plan or other strategic plan component.
- 5) The SYSTEMSUPPORT REQUIRED column asks the administrator to describe the district support necessary to complete the commitment

KEY PERFORMANCE AREAS (See Page 15)

Each principal will develop or be assigned up to four ACTION PLANS during any one school year. Exceptions to this are 1) when the administrator chooses additional areas of emphasis, which may then lead to the exceeding of the limit of four, or 2) when an administrator and supervisor deem it necessary to develop additional ACTION PLANS to address areas of need. ACTION PLANS assigned by the District may be in response to changes in state law, accreditation, critical need, in response to an item in the Strategic Plan, or an area in the MUTUAL COMMITMENTS, which may need special attention.

COMPONENT TWO: LEADERSHIP DIMENSIONS

This section encourages administrators to provide both positive and observable leadership. See pages 19-20.

EVALUATION DOCUMENTS

- **MUTUAL COMMITMENTS**
-Open Form (for Principal Completion)

KEY PERFORMANCE AREAS
-Open Form (for Administrator-InitiatedPlans)

FORMATIVE FEEDBACK DATA

SUMMATIVE EVALUATION FORM

MUTUAL COMMITMENTS AND EXPECTATIONS

Howard Feddema

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
<ul style="list-style-type: none"> • Answers the question: What am I accountable for achieving? • Described as either: <ul style="list-style-type: none"> a. Job components b. Responsibility areas; or c. Performance areas • Start by listing nouns or noun/adjective combinations (DOMAIN) • After nouns are listed, select the verb that best describes the relationship to that domain. Don't use "wimpy" verbs. • Identify two-three job components as key performance areas that are especially important this year. 	<ul style="list-style-type: none"> • Answers the question: Why am I accountable for this? • Format: I will do this so that... • You may have more than one reason why you are accountable for a job component. • State the next, direct, immediate consequence(s). • Should be within your control: commensurate with your <ul style="list-style-type: none"> a. Decision-making prerogative, Plus b. Resources • Often, rationale is found within Beliefs, Mission, Parameters, Objectives, and Strategies. • If this column is done correctly, the performance expectation for column three is usually implied. 	<ul style="list-style-type: none"> • Answers the question: <ul style="list-style-type: none"> a. How well? b. How many? c. By when? d. At what cost? • State the expectation for your own performance this coming year. • Get at least two of the following in each performance expectation: <ul style="list-style-type: none"> a. Time b. Money c. Quality d. Quantity • These should be observable indicators of specific results. • State at least one performance expectation for each reason "why" in the second column. • Often performance expectations are implied or stated explicitly for action plans scheduled to be implemented this coming year. 	<p>Direct reference to specific strategies and action plans scheduled to be implemented this year.</p>	<ul style="list-style-type: none"> • Answers the question: What type of support do I need from the system to meet or exceed my performance expectations this year? • May be written as specifically as necessary. • Could include: <ul style="list-style-type: none"> a. Policy b. Staff c. Funding d. Data e. Evaluation f. Equipment/materials g. Projects

NOTE: There are no "hows" on this form!

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MUTUAL COMMITMENTS AND EXPECTATIONS

Sample – Elementary Principal

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
1. Ensure students' achievement	<ul style="list-style-type: none"> • ... Students succeed at the next level of instruction. • ... We build parent support. 	<ul style="list-style-type: none"> • Any student who has not met standards on essential outcome sis placed on an appropriate intervention program. • Assist each parent who expresses concern about his/her child's academic achievement. 		
2. Select new staff	<ul style="list-style-type: none"> • ... To comply with law and contract • ... Teachers improve instruction. 	<ul style="list-style-type: none"> • All forms completed by June 1. 		
3. Assure curriculum implementation	<ul style="list-style-type: none"> • ... Newly developed curricula are used effectively in the classroom. 			
4. Support curriculum development				
5. Direct staff development				
6. Ensure parent support				
7. Ensure parent support				
8. Develop and control budget				
9. Manage building operations				

MUTUAL COMMITMENTS AND EXPECTATIONS

Sample – Assistant Superintendent for Instruction

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
10. Ensure students' achievement				
11. Direct curriculum development	<ul style="list-style-type: none"> • Curriculum clearly identifies what is essential for all students to learn. • Curriculum includes opportunities to help students develop to their potential. 			
12. Direct strategic planning	<ul style="list-style-type: none"> • The district approves (updates) a strategic plan. 	<ul style="list-style-type: none"> • Board approves the plan prior to budget development for the next fiscal year; planning team is a microcosm of district. 		
13. Direct learner assessment system	<ul style="list-style-type: none"> • ...To evaluate the learning program • ...To build public support • ...To comply with law 			
14. Direct staff development				
15. Complete state and federal reports	<ul style="list-style-type: none"> • ...To comply with law 	<ul style="list-style-type: none"> • Submit by deadline without error. 		
16. Draft policy recommendations				
17. Assure personal professional growth	<ul style="list-style-type: none"> • ...I continually improve knowledge and skills needed to make valuable contributions to the system. • ...I enhance my career development 			

MUTUAL COMMITMENTS AND EXPECTATIONS

Sample - Superintendent

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
1. Lead strategic planning	<ul style="list-style-type: none"> ... We develop common purpose and sense of direction ... We establish priorities for change and protect against over extending ... We give meaning to the budgeting process 	<ul style="list-style-type: none"> All administrators understand beliefs, mission, objectives, strategies, and action plans by September 1. All certified staff understands beliefs and mission by January 1. Accept no new initiatives (non-emergency) that are outside the strategic plan. All action plans scheduled to be implemented this year have sufficient resources in the budget 		
2. Ensure staff performance	<ul style="list-style-type: none"> Parents and community members support the schools. ... Each administrator is fulfilling the responsibilities of his/her position. 	<ul style="list-style-type: none"> The immediate supervisor addresses ineffective performance by any staff member appropriately. Performance expectations are mutually established prior to start of school; formative performance reviews held quarterly; summative evaluations completed prior to setting next year's salary. 		
3. Ensure public support	<ul style="list-style-type: none"> ... The District maintains sufficient financial resources. ... Community has trust and confidence in the educational program. 			
4. Recommend board policy/action				
5. Implement board policy/action				

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Key Performance Action Plan

Name _____ **Building** _____ **Year** _____

Key performance targets become "action plans". The action plan should answer the following questions:

1. What is the overall outcome to be achieved?
2. What objectives or steps are required to achieve this goal?
3. What resources are required--money, time, personnel, others?
4. What is the deadline for each step?
5. What will constitute evidence that the objective has been completed?
Evidence may be ratings, narratives, logs, diaries, observation data, and/or products. Evidence of completion or attainment of job targets is collected and placed in performance files.

Goal (Job Target): _____

2. Steps to be followed to achieve the goal	3. Resources needed	4. Timeline	5. Evidence of completion

The purpose of this form is for the Supervisor to gather information throughout the year.

FORMATIVE FEEDBACK DATA

Principal/Assist Prin/Admin Intern: _____

Supervisor: _____

Building Visitation(s):

Dates:

Nature of Visit:

Other Sources of Data:

- () Community Survey(s)
- () Effective School Correlates
- () Requested Reports
- () School Newsletters
- () Achievement Test Data
- () Essential Learner Outcome Assessment Data
- () Special Information/Project(s)

Other Sources:

Attached are the individual administrator's Mutual Commitments and Key Performance Areas.

This form is intended to be used by the Supervisor for the "final " evaluation. This form is on the Bulletin Board under Administrative Evaluation.

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SUMMATIVE EVALUATION FORM

PRINCIPAL/ASSIST PRINCIPAL/ADMIN INTERN:

SUPERVISOR: _____

YEAR: _____

PERFORMANCE CRITERIA

I. Mutual Commitments and Key Performance Areas:

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

II. Leadership Dimensions

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

III. Overall Rating

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

Signatures:

<hr/>	
(Principal)	(Supervisor)
<hr/>	
(Date)	(Date)

A copy of the final evaluation of each Prin/Asst Prin/Intern is to be sent to the Superintendent in June of each year.

PRINCIPAL LEADERSHIP

To be added later.

Assistant Principal/Administrative Intern Leadership

To be added later.

CENTRAL OFFICE ADMINISTRATOR EVALUATION

EVALUATION OF CENTRAL OFFICE SUPPORT STAFF

Staff Member Evaluator

Associate Superintendent for Educational Services.....	KEITH LUTZ
Associate Superintendent for General Administrations.....	KEITH LUTZ
Assistant Superintendent for Human Resources.....	KEITH LUTZ
Assistant Superintendent – Technology.....	KEITH LUTZ
Executive Director for Planning, Evaluation and Informational Services.....	KEITH LUTZ
Director of Administrative Affairs.....	KEITH LUTZ
Director of Communications.....	KEITH LUTZ
Director of Pupil Services.....	MARTHA BRUCKNER
Director of Elementary/Early Childhood Education.....	MARTHA BRUCKNER
Director of Secondary Education.....	MARTHA BRUCKNER
Director of Staff Development/Instructional Improvement.....	MARTHA BRUCKNER
Director of Special Education.....	MARTHA BRUCKNER
Administrator for Special.....	MARTHA BRUCKNER
Director of Personnel.....	Y ELTISTE
Director of Employee Relations.....	Y ELTISTE
Human Resources Recruiter.....	Y ELTISTE
Director of Food Service & Transportation	N FOSSEN
Support Services Manager	KEN FOSSEN
Coordinator of Elementary Special Education.....	CHARLENE SNYDER
Coordinator of Secondary Special Education	CHARLENE SNYDER
Coordinator of Preschool.....	CHARLENE SNYDER
Coordinator of Young Adult Program and Related Services.....	H E SNYDER

The purpose of this form is for the Supervisor to gather information throughout the year.

FORMATIVE FEEDBACK DATA (A)

Central Office Administrator: _____

Supervisor: _____

Building Visitation(s):

Dates:

Nature of Visit:

Other Sources of Data:

- () Community Survey(s)
- () Effective School Correlates
- () Requested Reports
- () School Newsletters
- () Achievement Test Data
- () Essential Learner Outcome Assessment Data
- () Special Information/Project(s)

Other Sources:

Attached are the individual administrator's Mutual Commitments and Key Performance Areas.

This form is intended to be used by the Supervisor for the "final" evaluation. This form is on the Bulletin Board under Administrator Evaluation

SUMMATIVE EVALUATION FORM (B)

CENTRAL OFFICE ADMINISTRATOR: _____

SUPERVISOR: _____

YEAR: _____

PERFORMANCE CRITERIA

I. Mutual Commitments and Key Performance Areas:

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

II. Leadership Dimensions

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

III. Overall Rating

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

Signatures:

_____ (Principal)	_____ (Supervisor)
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_____ (Date)	_____ (Date)
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A copy of the final evaluation of each Central Office Administrator is to be sent to the Superintendent in June of each year.

Central Office Leadership

To be added later.

FAR EXCEEDS

PAR EXCEEDS

In general, administrators who believe they have achieved a "far exceeds" year should go to their supervisor to begin conversations and ultimately provide documentation for "far exceeds". If the supervisor supports this belief, then that supervisor submits the documentation to his/her supervisor until the information ultimately reaches the Superintendent.

The Champion Saddle Bronc Rider . . . or . . . "Far Exceeding Expectations"

Of those administrators who exceed district expectations (i.e., the saddle bronc riders), few will rise to the level of champion saddle bronc riders – that is, the ones who "far exceed expectations."

In a rodeo, saddle bronc riders receive a score on each of their rides. In order to get any score at all, the rider must ride the bronc for the prescribed period of time. If the rider is successful, he/she will receive a score that is composed of two parts – one part reflects the performance of the horse, the other part reflects the performance of the rider. The score for the horse and the score for the rider are added together to get the total score for the ride.

With regard to the score for the horse, more points are awarded if the ride is more challenging. If the ride is less challenging, fewer points are awarded. Therefore, champion saddle bronc riders are always hoping to draw a "killer" horse. Without the challenge (and points) of a "killer" horse, a rider will not be able to accumulate sufficient points to establish himself/herself as a champion.

With regard to the rider, he/she is awarded points based on the skills he/she exhibits during the ride. If he/she spurs aggressively, keeps one hand free, and remains firmly in control at all times, he/she will be rewarded with a high number of points. If, on the other hand, he/she merely hangs on and keeps from being thrown off, his/her points will be minimal.

In order to become a champion in saddle bronc riding, the contestant must: (1) draw a "killer" horse and (2) have a near perfect ride. Both the horse and the rider must be at their best for a championship score. [Note: Drawing an above-average horse and having a good ride may result in a good score – but not a championship score.]

Similarly, in order to "far exceed expectations" in Millard, an administrator must: (1) face extraordinary challenges and (2) successfully address those challenges with near perfect performance. [Note: Facing above-average challenges and performing well may rise to the level of "exceeding expectations" – but not the level of "far exceeding expectations."]

In light of the above, it becomes apparent that, for some administrators, "far exceeding expectations" may not be achievable simply because their job assignments do not provide the requisite challenges to qualify – they don't have a "killer" horse to ride. If these administrators have the skills and desire to "far exceed expectations," they should be encouraged to seek reassignment to positions where their maximum potential can be realized.

In summary, although there is no precise, objective definition for the standard required for pay incentives for "far exceeding expectations," the following provide a decision-making guideline for distinguishing between the job performance levels of administrators:

- 1. An administrator who "meets expectations" performs well in all of his/her job accountabilities and performance action plans.**
- 2. An administrator who "exceeds expectations" performs well in all of his/her job accountabilities and performance action plans *and* successfully addresses additional difficult challenges.**
- 3. An administrator who "far exceeds expectations, performs well in all of his/her job accountabilities and performance action plans *and* seeks and accepts extraordinary challenges *and* successfully addresses those challenges with near perfect performance.**

Recommendation for Intensive Assistance

Administrator's Name _____

Date _____

1. List the Mutual Commitments or other areas from the job description.

2. Documentation:

Evaluator's Signature	Position	Date

Administrator's Signature	Date

Signature acknowledges receipt only of this information.

Administrator's Plan for Improvement Intensive Assistance Program

Administrator

School/Bldg

Position

Date

3. Objective(s) to be accomplished:

2. Action Steps for achieving the objectives:

3. Assistance that will be provided (who, what, when, how):

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

Evaluator's Signature

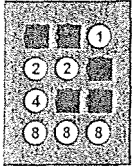
Position

Date

Administrator's Signature

Date

Signature acknowledges receipt only of this information.



Marking Instructions

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

USE A No. 2 PENCIL

CORRECT

INCORRECT

This survey asks questions about your school. We would like to know about your experiences at school. Please **DO NOT** write your name anywhere on this form in order to keep your answers confidential. Your answers will be combined with the answers of all the other students in your school to produce an overall picture.

Please take your time and fill out each question regarding your school. We feel your answers will help improve your school.

Instructions:

Please check the space below to make sure your school name is correctly printed on this form. If the school name is not correct please notify your teacher before filling out the survey. If you do not understand something as you read the questions, you can ask your teacher for help.

School: _____

Sample Questions

Almost All of the Time *Some of the Time* *Almost Never*

- A. We get enough time for recess.
- B. I like the school lunches.

(AT) (ST) (AN)
(AT) (ST) (AN)

Please mark whether you are a boy or a girl:

Starting with question 1 on the back of this page, answer each question in this booklet in the spaces provided. Use a number 2 pencil with an eraser so you can make changes as needed. Each question has a space to mark your response. Mark the choice that best fits your opinion.

School Environment

~~Almost All~~ of the Time ~~Some of~~ the Time ~~Almost Never~~

1. Teachers treat me with respect at my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
2. Teachers care about their students.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
3. Teachers at my school treat all students with respect.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
4. Everyone is treated fairly at my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
5. If I have problems I can talk to my teacher.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
6. I feel I can get help from my teacher.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
7. Students care about each other.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
8. If I can help a fellow student I will.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
9. Students respect each other's property at my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
10. Students like attending my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
11. My teacher likes being a teacher.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
12. My teacher cares about me.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
13. I like my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
14. I am proud to be a student at my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN

Safe and Orderly Environment

~~Almost All~~ of the Time ~~Some of~~ the Time ~~Almost Never~~

15. I feel safe at school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
16. I feel safe on my way to and from school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
17. My school building is in good condition.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
18. The students at my school follow the rules.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
19. Teachers at my school are concerned about my safety.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
20. The principal is concerned about my safety.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
21. I am proud of the way my school looks.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
22. I agree with the school rules.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
23. There are arguments and fights at my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN

Student Discipline and Behavior

~~Almost All~~ of the Time ~~Some of~~ the Time ~~Almost Never~~

24. Students are late to class.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
25. The teachers are fair when dealing with students who misbehave.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
26. When students misbehave teachers stop them.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
27. Students in my school are troublemakers.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
28. The teachers do a good job of preventing students from misbehaving.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
29. Students destroy school property.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
30. I am responsible for my own behavior.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN
31. There is trouble in my school.	<input type="radio"/> AT	<input type="radio"/> ST	<input type="radio"/> AN

Maximum Opportunity to Learn

*Almost All
of the Time* *Some of
the Time* *Almost
Never*

- | | <i>Almost All
of the Time</i> | <i>Some of
the Time</i> | <i>Almost
Never</i> |
|--|-----------------------------------|-----------------------------|-------------------------|
| 32. I feel that I am learning from my teacher. | AT | ST | AN |
| 33. My teacher explains things so I can understand. | AT | ST | AN |
| 34. My teacher lets me know how I am doing in class. | AT | ST | AN |
| 35. If I need extra help I can get it at school. | AT | ST | AN |
| 36. My teacher works hard at teaching all of the students in my class. | AT | ST | AN |
| 37. I can go to my teacher if I need extra help. | AT | ST | AN |
| 38. My teacher supplies me with comments on my assignments. | AT | ST | AN |
| 39. My teacher wastes class time. | AT | ST | AN |
| 40. My teacher has goals for all of the students to meet. | AT | ST | AN |
| 41. My teacher uses different ways to teach my class. | AT | ST | AN |
| 42. My teacher has time to help everyone in my class. | AT | ST | AN |
| 43. I get to use computers in my class. | AT | ST | AN |
| 44. My teacher wants me to do my best. | AT | ST | AN |
| 45. I have enough space to do my work in class. | AT | ST | AN |

Monitoring Student Achievement

*Almost All
of the Time* *Some of
the Time* *Almost
Never*

- | | <i>Almost All
of the Time</i> | <i>Some of
the Time</i> | <i>Almost
Never</i> |
|---|-----------------------------------|-----------------------------|-------------------------|
| 46. My school rewards students who work hard. | AT | ST | AN |
| 47. I feel the things I learn are important. | AT | ST | AN |
| 48. My teacher uses information from tests and quizzes to see how students are doing. | AT | ST | AN |
| 49. My school is preparing me to be successful in life. | AT | ST | AN |
| 50. My teacher explains to me how I am doing in class. | AT | ST | AN |
| 51. My teacher uses many different ways to see if I am learning. | AT | ST | AN |
| 52. My parents are given my test scores. | AT | ST | AN |
| 53. Class tests help me to become a better student. | AT | ST | AN |
| 54. I write well. | AT | ST | AN |
| 55. I do well in math. | AT | ST | AN |
| 56. I read well. | AT | ST | AN |
| 57. I think it is important for teachers to test students. | AT | ST | AN |
| 58. I learn more and more each day. | AT | ST | AN |

Parent/Community Involvement

*Almost All
of the Time* *Some of
the Time* *Almost
Never*

- | | <i>Almost All
of the Time</i> | <i>Some of
the Time</i> | <i>Almost
Never</i> |
|---|-----------------------------------|-----------------------------|-------------------------|
| 59. If my parent(s) have questions, someone at school will answer them. | AT | ST | AN |
| 60. The school keeps my parent(s) informed. | AT | ST | AN |
| 61. My parent(s) look forward to seeing my Friday Folder. | AT | ST | AN |
| 62. My parent(s) will help me with homework if I need it. | AT | ST | AN |
| 63. My parent(s) think parent/teacher conferences are important. | AT | ST | AN |
| 64. If parents want to help at my school, they can. | AT | ST | AN |
| 65. My parent(s) like my school. | AT | ST | AN |
| 66. My parent(s) talk to my teacher. | AT | ST | AN |

Continue on back. *34*

School Leadership

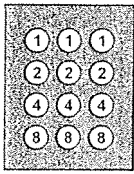
Almost/All of the Time *Some of the Time* *Almost Never*

67. I like the teachers at my school.	AT	ST	AN
68. I have a good principal at my school.	AT	ST	AN
69. My principal cares about the students.	AT	ST	AN
70. If I need to talk to the principal, I can.	AT	ST	AN
71. The teachers at my school want the school to be the best.	AT	ST	AN
72. My principal wants my school to be the best.	AT	ST	AN
73. The adults at my school are there to help students.	AT	ST	AN
74. Everyone works hard to make my school a good school.	AT	ST	AN

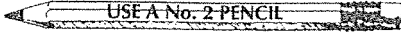



75. If I was going to give a grade to my school, it would be: A B C D E


Thank you for completing this survey.
Your cooperation is greatly appreciated.



Marking Instructions

- Use a No. 2 pencil only. 
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT 

INCORRECT 

School: _____

School Environment

1. My child is treated with respect at school.
2. My child likes his or her school.
3. The students at my child's school care about each other.
4. Students at my child's school respect each other's property.

Safe and Orderly Environment

5. My child is safe at school.
6. I agree with the school's rules.
7. My child is safe on the way to and from school.
8. The rules are followed by the students at this school.
9. This school is concerned with safety.

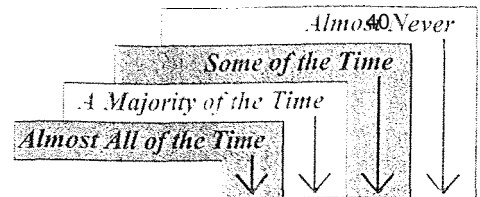
Student Discipline and Behavior

10. My child understands the consequences of his or her actions.
11. Teachers do a good job of preventing students from misbehaving.
12. There are fights at my child's school.
13. Teachers are fair when dealing with students who misbehave.

Maximum Opportunity to Learn

14. The work assigned to my child challenges him or her.
15. I feel that my child is learning from his or her teacher.
16. If my child needs extra help, it is offered at this school.
17. There is sufficient focus on academics in my child's school.

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
1. My child is treated with respect at school.	AT	MT	ST	AN
2. My child likes his or her school.	AT	MT	ST	AN
3. The students at my child's school care about each other.	AT	MT	ST	AN
4. Students at my child's school respect each other's property.	AT	MT	ST	AN
5. My child is safe at school.	AT	MT	ST	AN
6. I agree with the school's rules.	AT	MT	ST	AN
7. My child is safe on the way to and from school.	AT	MT	ST	AN
8. The rules are followed by the students at this school.	AT	MT	ST	AN
9. This school is concerned with safety.	AT	MT	ST	AN
10. My child understands the consequences of his or her actions.	AT	MT	ST	AN
11. Teachers do a good job of preventing students from misbehaving.	AT	MT	ST	AN
12. There are fights at my child's school.	AT	MT	ST	AN
13. Teachers are fair when dealing with students who misbehave.	AT	MT	ST	AN
14. The work assigned to my child challenges him or her.	AT	MT	ST	AN
15. I feel that my child is learning from his or her teacher.	AT	MT	ST	AN
16. If my child needs extra help, it is offered at this school.	AT	MT	ST	AN
17. There is sufficient focus on academics in my child's school.	AT	MT	ST	AN



Monitoring Student Achievement

- 18. What my child is learning in school is important.
- 19. I am satisfied with the curriculum at my child's school.
- 20. School is preparing my child to be successful in life.
- 21. I am satisfied with the instruction at my child's school.
- 22. Teachers inform me of my child's progress in class.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Parent/Community Involvement

- 23. If I have questions, the staff at this school will answer them.
- 24. Staff at the school keep me well informed.
- 25. I am provided opportunities to become involved in the school.
- 26. I think parent/teacher conferences are important.
- 27. If my child is having problems I can talk to his or her teacher.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Leadership

- 28. Teachers at this school want the school to be the best.
- 29. The principal does a good job.
- 30. When I have concerns about my child, I can get them resolved.
- 31. The principal cares about the school.
- 32. I can talk with the principal when I have suggestions, questions or concerns.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

No Yes

- 33. I would like to see stricter rules at my child's school.
- 34. My child reads well for the grade he or she is in.
- 35. My child does math problems well for the grade he or she is in.
- 36. My child writes well for the grade he or she is in.
- 37. I am satisfied with the quality of the reports I receive from the school concerning my child's progress.

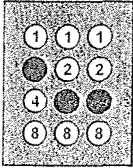
N	Y
N	Y
N	Y
N	Y
N	Y

A
 B
 C
 D
 E

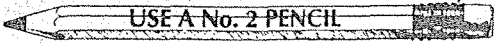
- 38. If I were to assign a letter grade to my child's school, it would be:

A
 B
 C
 D
 E

Thank you for completing this survey.
Your cooperation is greatly appreciated.








Marking Instructions

• Use a No. 2 pencil only. 

• Do not use ink, ballpoint, or felt tip pens.

• Make solid marks that fill the response completely. Erase cleanly any marks you wish to change. Make no stray marks on this form.

CORRECT


INCORRECT
   

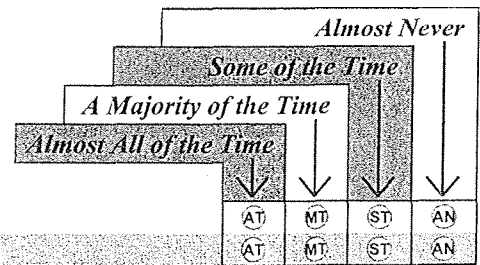
This survey asks questions about your school. We would like to know about your experiences at school. Please **DO NOT** write your name anywhere on this form in order to keep your answers confidential. Your answers will be combined with the answers of all the other students in your school to produce an overall picture.

Please take your time and fill out each question regarding your school. Your answers will help improve your school.

Instructions:

Please check the space below to make sure your school name is correctly printed on this form. If the school name is not correct please notify your teacher before filling out the survey. If you do not understand something as you read the questions, you can ask your teacher for help.

School: _____



Sample Questions

- A. I like all of my classes.
- B. I like the school lunches.

Please mark your gender: Male Female

Starting with question 1 on the back of this page, answer each question in this booklet in the spaces provided. Use a number 2 pencil with an eraser so you can make changes as needed. Each question has a space to mark your response. Mark the choice that best fits your opinion.

School Environment

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
1. Teachers at my school treat me with respect.	AT	MT	ST	AN
2. Teachers care about their students.	AT	MT	ST	AN
3. Students are treated fairly at this school.	AT	MT	ST	AN
4. If I have problems, I can talk to teachers at this school.	AT	MT	ST	AN
5. If I have a personal problem, I can ask teachers or counselors for help.	AT	MT	ST	AN
6. Students at this school care about each other.	AT	MT	ST	AN
7. I would help another student in need.	AT	MT	ST	AN
8. Students respect each other's personal property at school.	AT	MT	ST	AN
9. Teachers at this school like teaching.	AT	MT	ST	AN
10. Teachers at my school care about me.	AT	MT	ST	AN
11. Teachers at this school treat students with respect.	AT	MT	ST	AN
12. I like this school.	AT	MT	ST	AN
13. I am proud to be a student at this school.	AT	MT	ST	AN

Safe and Orderly Environment

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
14. I feel safe when I am at school.	AT	MT	ST	AN
15. I feel safe on my way to and from school.	AT	MT	ST	AN
16. This school building is in good condition.	AT	MT	ST	AN
17. The students at my school follow the rules.	AT	MT	ST	AN
18. Teachers are concerned with safety.	AT	MT	ST	AN
19. This school building is kept neat and clean.	AT	MT	ST	AN
20. The principal makes an effort to improve safety.	AT	MT	ST	AN
21. Safety issues are important.	AT	MT	ST	AN
22. I agree with the school rules.	AT	MT	ST	AN
23. There is violence in my school.	AT	MT	ST	AN
24. I consider parts of this school unsafe.	AT	MT	ST	AN
25. There is enough supervision while I am at school.	AT	MT	ST	AN

Student Discipline and Behavior

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
26. There is a problem with student attendance at this school.	AT	MT	ST	AN
27. Tardiness is a problem in this school.	AT	MT	ST	AN
28. Teachers are fair when dealing with students who misbehave.	AT	MT	ST	AN
29. There are problems with student behavior in the school parking lots.	AT	MT	ST	AN
30. When there are problems, teachers resolve them.	AT	MT	ST	AN
31. The staff does a good job of preventing trouble from happening.	AT	MT	ST	AN
32. Students damage school property.	AT	MT	ST	AN
33. There are fights in this school.	AT	MT	ST	AN
34. I take responsibility for my own behavior.	AT	MT	ST	AN

Maximum Opportunity to Learn

- 35. I feel that I learn from my teachers.
- 36. Teachers do a good job of explaining class materials.
- 37. I know (academically) where I stand in my classes.
- 38. If students need extra help, it is available.
- 39. Teachers work hard at teaching all of the students in class.
- 40. Teachers give comments and grades on returned assignments.
- 41. Teachers waste class time.
- 42. Teachers have goals for the class to meet.
- 43. Teachers make sure the students understand a topic before proceeding.
- 44. Teachers use various instructional methods to present materials.
- 45. Teachers have time to assist students in class.
- 46. Computers are available to students.
- 47. Teachers want their students to do their best.
- 48. There is enough space to do my work in the classrooms.

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	

Monitoring Student Achievement

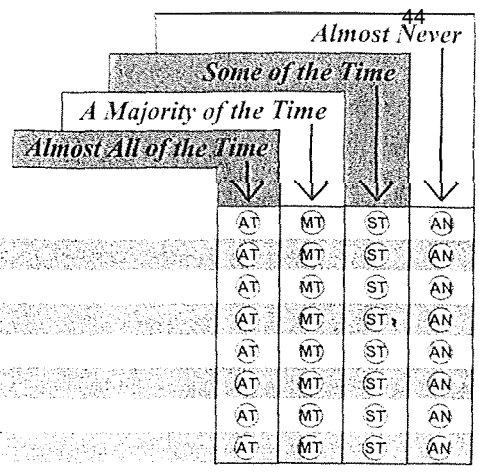
- 49. Students who work hard are rewarded.
- 50. Information I am learning in school is important.
- 51. Teachers use test information to see how their students are doing.
- 52. I write just as well as anyone in my grade.
- 53. School is preparing me to be successful in life.
- 54. At any given time, I know how I am performing in my classes.
- 55. I do math problems well.
- 56. Teachers give tests to monitor student progress.
- 57. I find that tests in class help me learn.
- 58. I think tests are important.
- 59. I read as well as others in my grade.

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	

Parent/Community Involvement

- 60. If my parent(s) have questions, they can contact the school for answers.
- 61. This school keeps parents informed.
- 62. My parent(s) think my report cards are important.
- 63. My parent(s) will help me with homework if I ask for help.
- 64. My parent(s) think conferences with teachers are important.
- 65. There are parents volunteering at this school.
- 66. My parent(s) like this school.
- 67. My parent(s) have met my teachers.

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	
AT	MT	ST	AN	



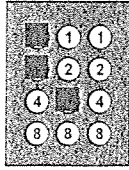
Leadership

- 68. I have a high opinion of the teachers in my school.
- 69. This school has a good administrative team.
- 70. The principal cares about the students at this school.
- 71. If I need to talk to the principal or assistant principal I can.
- 72. The faculty and staff at this school want the school to be the best.
- 73. The administrative team wants this school to be the best.
- 74. The adults at this school are here to help students.
- 75. Everyone works hard to make this school a good school.



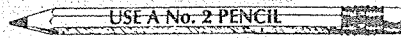
76. If I were to assign a letter grade to my school, it would be: (A) (B) (C) (D) (E)

Thank you for completing this survey.
Your cooperation is greatly appreciated.



Marking Instructions

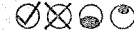
- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.



CORRECT



INCORRECT



School: _____

School Environment

Almost All of the Time	A Majority of the Time	Some of the Time	o s t Never
------------------------	------------------------	------------------	-------------

1. My child is treated with respect at school.
2. My child likes his or her school.
3. The students at my child's school care about each other.
4. Students at my child's school respect each other's property.

Safe and Orderly Environment

5. My child is safe at school.
6. I agree with the school's rules.
7. My child is safe on the way to and from school.
8. The rules are followed by the students at this school.
9. This school is concerned with safety.

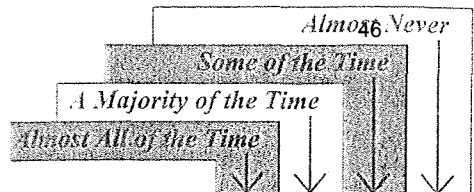
Student Discipline and Behavior

10. My child understands the consequences of his or her actions.
11. Teachers do a good job of preventing students from misbehaving.
12. There are fights at my child's school.
13. Teachers are fair when dealing with students who misbehave.
14. There is trouble at my child's school.

Maximum Opportunity to Learn

15. The work assigned to my child challenges him or her.
16. I feel that my child is learning from his or her teacher.
17. If my child needs extra help, it is offered at this school.
18. There are sufficient academic opportunities available in my child's school.

Almost All of the Time	A Majority of the Time	Some of the Time	o s t Never
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN



Monitoring Student Achievement

- 19. What my child is learning in school is important.
- 20. I am satisfied with the curriculum at my child's school.
- 21. School is preparing my child to be successful in life.
- 22. I am satisfied with the instruction at my child's school.
- 23. Teachers inform me of my child's progress in class.

Parent/Community Involvement

- 24. If I have questions, the staff at this school will answer them.
- 25. Staff at the school keep me well informed.
- 26. I am provided opportunities to become involved in the school.
- 27. I think parent/teacher conferences are important.
- 28. If my child is having problems I can talk to his or her teacher.

Leadership

- 29. Teachers at this school want the school to be the best.
- 30. The principal and assistant principals do a good job.
- 31. When I have concerns about my child, I can get them resolved.
- 32. The principal and assistant principals care about the school.
- 33. The principal and assistant principals listen to my suggestions, questions or concerns.

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
19.	AT	MT	ST	AN
20.	AT	MT	ST	AN
21.	AT	MT	ST	AN
22.	AT	MT	ST	AN
23.	AT	MT	ST	AN
24.	AT	MT	ST	AN
25.	AT	MT	ST	AN
26.	AT	MT	ST	AN
27.	AT	MT	ST	AN
28.	AT	MT	ST	AN
29.	AT	MT	ST	AN
30.	AT	MT	ST	AN
31.	AT	MT	ST	AN
32.	AT	MT	ST	AN
33.	AT	MT	ST	AN



- 34. I would like to see stricter rules at my child's school.
- 35. My child reads well for the grade he or she is in.
- 36. My child does math problems well for the grade he or she is in.
- 37. My child writes well for the grade he or she is in.
- 38. I am satisfied with the quality of the reports I receive from the school concerning my child's progress.

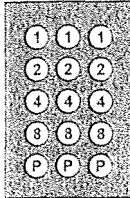
	No	Yes
34.	N	Y
35.	N	Y
36.	N	Y
37.	N	Y
38.	N	Y



- 39. If I were to assign a letter grade to my child's school, it would be:

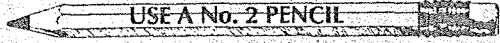
A	B	C	D	F

Thank you for completing this survey.
Your cooperation is greatly appreciated.








Marking Instructions

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.



USE A No. 2 PENCIL

CORRECT


INCORRECT
   

School: _____

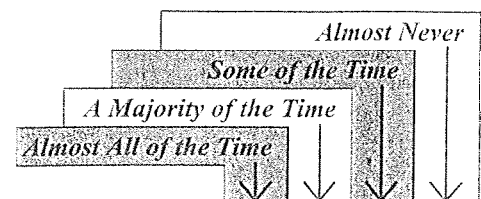
This survey asks for opinions about your school. This survey is a major part of our measurement of school climate.

The results from this survey will be summarized and reported back to your school principal. These results will be used by school improvement teams and by district-level planning teams. Please answer each question on the survey. If you work in more than one school, please base your responses **only** on the school named above. We are interested in your opinions, perceptions, and observations.

Your participation is voluntary, but we strongly encourage you to participate. Your responses will make a difference. We would like to stress that your participation is important to the success of this data collection.

The answers of all support staff that complete this survey will be computer scored and the results will be averaged to a school-level score. By averaging the answers, we will obtain an overall picture of each school.

Your answers are confidential. Please do not put your name anywhere on this survey. Thank you for your time.



School Environment

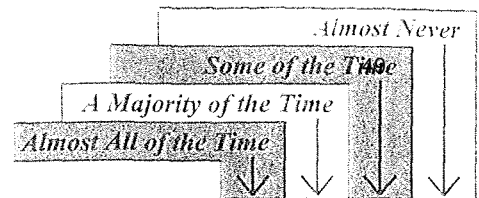
1. Students are treated with respect.	AT	MT	ST	AN
2. Students at this school value their education.	AT	MT	ST	AN
3. Students are treated fairly.	AT	MT	ST	AN
4. I see staff pulling together in this school.	AT	MT	ST	AN
5. I am proud to be a staff member in this school.	AT	MT	ST	AN
6. There is theft at this school.	AT	MT	ST	AN
7. I like my co-workers.	AT	MT	ST	AN
8. Others respect my personal property.	AT	MT	ST	AN
9. Everyone at this school works together.	AT	MT	ST	AN
10. Social and cultural differences are respected at this school.	AT	MT	ST	AN
11. The staff members are proud of this school.	AT	MT	ST	AN
12. People in this building are willing to help wherever needed.	AT	MT	ST	AN
13. There is a positive atmosphere at this school.	AT	MT	ST	AN
14. All students are treated fairly regardless of ethnicity.	AT	MT	ST	AN
15. What I contribute to this school is important.	AT	MT	ST	AN
16. I enjoy my profession.	AT	MT	ST	AN
17. I like going to work.	AT	MT	ST	AN
18. Regardless of gender, all students are treated fairly.	AT	MT	ST	AN
19. Students are treated as individuals.	AT	MT	ST	AN
20. Our building has enough resources to meet the needs of our students.	AT	MT	ST	AN

Safe and Orderly Environment

21. Students know the school rules.	AT	MT	ST	AN
22. This building is kept neat and clean.	AT	MT	ST	AN
23. I am concerned about my safety at this school.	AT	MT	ST	AN
24. There is adequate supervision of the students at this school.	AT	MT	ST	AN
25. The students at this school follow the rules.	AT	MT	ST	AN
26. There is violence at this school.	AT	MT	ST	AN
27. Students at this school have substance abuse problems.	AT	MT	ST	AN
28. This school is safe.	AT	MT	ST	AN
29. This school is improving its rules for safety.	AT	MT	ST	AN
30. I am proud of the way this school looks.	AT	MT	ST	AN
31. I uphold the school rules.	AT	MT	ST	AN

Student Discipline and Behavior

32. Disciplinary actions at this school are fair.	AT	MT	ST	AN
33. There are problems with attendance at this school.	AT	MT	ST	AN
34. Tardiness is a problem at this school.	AT	MT	ST	AN
35. There is a problem with vandalism at this school.	AT	MT	ST	AN
36. There are fights at this school.	AT	MT	ST	AN
37. Staff members try to prevent problems from happening.	AT	MT	ST	AN
38. Students understand there are consequences for their actions.	AT	MT	ST	AN
39. The school's guidelines are effective in dealing with disciplinary problems.	AT	MT	ST	AN



Parent/Community Involvement

	Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
40. Parents like this school.	AT	MT	ST	AN
41. Our school keeps parents informed.	AT	MT	ST	AN
42. Parents volunteer their time at this school.	AT	MT	ST	AN
43. Parents are concerned with their child's education.	AT	MT	ST	AN
44. The school notifies parents of upcoming events.	AT	MT	ST	AN
45. Parents support the school's decisions.	AT	MT	ST	AN
46. The community takes interest in this school.	AT	MT	ST	AN
47. There are opportunities for parents to interact with this school.	AT	MT	ST	AN
48. Students benefit from parental involvement.	AT	MT	ST	AN
49. The community is involved with this school.	AT	MT	ST	AN

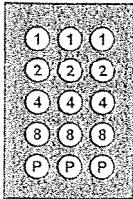
Leadership

	AT	MT	ST	AN
50. I strive to be a good role model for students.	AT	MT	ST	AN
51. I believe in the school mission.	AT	MT	ST	AN
52. I know the main components of my school's site plan.	AT	MT	ST	AN
53. The principal is available if there are issues I need to discuss.	AT	MT	ST	AN
54. The principal and/or assistant principals deal effectively with discipline.	AT	MT	ST	AN
55. The principal and/or assistant principals are good role models for the students.	AT	MT	ST	AN
56. The principal appreciates hard work.	AT	MT	ST	AN
57. The principal supports new ideas.	AT	MT	ST	AN
58. There is an effective principal/assistant principals at this school.	AT	MT	ST	AN
59. The principal cares about this school.	AT	MT	ST	AN
60. The principal enjoys his or her job.	AT	MT	ST	AN
61. The principal/assistant principal is visible throughout the school.	AT	MT	ST	AN
62. I have confidence in the building administration's decisions.	AT	MT	ST	AN
63. I believe I can talk with my principal.	AT	MT	ST	AN
64. The principal and/or assistant principals resolve problems.	AT	MT	ST	AN
65. The principal encourages staff development.	AT	MT	ST	AN
66. The principal makes use of shared decision making.	AT	MT	ST	AN
67. The principal and/or assistant principals plan activities which support the school mission.	AT	MT	ST	AN



68. If I were to assign a letter grade to my school, it would be: A B C D E

Thank you for completing this survey.
Your cooperation is greatly appreciated.



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USE A No. 2 PENCIL

CORRECT

INCORRECT

School: _____

This survey asks for opinions about your school. This survey is a major part of our measurement of school climate.

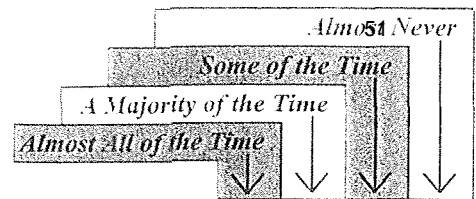
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Your participation is voluntary, but we strongly encourage you to participate. Your responses will make a difference. We would like to stress that your participation is important to the validity and success of this data collection.

The answers of all teachers that complete this survey will be computer scored and the results will be aggregated to the school level. By averaging the answers, we will obtain an overall picture of your school.

Your answers are confidential. Please do not put your name anywhere on this survey. Thank you for your time.

Thank you for completing this survey.
Your cooperation is greatly appreciated.



Building Cohesiveness

- 1. I see a high level of staff cohesiveness in this school.
- 2. All students are treated fairly at my school.
- 3. Everyone at this school works together.
- 4. Staff here work together to accomplish school goals.
- 5. Staff in this building are willing to help wherever needed.
- 6. Teachers treat all of the students as individuals.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Positive Attitude toward School

- 7. I like this school.
- 8. I am proud to be a staff member in this school.
- 9. I like my co-workers.
- 10. Teachers at this school are proud of the school.
- 11. There is a positive atmosphere at this school.
- 12. I belong at this school.
- 13. My attitude toward my job is positive.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Fairness and Proactive Discipline

- 14. Disciplinary actions taken at this school are fair.
- 15. Teachers consistently follow the discipline guidelines of this school.
- 16. Teachers are fair when dealing with students who misbehave.
- 17. The teachers do a good job of preventing students from misbehaving.
- 18. I try to prevent problems before they happen.
- 19. Students understand the consequences of their actions.
- 20. The school's policy is effective in dealing with students who misbehave.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Cleanliness / Orderliness of Building

- 21. This building is kept neat and clean.
- 22. The condition of this building poses safety concerns.
- 23. This school building is in good condition.
- 24. This school is improving its safety policy.
- 25. I am proud of the way this school looks.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Drugs and Violence

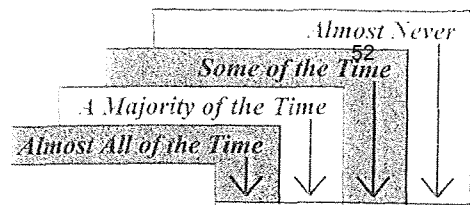
- 26. We have problems with violence at this school.
- 27. Drugs and alcohol are problems at this school.
- 28. There are fights at this school.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Parent and Community Involvement and Attachment to School

- 29. My students' parent(s) like this school.
- 30. Parent(s) volunteer at this school.
- 31. Parent(s) are willing to help their children with homework.
- 32. Parents are concerned with their child's education.
- 33. Parents feel like partners with the school.
- 34. Parent(s) support the school's decisions.
- 35. The local community takes interest in this school.
- 36. Student learning benefits from parental involvement in this school.
- 37. The community is involved with this school.
- 38. Parent(s) appreciate information on their child's performance.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN



High Expectations

- 39. I expect all of my students to do their best.
- 40. I try to make the instruction in my class(es) challenging.
- 41. I expect all of my students to work hard in my class(es).
- 42. I have high goals for each of my students.
- 43. I do my best to maximize the amount of class time spent on academic content.
- 44. I encourage my students to excel in my class(es).
- 45. I have high academic standards for all of my students.
- 46. I expect all of my students to succeed, regardless of their background.

Almost All of the Time	A Majority of the Time	Some of the Time	Almost Never
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Student Success for All Students

- 47. I make my assignments as interesting as possible.
- 48. All of my students can be successful.
- 49. I feel that my students are learning from me.
- 50. I provide differentiated instruction as needed.
- 51. I explain the materials so that everyone can understand them.
- 52. I believe all students can learn.
- 53. I meet the needs of all of the students in my class(es).
- 54. I use a variety of teaching strategies to present instruction.
- 55. I supply my students with feedback.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Discipline and Vandalism

- 56. There are discipline problems in this school.
- 57. There are troublemakers at this school.
- 58. There is a problem with vandalism at this school.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Monitoring Student Achievement

- 59. Assessments are given to monitor student progress.
- 60. Report cards accurately reflect student performance.
- 61. I explain to my students their academic progress.
- 62. I use assessment information to evaluate and make adjustments in my teaching.
- 63. My students possess the required skills to perform up to my expectations.
- 64. I believe assessments are important.
- 65. I explain to all of my students where they stand academically in my class(es).
- 66. Class tests and projects inform me of my teaching success.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Rules and Supervision

- 67. The majority of the students know the school rules.
- 68. There is adequate supervision of the students at this school.
- 69. The rules are followed by the students at this school.
- 70. I believe everyone at this school is safe.
- 71. This school has written standards that cover our discipline problems.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Preparing for the Future

- 72. What I am teaching my students is important to their future.
- 73. What I am teaching in class(es) will help my students be successful in life.
- 74. I use technology in my class(es).
- 75. I communicate to my students the importance of succeeding in school.
- 76. I believe the curriculum will meet my students' needs for the future.

AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN
AT	MT	ST	AN

Almo:53Never

Some of the Time

A Majority of the Time

Almost All of the Time

Attendance and Tardies

- 77. There are problems with attendance at this school.
78. Tardiness is a problem at this school.

Response grid for items 77 and 78 with columns AT, MT, ST, AN.

Appreciation of Cultural Differences

- 79. Social and cultural differences are respected at this school.
80. Students appreciate and understand cultural diversity.
81. Respecting diversity is a regular part of day to day learning.
82. Regardless of gender, all students are treated fairly.
83. All students are treated fairly regardless of ethnicity.
84. The materials presented in my class(es) are culturally diversified.
85. This school provides its students with a strong multiethnic-multicultural education.

Response grid for items 79-85 with columns AT, MT, ST, AN.

Leadership

- 86. I believe I have the skills to help all children learn.
87. I am able to do a good job as an educator.
88. The principal and/or the administrative team is available if there are issues I need to discuss.
89. I am a good role model for my students.
90. The principal and/or the administrative team provides feedback on my performance.
91. The principal and/or the administrative team deals effectively with discipline.
92. The principal and/or the administrative team is a positive role model for the students.
93. The principal and/or the administrative team appreciates hard work.
94. I believe in the school mission.
95. The principal and/or the administrative team supports new ideas.
96. The principal and/or the administrative team plan activities which support the school mission.
97. I have an effective principal and/or administrative team at this school.
98. I understand my school's site plan.
99. The principal and/or the administrative team is visible throughout the school.
100. The principal and/or the administrative team interacts appropriately with students.
101. The principal and/or the administrative team encourages staff development.
102. Teacher evaluations are used to improve teachers' performance.
103. The principal encourages shared decision making.
104. I am given opportunities to serve as a leader within my school.
105. The principal supports the district goals and objectives.

Response grid for items 86-105 with columns AT, MT, ST, AN.

District Leadership

- 106. The Educational Services Division (Elem. / Sec. Curriculum, SPED, Pupil Services, Staff Development) provides the support needed for this school to be successful.
107. The Business Office (Bookkeeping, Distribution, Food & Transportation Services) provides the support needed for this school to be successful.
108. The Human Resources Department (Personnel & Benefits) provides the support needed for this school to be successful.
109. The Superintendent's Office (Communications, Paybac, Planning/Evaluation) provides the support needed for this school to be successful.
110. Central office staff understand the needs of teachers within this building.
111. Our school is given sufficient resources to meet the needs of students.

Response grid for items 106-111 with columns AT, MT, ST, AN.



112. If I were to assign a letter grade to my school, it would be:

(A) B C D F

AGENDA SUMMARY SHEET

AGENDA ITEM: Consistency in Discipline Reporting

MEETING DATE: October 13, 2003

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: The Board expressed a lack of confidence in discipline reporting at the June 7, 2003, Board meeting. A Board Committee meeting is being held to get clarification on what their expectation is in discipline reporting.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: At the June 7, 2003, Board meeting, the Board expressed concerns about consistency in discipline reporting on the Pupil Services Year End Report 02/03. The Board was concerned about the differences between the high schools in the total number of infractions and the number of truanancies (see attached infraction summaries). The Board also voiced concern that some middle schools and elementary schools were not reporting tardy and truancy infractions. In general, the Board had no confidence in the discipline reporting statistics on the 02/03 Pupil Services Year End Report. A committee meeting of the Board is being held to get clarification on what the Board's expectation is for discipline reporting.

An analysis of the disciplinary infractions was conducted to find where the largest differences occurred. This analysis showed the largest discrepancies between the high schools were in the areas of tardies and truanancies. Millard South had 1900 truanancies, Millard North had 800, and Millard West had 391. The biggest single difference in middle schools reporting came from the use of the "Referral not an Infraction" code.

It was also clear from the analysis that some of the schools had no need for some of the codes. Over the years, several codes were added to SIMS that were not infractions that were specific to an individual building for building level record keeping purposes. An example of some of these codes were: #46–Failure to Report, #48–Dress Code, #49–Open Campus Violation/Unauthorized Area, #50–Parking Offense, #56–Referral Found Not to be an Infraction, #57–Failure to Complete Homework, and #63–No Student ID. Additionally, some of the codes used in the high schools will never be used in the middle school or elementary. For example, there will never be a need for #50–Parking Offense, in the elementary or middle schools since these students do not drive.

Any discussion about discipline reporting must take into consideration that there are different kinds of reporting at different levels with differing consequences. The first and most public type of discipline reporting is when discipline statistics are published in the Pupil Services Year End Report and other District documents. This level of discipline reporting is very easy to change with little lasting impact. The second type of discipline reporting is when principals report infractions and actions in SIMS based on the Standards for Student Conduct.

Changes to that system are far-reaching and loaded with legal and policy requirements. The last kind of discipline reporting is that which is required by the State Department of Education. This reporting is mandatory and not subject to change. Discussions about discipline reporting must include clarification on the level and kind of discipline reporting being discussed.

OPTIONS AND ALTERNATIVES CONSIDERED: N/A

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Roger Farr

SUPERINTENDENT'S APPROVAL:

Martha Bruckner
Associate Supt.

BOARD ACTION:

Secondary Infractions by School 02-03

Code	Infractions	Elem	MSA	AMS	BMS	CMS	KMS	NMS	RMS	MLC	NHS	SHS	WHS	Sec. Total	Total Dist.
1	Physical Assault	47		2		8	2	1	10	1	11	3	3	41	88
2	Fighting	50		23	1	19	2	20	6		22	30	13	136	186
3	Pushing and Shoving	69	4	31	33	84	36	44	37		30	34	1	334	403
4	Threats - Level One	34		2	3	8	2	1	1		12	7	2	38	72
5	Threats - Level Two	16	3	2		3	4	1	1	2	9	17	4	46	62
6	Threats - Level Three	1		3		3	2				1	2		11	12
7	Bomb Threat	1				1								1	2
8	Physical Injury	13				3	1						3	7	20
9	Guns	0				1					1	1		3	3
10	Other Weapons	1						1				1	1	3	4
11	Poss Prohib Objects	4	2	1		2	1	1	1			7	2	17	21
12	Extortion	0												0	0
13	Sexual Assault	0												0	0
14	Sexual Harassment	7		6	1	13	1	2	4		9	7	9	52	59
15	Harassment	11	1	22	14	34	30	12	15		21	6	7	162	173
16	Bullying	16		6		16	21	1	1		3	7	2	57	73
17	Drugs - Poss of	0	1	1		3	1				8	4	14	32	32
18	Drugs - Use of	0									9	1	2	12	12
19	Dist of - Drugs	0					1						2	3	3
20	Dist of - Alcohol	1												0	1
21	Alcohol - Poss of	0				1			1		4	1		7	7
22	Alcohol - Use of	0		2						2	2		1	7	7
23	Under Influence-Drugs	0						2			12	1	8	23	23
24	Under Infl - Alcohol	0									2	5	7	14	14
25	Tobacco - Poss of	0		1		2			1		18	18	9	49	49
26	Tobacco - Use of	0									18	27	3	48	48
27	Fireworks - Poss of	0												0	0
28	Fireworks - Use of	0											1	1	1
29	Public Indecency	2		1		1	1	1	1		2			7	9
30	Profan and Obs	14		33	13	27	6	21	5	1	62	69	25	262	276
31	Disparaging Lang	7		11	5	34	69	13	39		52	37	20	280	287
32	Damage to Property	7	3	6		3	14	3	5		8	9	13	64	71
33	Larceny (Theft)	12		9		27	17	7	4		24	10	19	117	129
34	Arso-False Fire Alarm	0				1	2	1					1	5	5
35	False Alarm or Report	0		1										1	1
36	Computers-Misuse of	1		1	2	1	4		4			16	1	29	30
37	Truancy	3		14		12	16	9	3		800	1900	391	3145	3148
38	Gambling	0					1							1	1
39	Dishonest-Plagiarism	2		3	2	18	11		25		22	73	58	212	214
40	Insubordination	100	8	37	21	152	74	46	74	2	396	265	125	1200	1300
41	Disruptive Behavior	116	6	159	70	274	304	48	354		509	477	219	2420	2536
42	Unlawful Activity	0										12		12	12
43	False Complaints	0				2		2						4	4
44	Repeated Offenses	4				14	2		7		29	181	12	245	249
45	Tardy to School	0			48	103		1	32		198	228	423	1033	1033
46	Failure to Report	0		12	1	74	2	21	33		334	830	19	1326	1326
47	Nuisance Items	7		5	1	12	14		8		68	209		317	324
48	Dress Code	0				6	12		17		7	315		357	357
49	Unauthorized Area	0					4				138	156	46	344	344
50	Parking Offense	0					1				30	432	57	520	520
51	Bus Infraction	1		11		47	51		4			3		116	117
52	Tardy Class-6 Times	2		4							20	161	92	277	279
53	Tardy Class-9 Times	0		4							219	50	17	290	290
54	Tardy Class-12 Times	0				1					52	21	3	77	77
55	Tardy Class-15 Times	7				1					70	12	3	86	93
56	Referral not an Infraction	1	1	3	1	112	159	21	452		14		2	765	766
57	Fail to do Schlwrk	6	1	2	1	69	16	1	138			5		233	239
58	Poss of Med	0				2			1			1		4	4
59	Use of Med	0												0	0
60	Trans of Med	0												0	0
61	Dist Prescribed Meds	0										1		1	1
62	Dist Non-Presc Meds	0						1				1	1	3	3
63	No Student ID (HS)	0										66		66	66
64	Sexual Contact	1						1				1	2	5	5
65	Non. Code Yellow/Red	0												0	0
	Total	564	30	418	217	1194	884	283	1284	8	3246	5720	1643	14928	15491

53.

Elementary Infractions by School 02-03

Code	Infractions	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HaO	Hit	HoH	Mon	Mor	Nei	Nor	Roc	Roh	San	Whe	Wil	Total
1	Physical Assault	4	1		6	8	1	1				4		5	2	1	1	4	2	1			6	47
2	Fighting		4			13		1						3	5	5	12		4			1	2	50
3	Pushing and Shoving	17	11		3	19			2		1		4		1	2	2	1				4	2	69
4	Threats - Level One	5	2		1	4	2		1		1	2	1	3	3		2	5		1			1	34
5	Threats - Level Two		1		1		1	1						2		3	3	2			1		1	16
6	Threats - Level Three														1									1
7	Bomb Threat	1																						1
8	Physical Injury	2	2		1				1						2	2			1				2	13
9	Guns																							0
10	Other Weapons																	1						1
11	Poss Prohib Objects				1	2															1			4
12	Extortion																							0
13	Sexual Assault																							0
14	Sexual Harassment					5										1		1						7
15	Harassment	1			1	2	2					1			2		1						1	11
16	Bullying			1		3	2	2				1				2	3			2				16
17	Drugs - Poss of																							0
18	Drugs - Use of																							0
19	Dist of - Drugs																							0
20	Dist of - Alcohol																	1						1
21	Alcohol - Poss of																							0
22	Alcohol - Use of																							0
23	Under Influence-Drgs																							0
24	Under Infl - Alcohol																							0
25	Tobacco - Poss of																							0
26	Tobacco - Use of																							0
27	Fireworks - Poss of																							0
28	Fireworks - Use of																							0
29	Public Indecency				1							1												2
30	Profan and Obs	2						1		4					1	3			1	1		1		14
31	Disparaging Lang				2		2					1		1								1		7
32	Damage to Property	2				1						2		1								1		7
33	Larceny (Theft)	2	1	1	2			1				1	2	1	1									12
34	Arso-False Fire Alarm																							0
35	False Alarm or Report																							0
36	Computers-Misuse of										1													1
37	Truancy				3																			3
38	Gambling																							0
39	Dishonest-Plagiarism																						2	2
40	Insubordination	13			1	22		14		1	5		1	1		4	8	4	4	4	4	14	4	100
41	Disruptive Behavior	8		9		35	3	12	2	8	2		5	4	10	1	3	2	1	3		4	4	116
42	Unlawful Activity																							0
43	False Complaints																							0
44	Repeated Offenses							1			1		1								1			4
45	Tardy to School																							0
46	Failure to Report																							0
47	Nuisance Items			1		1				1					2		1	1						7
48	Dress Code																							0
49	Unauthorized Area																							0
50	Parking Offense																							0
51	Bus Infraction											1												1
52	Tardy Class-6 Times						2																	2
53	Tardy Class-9 Times																							0
54	Tardy Class-12 Times																							0
55	Tardy Class-15 Times						7																	7
56	Referral not an Infrect	1																						1
57	Fail to do Schlwrk	1				1	4																	6
58	Poss of Med																							0
59	Use of Med																							0
60	Trans of Med																							0
61	Dist Prescribed Meds																							0
62	Dist Non-Presc Meds																							0
63	No Student ID (HS)																							0
64	Sexual Contact				1																			1
65	Non. Code Yellow/Red																							0
	Total	59	22	12	18	121	21	40	6	9	16	11	16	21	31	24	36	22	13	13	16	18	19	564