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COMPACT

I. PREAMBLE

The Natrona County Education Association (NCEA), Natrona County Classified Professional Association (NCCPA), Natrona County Association of School Executives (NCASE), Natrona County School District Cabinet, which includes the Superintendent (Cabinet), hereinafter, collectively referred to as recognized employee associations, and Board of Trustees of Natrona County School District No. 1 (Board) (collectively, the Parties) agree to adopt this Compact. In adopting this document, the recognized employee associations and Board intend to establish a compact of trust that will govern their relationship during the term of this Compact. The Board and recognized employee associations wish to structure the district's decision-making so as to assure that major decisions impacting students are reached through a collaborative interest based decision-making process including trustees, the recognized employee associations, parents, students and the community. Such decisions are subject to final approval of the Natrona County School District (NCSD) Board of Trustees meeting en bloc pursuant to the Board powers and duties under Wyo. Stat. 21-3-110 through 111 (2007).

All meetings of groups constituted by the Compact will operate in compliance with the laws and rules of the state of Wyoming, including Wyo. Stat. 16-4-401 through 406 (2007), commonly referred to as the Public Meetings Law. Meetings shall be advertised and open, consistent with W.S. 16-4-403, et. seq.

II. STATEMENT OF PHILOSOPHICAL AGREEMENT

In working together, the recognized employee associations and Board agree that they shall achieve district organizational, structural and decision-making goals

consistent with their philosophical compact.

First, organizationally, the Board and recognized employee associations agree that their relationship will reflect the following values. *

- **Visionary Leadership** — As leaders, the recognized employee associations and Board shall set directions and create a student--focused, learning--oriented climate; clear and visible values* and high expectations in a manner that balances the needs of all parties: students, the Board, recognized employee associations, parents and citizens of Natrona County. Leaders shall create strategies, processes and methods for achieving performance excellence, stimulating innovation, building knowledge and capabilities and ensuring organizational sustainability.

- **Student-Centered Education** — The parties to the Compact recognize that the fullest potential of all students can only be achieved by affording students opportunities to pursue a variety of avenues to success. The parties further

* Derived from the Baldrige Education Criteria For Performance Excellence

recognize that, in order to do this, they must focus on the real needs of students and will strive to identify those needs by determining personal growth, citizenship and customer requirements .

- **Organizational and Personal Learning** — Organizational growth includes systemic continuous improvement of existing processes and new approaches. Learning is a regular part of the daily work of all stakeholders practiced on a personal, school and district level, where knowledge is shared and problems are solved at their source. Opportunities for change and innovation result in personal, professional and organizational growth.

- **Valuing All Parties** — NCS D’s success depends on an engaged workforce that benefits from meaningful work, clear organizational direction and performance accountability within a safe, trusting and cooperative environment. The organization will build internal and external partnerships to better accomplish overall goals.
- **Organizational Agility** — The parties to the compact agree that their relations shall foster a district that develops a capacity for faster and more flexible response to the needs of the district’s students and other stakeholders.
- **Focus on the Future** — The parties will participate in and contribute to the short- and long-term planning necessary to anticipate educational factors that affect our students.
- **Managing for Innovation** — The parties are committed to changes required to improve the district’s programs, services and processes and recognize responsible risk taking as an element of change.
- **Management by Fact** — The parties are committed to using performance data and other objective evidence to inform decision-making, evaluation and operational improvement.
- **Public Responsibility and Citizenship** — The parties recognize their responsibility to operate in an ethical and open manner as stewards of the public trust.
- **Focus on Results and Creating Value** — The parties will focus on skills and knowledge, which add value to the individual student, employee and local/global community.

- **Relationship of Value and Trust** — The parties are committed to continually build relationships through trust, respect, dialogue and honesty.
- **Systems Perspective** — The parties agree to using a systems approach to achieve performance excellence.

III. GUIDING PRINCIPLES

Ideal decision-making occurs in a positive climate, in an inclusive organization, using a situation-appropriate process with continuous evaluation and adjustment. We believe a decision process that is collaborative allows all involved and affected by the decision the opportunity to understand the multiple perspectives and interests to better discover solutions that recognize and give legitimacy to values, expertise, knowledge and information. A decision-making process includes steps that lead to the decision. At NCSD, this decision-making process is the story, interest, options, evaluation, commit and implementation.

In an interest-based decision-making process, the decision is made between the evaluation and commitment steps. The act of making the decision is the manner the decision is made, consensus, consultative, majority vote and command.

Appropriate decision-making processes include: (Adm. Reg. # 4180)

- **Consensus Decision** — is a general voluntary agreement by representatives of affected stakeholders. It is not necessary for every participant to agree in full, but it is necessary for every person to be heard. Consensus decisions are appropriate when group commitment to the decision is advantageous to its implementation. Consensus decisions are not made by majority vote.
- **Consultative Decision** — is made by individual/individuals in positional authority with input from stakeholders.

- **Majority Vote** — is a vote by half the members of a body plus one.
- **Command Decisions** — may be made by persons in position of authority.

Every effort must be made to support employee representatives who are involved in these decision-making processes.

The parties of the Compact commit to:

• **Success for Each Student**

- ❖ The interest of student success will be central to all discussions.
- ❖ Decisions will foster opportunities for all students.
- ❖ This commitment recognizes the supporting role each stakeholder contributes to setting and achieving reasonable and high expectations for student learning.

• **Stakeholder Involvement and Collaborative Interest-Based Decision-Making 131**

- ❖ A consensus-building process will be used on issues which:
 - Directly impact students.
 - Directly impact employees.
 - Are controversial.
 - Involve multiple groups or buildings.
 - Have district-wide implications.
 - Are identified by the Leader Group as requiring a consensus-based decision.

• **Continual Stakeholder Training 140**

- ❖ The district will provide professional development and training of the
- ❖ Compact and collaborative interest-based decision-making processes.
- ❖ Training will emphasize:
 - Keeping student success as the focus.
 - Developing and maintaining relationships.
 - Skills required to analyze issues based on mutual interests rather than positions.

- Data--informed decision-making using relevant research.
- Compliance with statutes, rules and policies
- Timeliness in decision-making.
- Implementation, follow-up and evaluation of outcomes.

• **A Systems Approach**

- ❖ The district will use systemic continuous improvement to:
 - Align processes with district goals.
 - Gather, analyze and use relevant research in data-informed decision-making.
 - Support successful practices and innovations which foster improvement.
 - Focus on desired results.

• **Stakeholder Engagement**

- ❖ Assessment of stakeholder engagement will be continually used as an indicator of organizational effectiveness and improvement. Mutual support and celebration are recognized as important elements of stakeholder engagement.

IV. GOVERNING COMMITTEES

In order to facilitate the operations of the district three standing Compact committees shall be: Leader Group, Compact Issues Committee, and Compact Steering Committee. One ad hoc Compact Committee shall be the Problem Solvers Committee.

Each committee shall be composed of individuals who are committed to collaborative interest--based decision--making. These committees shall use a collaborative interest--based process when making decisions.

• **Leader Group**

The Leader Group shall assess unresolved issues brought forward by individual

stakeholders or stakeholder groups, route those issues to appropriate individuals or groups for consideration and establish tentative agendas for the Compact Issues Committee. In order to achieve these purposes, the Leader Group shall:

- ❖ Review and discuss all Requests for Intervention. See appendix....
- ❖ Use the established flow chart to refer issues to the appropriate individual or group. See appendix...
- ❖ Oversee integration of collaborative interest--based decision--making processes and systemic continuous improvement into the district culture.
- ❖ Receive and review reports of assigned issues and oversees the documentation of requests, resolutions and implementation reports.
- ❖ Discuss issues of current concern and establish the tentative agenda prior to Compact Issues Committee meetings.
- ❖ Communicate both internally and externally.
- ❖ Meet monthly with additional meetings scheduled as needed.

The minimum membership on this committee shall be open to at least one (1) representative from each of the following: Board of Trustees, Cabinet, Natrona County Association of School Executives (NCASE), Natrona County Education Association (NCEA), Natrona County Classified Professional Association (NCCPA), and Connections (parent group connecting students, families and community)

• **Compact Steering Committee**

The Compact Steering Committee will ensure a culture of excellence through systemic continuous improvement and collaborative governance aligned with The Compact by:

- ❖ Reviewing the Compact annually, recommending revisions to the Compact Issues Committee when appropriate.
- ❖ Defining induction and ongoing Compact training needs for all stakeholders.
- ❖ Applying a systemic continuous improvement approach to the Compact.
- ❖ Assuring all NCSD leaders understand and model the principles and practices of the Compact.
- ❖ Establishing feedback loops to monitor implementation of the Compact.
- ❖ Establishing feedback loops to monitor the culture.
- ❖ Act on feedback to ensure sustainability of the Compact.
- ❖ Communicate, both internally and externally.
- ❖ Meet monthly with additional meetings scheduled as needed.

The minimum membership on this committee shall be open to at least one (1) representative from each of the following: Board of Trustees, Cabinet, Natrona County Association of School Executives (NCASE), Natrona County Education Association (NCEA), Natrona County Classified Professional Association (NCCPA), and Connections (parent group connecting students, families and community).

• **Problem Solvers Committee**

The Problem Solvers Committee provides assessment and recommendations for solution of issues assigned by the Leader Group.

The Problem Solving Committee shall:

- ❖ Have access to available resources--time, people and funding necessary to work on assigned issues.

- ❖ Meet on an ad-hoc basis as needed.

The minimum membership on this committee shall be open to at least one (1) representative from each of the following; Board of Trustees, Cabinet, Natrona County Association of School Executives (NCASE), Natrona County Education Association (NCEA), Natrona County Classified Professional Association (NCCPA), and Connections (parent group connecting students, families and community)

- **Compact Issues Committee**

The Compact Issues Committee's purpose is to monitor, amend and/or clarify this Compact. The committee shall meet annually to deal with all employment document issues including salary and benefits.

These annual meetings shall take place following the legislative session beginning as soon as feasible after the district receives an estimate of general fund revenues for the next school year with the intent that meetings conclude before the end of that same week. Annual meetings shall utilize a minimum of one mutually agreed upon non-employee facilitators who are trained in the collaborative interest-based decision-making process.

In addition to the annual meeting, this committee shall meet once during each of the three remaining quarters with a minimum of one mutually agreed upon non-employee facilitators who are trained in the collaborative interest-based decision-making process to:

- ❖ Make consensus based recommendations on controversial issues to the Board of Trustees.
- ❖ Address issues received from the Steering Committee, Problem Solvers

Committee, or Leader Group.

- ❖ Hear and act on unforeseen, time-sensitive issues.

The members of this committee shall be recognized as the authorized agents for their constituents, and the decisions of the committee shall be binding on all participants. CIC decisions are subject to final approval of the Natrona County School District (NCSA) Board of Trustees meeting en bloc pursuant to the Board powers and duties under Wyo. Stat. 21-3-110 through 111 (2007). The committee is free to access additional personnel to act as resources to focus on a specific problem.

The membership on this committee shall be comprised of the following: Board of Trustee members, Cabinet – three (3), Natrona County Association of School Executives (NCASE) – three (3), Natrona County Classified Professional Association (NCCPA) - six (6), and Natrona County Education Association (NCEA) - six (6).

CIC meetings shall be advertised and open, consistent with W.S. 16-4-403, et. seq. Trustees participate in a CIC meeting as members of a larger group, and are not meeting as a discrete board or entity under the requirement of W.S. Sec. 16-4-402. Indications of CIC general group consensus or intention are not a promise or “final decision” by the Board of Trustees, and shall not be considered “action” as defined under W.S. 16-4-402.

V. PROVISIONS CONCERNING EMPLOYEE AGREEMENTS

The Board has promulgated employment documents with the recognized employee associations. The terms and conditions of these recognized employment

documents may be changed, amended or altered by action of the Compact Issues Committee.

VI. TERM AND COMMITMENT TO COMPACT

This Compact shall have an automatic and continuous term of two years, and shall end two years from the date the Board or recognized employee associations vote to stop the Compact from continuing on such automatic and continuous basis. Each Feb. 28, beginning with Feb. 28, 2003, shall be designated as an anniversary date of the Compact. During the window period, the time running from the first Board meeting in December through the following Feb. 28, the Board and the recognized employee associations shall review this Compact, and either group may vote to stop the Compact from running on an automatic and continuous basis. Should one of the parties decide to stop the Compact from running on an automatic and continuous basis, consensus through a collaborative interest--based decision--making process will be used during the remainder of the term to determine another Compact.

Should any article, section or clause of this Compact be declared illegal by a court of competent jurisdiction, that article, section, or clause, as the case may be, shall be automatically deleted from this document to the extent that it violated the law. The remaining articles, sections and clauses shall remain in full force and effect for the duration of the Compact if not affected by the deleted article, section or clause.

The Parties to the Compact do not intend to, and under this Compact do not, create any third party beneficiaries to the agreement. The Compact is conceived and

designed so that the rights, duties and obligations contained in the Compact will be shared only between the Parties to this agreement. The Compact provisions are intended to assist the Parties, only, in determining and performing their obligations. Towards that end, only the Parties have any legal or equitable rights under the Compact. Nonetheless, the Parties understand and agree that all Natrona County School District No. 1 employees are considered Party beneficiaries. All district employees are bound by the results of the decision-making process, to the extent such decisions have become final in accordance with the process set forth in this Agreement. Benefits and rights established through the process established in the Compact may be sought, enforced and/or recovered by all district employees.

VII. RESOLUTION PROCESS

Should the recognized employee associations and Board be unable to agree upon the interpretation or implementation of this Compact, the Board and recognized employee associations agree that their differences shall be resolved in the following manner: Each group represented on the Compact Issues Committee will assign two members to participate on a Resolution Committee. Each group will also select two consultants to participate in the development of a decision. Each group participating will be responsible for all costs associated with engaging consultants to represent their group. The group's consultants will be familiar with reaching consensus through a collaborative interest-based decision-making processes prior to engaging in committee work. The Resolution Committee, both members and their consultants, will meet with the same facilitators used by the Compact Issues Committee. The Resolution Committee will reach consensus through a collaborative interest-based process to develop a decision. The decision of the Resolution Committee will be adopted.

In the event the Resolution Committee cannot produce a decision, the issue will be returned to the Compact Issues Committee. The Compact Issues Committee will assign a new Resolution Committee. This process will continue until a decision is reached.

The Parties agree that the Compact is a document which reflects a process built on mutual trust and confidence in the power of reason, good faith, mutual goals and consensus. If the resolution process is not successful, the parties agree to seek mutual agreement using non-litigation, alternative dispute resolution procedures appropriate to the nature of the dispute before instituting any legal or equitable action to enforce or interpret the Compact.

Nothing in this Compact waives any NCSD employee's legal rights or remedies. The Compact does not limit any employee's use of or access to any administrative or legal procedure established by state or federal common, constitutional, statutory or administrative law or rule.

VIII. RECOGNITION

The Board officially recognizes the Parties to the Compact as the authorized entities for representing all their members in matters related to this Compact during the term of this Compact.

Original Document: December 2001

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Revised: January 11, 2008 352

Revised: May 2009 353

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Revised: May 13, 2014

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Natrona County School District – Casper, Wyoming

NCSD GLOSSARY OF TERMS

NCSD GLOSSARY OF TERMS

21st Century Skills — The term refers to the seven skill sets that are identified as essential and are correlated to 21st Century success for Natrona County School District #1 graduates to access and obtain by engaging in NCSD educational programming. They include Independent Life-Long Learning, Stewardship, Healthful Living, High Productivity, Effective Communication, Inventive Thinking, and Digital Age Literacy.

Ability — The capacity and/or power to act competently to perform assigned tasks, duties and responsibilities.

Accomplished — Performance is moving toward distinguished, as indicated by benchmark descriptors.

Academic Classroom Walk – A classroom walkthrough with the principal, instructional leader/s and Curriculum and Instruction division staff and/or external partner to gain a better understanding of the status of teaching and learning at the school. The team will consider: the classroom environment, what teachers and students are doing, and what students are saying. Observations data will be compiled for the school and reported to the principal, instructional leader/s, and teachers. (Administrative Regulation 6220)

Articulation — Continuous process of developing appropriate knowledge and skills so students do not experience gaps and unnecessary overlaps in their learning and have the necessary opportunities to learn what is expected.

Artifacts — Something created by humans usually for practical purpose.

Assisted Reflection with Principal and School Leadership – A reflective conversation between the building principal and Curriculum and Instruction division staff to gain a better understanding of the school leaders' perspective about the school and efforts made to improve student achievement. (Administrative Regulation 6220)

Baldrige Award Criteria — *Program signed into U.S. law in 1987 by President Ronald Reagan and named after deceased Secretary of Commerce Malcom Baldrige for his managerial excellence. A framework for excellence includes seven interdependent categories of criteria that when aligned and integrated yield excellent results.*

Benchmark — Used as a point of reference for evaluating performance or level of quality.

Cabinet — District senior leadership team who establishes and monitors strategic goals and directions of the district. Cabinet includes: Superintendent, Associate

Superintendent of Curriculum & Instruction, Associate Superintendent of Human Resources & District Services, Executive Directors of Human Resources & District Services, and Executive Directors of Curriculum & Instruction.

Centralized Enrollment — A year-round process administered at the district level used to register students into schools.

Classroom Teacher — Certified personnel who is the teacher of record and responsible for content area (e.g. grade level, language arts, science, math, social studies, and electives).

Collaboration — *We work with students, employees and the community to achieve common goals — looking beyond self-interests. We offer both support and challenge, remain helpful and forgiving in difficult situations, help build consensus toward positive results, and help one another shape meaningful lives. (NCSD Values)*

Collaborative Decision-Making — *See shared decision-making*

Command Decision — *Is made by leadership when necessary primarily in matters of urgency, law, safety, personnel, rules, regulation, and Board Policy. (Administrative Regulation 4180)*

Compact — *A philosophical agreement of trust between NCSD employees and the Board of Trustees that structures NCSD decision-making processes and sets an organizational profile of systemic continuous improvement.*

Compact Issues Committee — *A governing committee of the Compact designed to monitor, amend, and/or clarify the Compact, formulate policy, resolve issues, and deal with employee salaries and benefits. All recommendations of CIC are forwarded to the Board of Trustees for approval.*

Compact Steering Committee — *A governing committee of the Compact that ensures a culture of excellence through systemic continuous improvement and the collaborative governance model aligned with Baldrige principles.*

Competency — *A required collection of knowledge, skills and attitudes needed to perform a task and/or responsibilities.*

Conference — *A meeting between the teacher and evaluator to discuss mutual concerns and to promote understanding of the assessment being used and the evaluation process.*

Consensus Decision — *Is a general voluntary agreement. It is not necessary for every participant to agree in full, but it is necessary for every person to be heard.*

Consensus decisions are appropriate when group commitment to the decision is advantageous to its implementation. Consensus decisions are not made by voting.
(Administrative Regulation 4180)

Considerate, Meaningful Communication — We communicate frequently and openly, striving for understanding, dialogue and honesty. We share information, ideas and feelings — speaking forthrightly, listening carefully to understand, asking questions to clarify, respecting diverse views, participating productively in dialogue and conversation. (NCSD Values)

Consultative Decision — *Is made by administrators with participation of stakeholders.*
(Administrative Regulation 4180)

Customers — Those we serve.

Data Informed — Systematically collecting and analyzing various types of data to inform leaders in decision-making.

Decentralized/School-Based Enrollment – A year-round process controlled and administered at the school level used to register a student into that school.

Deployment Plan — The plan that answers the “how and when” question. It refers to how often, how many, where and when something is done, for example, how widely applied the approach is. Full deployment means that an approach is used widely throughout the school with no groups, or grade levels not participating.

Developing — Performance is moving toward proficient, as indicated by benchmark descriptors.

Digital Age Literacy — The term refers to the skill of using technology as an effective communication and learning tool in connecting one to the outside world.

Directed Growth —

Evaluator-directed evaluative process for the initial contract certified professional and the probationary year for the classified professional.

Distinguished — Performance is exemplary, as indicated by comments from the evaluator.

Diversity — We value, celebrate and encourage diversity, intercultural competence, originality, innovation and vision. By honoring individual and group diversity, we practice and model the respect and trust that is necessary to succeed in global

society.

Effective Communication — The term refers to teaming, collaboration, interpersonal skills and interaction as forms of coding and encoding exchanges between human beings.

NCSD Curriculum — NCSD's guaranteed and viable curriculum provides students adequate time and opportunity to learn the content and ensures that the content can be learned in the time available. Professional teacher practitioners, working collaboratively with the Curriculum & Instruction Division, provide input and help make decisions about the curriculum. It provides a map for students' educational journey.

Evaluation Protocol — The term refers to the processes and expectations that frame the employee evaluation cycle. The protocols are intended to provide a framework for the appraisal process and growth model.

Evidence — It is an organized set of data points put forth to support a claim.

Excellence — We value our journey toward excellence in our behaviors and outcomes, as we celebrate accomplishments, progress and triumphs. (NCSD Values)

Excelling — This designation refers to schools receiving a school performance level rating of “Exceeding Expectations” for three (3) consecutive years in Wyoming’s accountability model.- (Administrative Regulation 6220)

External Partner — A consulting firm or individual who provides short- and long-term technical expertise to schools or the district regarding a particular area of need (e.g. organizational, instructional, assessment, leadership). That partner in collaboration with C&I makes recommendations for improvement to move a school out of “focus” designation. (Administrative Regulation 6220)

Fairness — We treat students and employees justly and expect the same in return — applying rules with equity, giving all the benefit of the doubt, and providing opportunities for individual success. (NCSD Values)

Formal Evaluation — A process of data-gathering based on a specified format and structure with the intent of providing information leading to a summative evaluation; formal evaluations meet the spirit and letter of both state law and board/district policy to render judgments about effectiveness.

Formative Assessments — Produces information that is fed back to the person being evaluated in order to provide the opportunity for improvement, learning and growth.

Goal — Addresses a future performance level. The term goal refers to a future condition or performance level that one intends to attain. Goals can be both short-term (e.g. semester/year) or longer in term (e.g., two years); they are the ends that guide the actions. Targets make the goals quantitative in nature.

Graduate Profile — The term refers to seven skill sets that have been identified by Natrona County School District #1 that are essential for all graduates to obtain for 21st Century success. The seven skills are Independent Life-Long Learning, Stewardship, Healthful Living, High Productivity, Effective Communication, Inventive Thinking, and Digital Age Literacy.

Guided Growth —

Evaluator-directed evaluative process for the employee who has not achieved proficient rating on all goals due to changes in position, location, and or life changes.

Healthful Living — The term refers to engaging in physical, social emotional wellbeing.

High Productivity — The term refers to prioritizing, planning and managing for results. The ability to produce relevant, high-quality products through engaging work practices.

Independent Life-Long Learning — The term refers to a desire to explore and learn a diverse set of ideas and practices throughout one's life.

Instructional — Classroom staff who directly teach and are actively engaged in the learning process (classroom teacher, paraprofessional, tutor, etc.).

Instructional Support — Staff who are **not** directly teaching in the classroom and facilitate the learning process (counselor, career advisors, occupational therapist, physical therapist, recreational therapist, etc.).

Integrity — We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.

Interests — *A feeling, value or belief that looks for underlying motivation toward a topic or issue or a set of topics and issues.*

Interest-Based Agreement Process — *Collaborative decision-making process that emphasizes interests versus position.*

Inventive Thinking — The term refers to thinking that could be categorized as out-of-the-box thinking or thinking that is framed to solve a persistent problem; sometimes this involves benchmarking an organization in or outside of education.

Joy — We value laughter, play, love, kindness, and celebration in our learning and work — taking our learning and work seriously and ourselves lightly.

Knowledge — Expertise and skills acquired by a person through experience and/or education; the theoretical or practical understanding of a subject.

Leader Group — *A governing committee of the Compact designed to route issues brought forward from stakeholders. Leader group sets the agenda for the Compact Issues Committee.*

Leadership — Staff who establish clear vision/mission/expectations for those employees assigned to them, aligns with the strategic direction of the organization with assigned staff and in collaboration with others, influences people, and problem-solves issues for the best interest of the organization (principals, directors, managers, cabinet)

Leadership Team — Group of people directly responsible for aligning the work to the strategic goals and direction of a district/division/department/school.

Majority Vote — *The school leaders of each individual building site will determine the requirements of a majority vote in a particular circumstance. (Administrative Regulation 4180)*

Mutual Trust — *We are committed to relationships of trust and respect. We believe in sharing perspective, valuing and accommodating both differences and commonalities, and assuming our motives are trustworthy.*

Needs Improvement - Evaluation Designation — Performance is not at an acceptable level, as indicated by comments from the evaluator.

Neighborhood Schools — School determined to be closest from the residence in which a family resides.

Non-Negotiable — A pinnacle or apex construct, expectation, standard or value that is not open to interpretation. An understood non-negotiable is shared by all and is to frame organizational behaviors.

Observation — Minimum 15 minutes in an appropriate professional setting; feedback from the observation is required in writing.

Open Enrollment/School of Choice — Allowing parents and students to choose to attend any of the public schools in the district.

Options — *Possible solutions to the problem or issue.*

Parity Decision — *Is made when consensus cannot be achieved. It is a two-step process. a.) Each stakeholder group (e.g. parents, students, staff, and/or administrators) has one vote. That vote is determined by a majority of the individual stakeholder group voting for or against a certain proposal. b.) All stakeholder groups' votes must support the decision or there is no parity decision. (Administrative Regulation 4180)*

Plus/Delta — *A simple inclusive strategy enabling everyone to consider the pluses (what went well) and the deltas (what you would like to see changed). The Plus/Delta is a systemic continuous improvement feedback tool.*

Post Conference — Conference occurring after a scheduled, formal observation to discuss results.

Pre Conference — Conference occurring before a scheduled, formal observation, which establishes specific areas to be observed, based on the mutual concerns.

Priority School - Currently, schools receiving a school performance level rating of “Not Meeting Expectations” for two (2) years in Wyoming’s accountability model are identified as priority schools. (Administrative Regulation 6220)

Problem Solvers Committee — *A governing committee of the Compact that provides assessment of issues directed to the committee by the Leader Group. This committee’s role is to move recommendations of issues received to other committees for action.*

Process — A sequence of acts or steps that brings about a result.

Professional Mission — Written declaration of a core purpose and focus that normally remains unchanged. Three factors of a professional mission: 1) clearly states the career in which service is provided; 2) serves as a filter to separate those activities that are important from those that are not; 3) communicates a sense of intended direction. A mission is something to be accomplished whereas a vision is something pursued for that which is to be accomplished.

Proficient — Evaluation Designation Performance is moving toward accomplished, as indicated by benchmark descriptors.

Public Display — Visible showing of graphs and data.

Quality tools — Tools used by students and employees as they search for ways to be more effective at what they do; they are used as a way to organize thinking and make data visible. Quality tools provide instructional/learning resources to help educators and students work toward continuous improvement. Examples include, Plus/Delta, PDSA, Affinity Diagram, Rank Ordering, Cause/Effect Diagram.

Responsible Risk-Taking — We respond well to challenges freeing individuals and groups to find new solutions while considering our actions carefully. Although uncertainties remain, we move forward despite possible criticism.

School Data, Guaranteed and Viable Curriculum Conversation – A dialog between the school principal, instructional leader/s, Research and Assessment Department staff and the Teaching and Learning Department staff. First, the team will examine student achievement data, noting areas of strength and opportunities for improvement. Secondly, the team will discuss implementation of the district curriculum at the school and any support that might be needed to increase alignment of instruction and assessment, focus on learning targets, high-yield instructional strategies, and best practice interventions to improve student achievement. (Administrative Regulation 6220)

School Performance Levels - Descriptors for four categories used in the Wyoming School Accountability Program (Does Not Meet Expectations, Partially Meets Expectations, Meets Expectations, Exceeds Expectations) (Administrative Regulation 6220)

Shared Decision-Making — *A process that provides an opportunity for school leaders to collaborate in solving problems, defining goals, achieving results, and shaping direction for the school. School leaders are those parents, students, teachers, support staff, administrators, and community members charged with implementing and managing the improvements and processes of the school. (Administrative Regulation 4180)*

Site-Based Management — A management style, in which decisions are made at the school level and are aligned with the district strategic plan and parameters defined by district leadership.

Skills — Apply knowledge and ability to perform assigned tasks, duties and responsibilities competently.

Stakeholder — *Any person or individual that holds or possesses a vested interest in the successful operations and processes of the school district which support and enhance student learning.*

Standard — Established by authority as a rule as a measure of quantity, weight, extent, value, or quality. Established by authority, custom, or general consent as a model.

Standard - Growth Evaluator- consultative evaluative process for the employee who has achieved proficient or higher rating on all goals All rubric ratings must be at or above proficient on all standards and goals.

Standards Rubric — Standards describe the knowledge and skills the employee should possess at critical points in their career; the level of performance on the criterion being assessed that is considered satisfactory in terms of the purpose of the evaluation.

Stewardship — The term refers to a commitment to compassion and caring for others. The desire to act with personal, social and civic responsibility.

Story — *Describing perceptions about a problem or an issue in detail.*

Student Services — Refers to all district services provided for students to assist in their growth and learning.

Summary Evaluation — Refers to the longitudinal evaluation of the growth performance of an employee. Summative evaluations are formal and comprehensive, and they often cover global subject matter, global performance and are intended to capture the demonstrated proficiencies and added value of the employee.

Summative Assessments — Occurs at the end of a specified period of time and is intended to provide a judgment about effectiveness; the focus is on end results, outcomes.

System — A multitude of interrelated processes. A quality system is one working in unison and alignment with organizational goals.

Systems Alignment — The process of bringing into line goals and measures at all levels of the organization, interlocking improvement efforts at every level of the organization. It is the adjustment of functions in relation to other functions to optimize the entire system. All levels of leadership are committed to a systemic continuous improvement approach.

Systems Improvement — Increase the capacity of the function within an organization through planning, performing, analyzing and reevaluating. The process is ongoing to increase performance. All employees are committed to a systemic continuous

improvement approach.

Systems Integration — Is assessment and progressive linkage of systems within an organization. The process creates functional and technical characteristics into a comprehensive, interoperable system.

Systemic Continuous Improvement — *Continuous improvement is the integration, alignment, and evaluation of systems to better serve the customer. The process of continuous improvement humanizes the workplace, increases efficiency in work through collaboration, and creates a learning organization for the purpose of eliminating duplication and increasing competency of all stakeholders.*

Transparency — We value openness and clarity as to our intentions and processes as we interact with each other and all of our publics.

Walkthroughs — 5 to 15 minutes with defined systematic “look fors”; “on a frequent basis and are informal designed to collect patterns of data that can help employees improve their practices and/or performance.” Walkthroughs may contribute to an evaluation if done by an administrator.

Wyoming State Accreditation Process – The process by which schools in Wyoming receive a comprehensive evaluation. The process focuses on vision and goals,

evaluates teaching and learning, and examines how results are documented and resources are allocated. (Administrative Regulation 6220)