

**Management
and
Operational
Review**

Moscow School District 281

2002

Management and Operational Review

Management and Operational Review Team

Executive Summary

Administrative Services

Business and Operations

Curriculum and Instruction

Technology

Moscow School District 281

2002

Conducted by

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NOTE: The observations/recommendations in the following Management and Operational Review are numbered for ease in reference only and do not denote any order of priority.

MANAGEMENT AND OPERATIONAL REVIEW TEAM

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EXECUTIVE SUMMARY

The Moscow School District is located in Latah County, the hub of which is the City of Moscow. The area outside the city limits comprises the Palouse region which is rich farmland that produces the vast majority of America's seed peas, split peas, and lentils. Other agricultural commodities produced are barley, malting barley, hay, grass seed, livestock, and soft white wheat, which is the area's largest cash crop.

The University of Idaho, located in Moscow, was chartered in 1889 by Idaho's last territorial legislature and is Idaho's land grant institution of higher education. Colleges of Agriculture, Business and Economics, Education, Engineering, Forestry, Law, Letters and Sciences, and Mines, coupled with a graduate school serve more than 12,000 students annually.

Moscow is an attractive place to live because of the benefits derived from the University of Idaho, such as education opportunities, athletics, and fine arts programs performed both by the university and outside artists. In addition, a variety of other recreational activities such as hunting, fishing, skiing, and hiking are readily available. Moscow City also provides a recreation program for both children and adults.

The student population in the district is approximately 2,350 of which a high percentage of its graduates go on to higher education. The college preparatory program offered at the secondary level appears to meet the needs of students going into higher education. However, dual credit, advanced placement (AP) courses, and professional/technical courses are perceived to be lacking. Students are housed in facilities which consist of one high school, one alternative school housed with the high school, one junior high school, and four elementary schools. School facilities, however, are a major issue in the district because of age and usability. Currently, the student population is decreasing each year because of smaller families, two charter schools, a private religious school, and home school.

The district is a major business with a general fund budget of approximately \$17,596,700. While most financial resources come from state, federal, and private sources, local residents have taxed themselves through a bond issue for school improvements and a supplemental levy of \$5.5 million to further enhance educational opportunities for their children. Fortunately, the supplemental levy is permanent which allows the district an opportunity to plan for the wise use of this money as it budgets each year. However, with the drop of student enrollment which appears to be an ongoing issue and a market value which has leveled off, the district will need to plan carefully and utilize the expertise of all of its stakeholders to continue to use the supplemental money in a prudent and judicious manner. Without a doubt, additional financial support from the community will be needed for future facility needs.

The superintendent and board of trustees are commended for requesting a Management and Operational Review. It takes courage to invite a team of quality administrators from other school districts to look in detail at the operations of the district. This process was accomplished by reading many documents and conducting a minimum of 104 interviews with board members, certified and

classified staff, parents, and patrons of the district. One thing became very evident: all who were interviewed were caring people, concerned about maintaining and improving the public school system.

This report focuses on recommendations for change and improvement as well as validates the positive educational operations already being performed. This report will also provide a base from which the district can build a strategic long-range plan to continue to maximize its economy, efficiency, and effectiveness.

The full report includes observations and recommendations in the following four general categories: Administrative Services, Business and Operations, Curriculum and Instruction, and Technology Systems. A synopsis of several key recommendations follows:

Communication

As is the case in all school districts, communications, both internal and external, is vital. It seems that no matter how much is done in this respect, it is not enough. The district, however, has recognized the need for better communication with its publics by providing two opportunities in board meetings for public input, by developing a newsletter which is sent to all patrons and employees, and by developing a district web site. These avenues, as they become more sophisticated and informative, should help lessen the complaint the team heard from the people of this community that they want good information and also to be heard and included in the process of educating their children.

As has been suggested, a quality and content upgrade is needed in the district newsletter and web site communiqués. In order for that to happen, someone in the district must be responsible. Hopefully, this can be assigned to an employee already on staff as part of his or her responsibility.

Optimism is present in the district that the board and superintendent will be open and receptive to its constituency. In order to continue to promote this feeling, it is suggested that the board and superintendent travel together to each school in the district for a visit. This will have to be advertised as a board meeting, but it will be worth the effort. Staff will view this activity in a positive way because it will show support for what they do but will also allow the staff to see a positive relationship developing among board members and the superintendent.

Governance

The role of the board and the superintendent must be clearly delineated as each group functions together to develop equal educational opportunities for all children. To accomplish this end, the board must realize that its role is one of being the policy makers, utilizing the professional staff in the development of that policy. The board then delegates the responsibility to oversee the day-to-day functions of board policy to the superintendent and administrative team. The superintendent and building administrators must then follow policy in their decision-making rather than allowing past practice to become the mode of operation. Fortunately, the district policy is current, but continual review will be necessary.

The board is commended for participating in a training session. It is imperative that professional development activities continue on a regular basis.

Personnel and Employee Relations

The board policy, which governs the district's relationship with its staff, is in place and current. However, the board, administration, and teachers need to begin to reduce the acrimony that has been part of the past. Building trust among this constituency is a must if the district is to move forward in the process of improving education for all children.

The following is recommended:

- ?? The board and superintendent must provide leadership in developing and practicing a trust relationship among themselves, with all employees, with the parents and patrons of the school district.
- ?? Section 3.13 of the Moscow Education Association (MEA) requires that a "Harmony Committee" meet and confer with the superintendent on a regular basis. This is happening. However, the word harmony implies agreement in feeling and action. The MEA should make every effort to be examples of harmony in working with the board, administration, and patrons.
- ?? Building principals, through their professional development process, must become the recognized instructional leaders in their buildings. They must increase the time spent in the classroom and work diligently with their teachers to make sure the aligned curriculum is being taught.
- ?? The district should provide for staff professional development programs germane to systematic improvement and individual staff needs necessary to improve student learning. It should not be heard that some teachers have lost their passion for teaching. Teachers must be re-energized through training.

Planning and Evaluation

A long-range strategic plan must be built to reflect the future needs of the district and should include all stakeholders in its development. The plan then should be the driver in the district to be reviewed by the board on a regular basis to make sure the plan is being carried out by the district and building staff. A part of this plan should be accomplished through a community building process to increase trust among all the constituents of the district. Trust among all stakeholders will be absolutely necessary in order to accomplish a better learning environment.

In this planning phase, a review of all district committees should take place to determine whether or not they are accomplishing the purpose for which they were established. Those committees deemed necessary should become committees that are effective with results that can be readily seen.

Budgeting

Budget development in the Moscow School District should reflect the district's willingness to finance, as revenues permit, the long-term goals established in its strategic plan. A concerted effort must be made to include all stakeholders in the discussion phase, but the responsibility for final budget adoption rests with the school board, working in concert with the business manager and superintendent.

Facilities Management

A committee has been established to review and recommend a facilities plan to the board. Considerable work has been done, but it doesn't appear the community is ready to support such a plan at this time. A declining enrollment, a leveling of market value, a poor economy, and a split in the community as to what should be done sets the stage for the failure of a bond issue in the near future. However, facilities, not only new but also the maintenance of the current ones, should remain a high priority in the district's strategic plan. The work of the present committee should not go unheeded, but it appears that a great deal of communication with the public on this contentious matter will be necessary before a date can be established for a bond issue.

Curriculum and Instruction

The team was impressed with the enthusiasm of the curriculum coordinator. The coordinator is willing to become more knowledgeable about the curriculum alignment process, and the state required assessment program. Work has been done, but much more will be necessary.

The following will be necessary in order to provide the students with the necessary skills to be successful:

- ?? Because the current curriculum is not fully aligned, gaps have been left in the learning process. Continued work on alignment is necessary to close these gaps.
- ?? A common textbook adoption, based on the aligned curriculum, is necessary throughout the district. All elementary schools should use the same aligned curriculum and textbook so students transferring from one school to another will have the same educational opportunity.
- ?? The supervision and evaluation process should focus on classroom instruction, emphasizing the need for all teachers to teach the aligned curriculum. How the teacher teaches is not a major concern unless the students are not mastering the material. What the teacher teaches is important.
- ?? This kind of curriculum process requires a lengthy period of time for development. This work can not be done after school. Summer is an excellent time for staff members to focus on this singular task. Compensation, however, will be necessary.

Technology

Fortunately, the superintendent has recognized the need for a technology upgrade. An assessment is currently being done in order to facilitate a plan for improvement for a system that could be classified as broken.

It is recommended that the district:

- ?? develop a plan to fix the current infrastructure shortcomings;
- ?? develop a staff development program which supports the use of technology in curriculum and instruction;
- ?? develop a standard computer skills curriculum to be taught to all students;
- ?? review current technology personnel resources to ensure that all technical assistance is available to provide a consistent, reliable system;
- ?? provide equitable technology resources, both hardware and software, for all staff and students; and
- ?? develop a replacement schedule for out-dated computer hardware.

In conclusion...

The review team appreciated the cordial nature in which it was received by board members, staff, parents, and patrons. Team members were made to feel welcome, helping to conduct the review in a professional manner. It came as no surprise to find many good things happening in Moscow School District. It is operated and staffed by truly caring, dedicated professionals whose sole interest is to provide the finest educational program possible for all students. The district is urged to study the recommendations offered in this report. It should be noted that full implementation of each recommendation can not be accomplished overnight. However, over a period of time, with positive leadership, changes can be made that will result in greater economy, efficiency, and effectiveness in the district.

ADMINISTRATIVE SERVICES

1.0

The quality of the instructional program and the measured results in student learning depend to a great degree on the effectiveness, commitment, and vision of those who lead. A vital component of this delivery system is the board of trustees and the administrative team working in unison to provide resources necessary to meet the educational needs for all students.

Therefore, the key components of this section include board/administration relationships; strategic planning which addresses district needs and assesses the effectiveness and efficiency of programs and operations; the avenues of district communication, internally and externally, with the constituents served; and the district's relationship with its personnel.

Areas reviewed in this section are as follows:

- ?? Communications
- ?? Governance
- ?? Personnel and Employee Relations
- ?? Planning and Evaluation

COMMUNICATIONS

1.1

Effective communication is the key to developing and maintaining positive relations and trust with the general public and district employees. An effective communication plan is a valuable asset for a school district.

Successful communication practices build consensus and support for programs and projects of the district. Disseminating accurate information in a timely manner, allowing for a variety of feedback and keeping district employees informed are part of successful communications.

The board and superintendent are to be commended for undertaking an overall review of the district, including communications. The superintendent is to be commended for visiting schools, having an open door policy, and responding in a timely manner to patron informational requests.

Observations and Recommendations

1.1.1 Observation

The school board and superintendent recognize the challenges and difficulties with district communication in the past. The board and superintendent understand the importance of fostering effective dialogue with the general public and school district employees. The patrons of the district also wish for communication to be open and forthright.

Recommendation

- ?? The school board should hold a series of school house meetings away from the board room providing patrons the opportunity to discuss issues of the district, taking input particularly in the area of plant facilities.
- ?? The superintendent should set goals to take every available opportunity to address civic and community groups to share the vision and goals for the district.
- ?? The district should designate an individual (even part time) to serve in a public relations capacity. The individual should work to coordinate educational information efforts district wide and develop a positive working relationship with the local media.

?? The district should develop dialogue with parents who choose either home school or private/parochial schools and share with them the excellent programs where their children could benefit through participation.

1.1.2 Observation

It appears the school board has not been visible and physically present in the school buildings.

Recommendation

The board members should visit all schools during each school year in order to communicate a strong message of caring.

1.1.3 Observation

Communicating through the district web page is an excellent method to share information about the district.

Recommendation

The web page needs to be updated and revised to present important current information.

1.1.4 Observation

A district newsletter is currently being sent to all school district patrons.

Recommendation

Continue to send the newsletter to all patrons with an emphasis on current, quality information.

GOVERNANCE

1.2

The school board has tremendous importance. They are the freely elected, duly governing bodies of a school district. No other entity has the authority like the school board to make positive changes in the district. The school board and superintendent working together as an administrative team ensure practices that are more effective.

The board is to be commended for hiring an excellent superintendent and providing a governance atmosphere where she is empowered to fill the role of chief executive and chief educational officer of the district. The board is also to be commended for participating in recent board training.

The board is to be commended for their practice of reviewing and updating board policies and for undertaking the Management and Operational Review.

Observations and Recommendations

1.2.1 Observation

The school board recently hired a highly qualified superintendent to run the school district. Much public and professional dissatisfaction with previous practices was evident before this change. The new superintendent has opened up the communications process.

Recommendation

The board is urged to continue its support of the superintendent's efforts to open communications to the constituents.

1.2.2 Observation

There are some concerns over the charter schools within the district.

Recommendation

The two charter schools should be thoroughly audited, particularly in the areas of plant facilities and curriculum.

1.2.3 Observation

The school board is perceived as being supportive of the superintendent and the current direction of the district.

Recommendation

The school board should continue the practice of allowing the superintendent to act as chief executive officer and not be involved in the administrative details of district governance.

1.2.4 Observation

It was observed there has been a high turnover rate of board members.

Recommendation

It is important that members extend their length of service on the board to provide overall stability to district governance.

1.2.5 Observation

The entire board recently participated in a board training session.

Recommendation

Continue annual boardsmanship training and plan to attend the Idaho School Boards Association meetings each year.

PERSONNEL AND EMPLOYEE RELATIONS

1.3

A school district is a labor-intensive operation generally with an excess of 85 percent of the budget devoted to personnel costs. The goal of any district is to attract, retain, and continue to develop the best possible staff within the limits of the budget. The Moscow School District should also be concerned that the staffing levels are adequate, but not excessive, for a quality program.

An effective employee relations program can help develop:

- ?? a competitive educational program to offer the community;
- ?? a positive atmosphere in which students and staff work;
- ?? a satisfied clientele; and
- ?? a capable administrative, teaching, and support staff who keep pace with current educational research, issues, and trends.

Observations and Recommendations

1.3.1 Observation

Without exception, staff and community members alike view the new superintendent, Dr. Candis Donicht, as an asset to the district. One community member summed it up by saying that, "The district has been vastly strengthened by the new superintendent." Everyone seems to appreciate "her approach to working with all internal and external publics of the Moscow School District."

Recommendation

The superintendent should continue to communicate regularly with school staff and the community by involving all district stakeholders in the strategic planning process.

1.3.2 Observation

The community and staff view the Management and Operational Review (MOR) as a way of assessing the district and as a way of involving stakeholders in the public schools.

Recommendation

Provide the staff and community the results of this MOR and allow them the opportunity to celebrate accomplishments and to address concerns.

1.3.3 Observation

District office staff members are very satisfied with their jobs and their work environment. Staff moral in this office is high. All workers seem to be supportive of each other. The receptionist's position has been eliminated and a new phone system has been installed. The new telephone system is viewed as "impersonal" and lacking the human element.

Recommendation

Re-evaluate the phone system from a public relations perspective.

1.3.4 Observation

The district has recruiting and hiring procedures in place. For every opening, there are qualified candidates. This is especially true for certificated positions where there are usually several well-qualified candidates for every vacancy. There is little teacher turnover. Some teachers, however, have become very "comfortable" doing what they have done for the past several years and may not be serious about moving toward a standards-based system. Regarding the standards movement, one teacher reported to a colleague that, "This, too, shall pass."

Recommendation

Once highly qualified candidates are hired, continue to provide staff development and supervision to help teachers reach district goals. In the area of student achievement, make sure all teachers are in-serviced on the identified skills to be taught at each grade level and in each subject area. Build into the assessment system a way to collect and analyze data at the classroom level. Provide in-service to teachers on how to use the data to improve instruction. Use results of data to identify strong teachers who may be able to share their expertise with other teachers, across the district, at their grade level or in their subject area. Allow in-service time and/or common planning time for this work to take place. Identify and provide extra help to those teachers whose students are not learning what they need to know.

1.3.5 Observation

The district is facing a problem of declining enrollment, partially due to patrons choosing charter schools or private/parochial schools over schools in the Moscow School District. In increasing numbers, parents are also choosing to home-school their children. This is in part due to perceptions regarding personnel performance within the district. Parents and/or patrons have voiced the following concerns:

?? Students are disrespectful to each other and to teachers, and some teachers too often tolerate this.

- ?? Some staff members are openly “grouchy” to students. This practice has been allowed to continue year after year.
- ?? Some veteran teachers have lost their enthusiasm.
- ?? Supervisors may not be willing to, may not have the authority to, or may not have the skills to help improve staff performance/attitudes.
- ?? When parents new to the community call the school, the receptionists or principal may not take advantage of the opportunity to “sell” the school to the parent.

Recommendation

All teachers, administrators, and classified staff should make a concerted effort to make the school atmosphere a respectful, pleasant, stimulating learning environment. When parents call regarding enrolling their children in a school, invite them to visit the school. Supervisors should more aggressively seek to help staff correct unsatisfactory performance.

1.3.6 Observation

The perception of at least some factions of the community and some staff is that the previous administration and board made decisions and then tried to sell their point of view rather than include all stakeholders in the decision-making process. The facilities plan for a new high school, for example, is viewed as “tainted.” The decision to reconfigure the elementary schools is a second example of perceived “top down” decision making.

Recommendation

- ?? Review the plans for a new high school. Include a broad base of stakeholders in the process.
- ?? Continue to evaluate the pros and cons of the new elementary school configuration. Involve staff at those schools and parents of children attending those schools in the evaluation process.
- ?? When changes are considered that affect a broad base of stakeholders, involve a representative group of these stakeholders in the discussion in order to enhance ownership and garner widespread support of decisions.

1.3.7 Observation

The Moscow School District has an effective mentor and peer assistance program in place. New teachers routinely take advantage of this program.

Recommendation

Continue to offer support to new employees.

1.3.8 Observation

Sharing and collaboration among the teaching staff within each of the three elementary schools varies, with less sharing and collaboration occurring in the two newly reconfigured elementary buildings. This is to be expected, as it takes time for reassigned staff to build relationships and trust. Sharing and collaboration between teachers at McDonald Elementary School and teachers at the same grade level in the other two elementary schools is limited, strained, or lacking.

Recommendation

Improvement in relations among teachers within each elementary school and among teachers across all three elementary schools is desirable to more efficiently and effectively utilize district resources. This can be facilitated through common planning/learning times within buildings and through district-wide in-services where teachers can share strategies, lessons, and assessments.

1.3.9 Observation

Administration and staff share frustrations regarding the availability of technology services across the district. Problems with e-mail continue to exist. The training and expertise of key individuals responsible for technology services may be part of the cause for the delay in, or the lack of services.

Recommendation

Technology personnel need assistance and specialized training to adequately meet the needs of the district.

1.3.10 Observation

An attractive, well-organized, classified employee handbook has been developed. This handbook is complete and includes such information as general expectations, benefits, and relevant district policies.

Recommendation

Continue to make this handbook available to all classified employees.

Continuous planning and evaluation are fundamental to any organization interested in achieving efficiency and effectiveness.

The district developed a strategic plan during the 1999-2000 school year. This very ambitious plan included stated goals and action steps in the areas of communication, trust and respect, technology, learning environment, support services, and curriculum. For each area, several goals were listed with numerous action steps to accomplish these goals. Many of the action steps were completed according to the designated timeline for 2000-2001. Very few planned actions were taken in 2001-2002. During the fall of 2002 the Strategic Plan Steering Committee met and discussed major revisions of the plan, including narrowing the focus to three main areas: communication, student achievement, and learning environment. The district is commended for renewing interest in the plan and for narrowing its focus—one area of focus being student achievement, which is every school district's highest priority!

Observations and Recommendations

1.4.1 Observation

Three of the six sections of the original plan—curriculum, technology, and support services—were combined under the heading of “student achievement” in the new plan. Although curriculum, technology, and support services impact student achievement, it seems that nothing has been “given up.”

Recommendation

Although it is easy to list multiple goals, strategies, and actions on paper, this work must be within reach and doable. The intent of the revision of the strategic plan was to narrow the focus. If the people involved in implementing the plan are headed in too many directions, goals will not be accomplished district-wide nor will they be accomplished well. The Strategic Plan Steering Committee should more narrowly define the district's focus.

1.4.2 Observation

Recognizably, the new strategic plan is in draft form, and the Strategic Plan Steering Committee has a good start. Some actions related to the first goal on “continuously increasing student achievement,” are not clear or measurable. For example, one action is to implement Stages 3 and 4 on the SDE Roadmap for Implementing State Standards.

Recommendation

Refer to the roadmap for specific actions stated in Stages 3 and 4 to improve achievement. For example, one action could be “outline specific and measurable objectives aligned to standards and benchmarks” or “develop the annual instructional calendar describing the order in which standards and benchmarks (topics/units) will be taught.” Continue to develop the plan by completing the column on responsible parties (such as grade-level or content-area teams) and establish target start and completion dates. Recognize that everything cannot be accomplished at once.

1.4.3 Observation

The district collects and reports assessment data in the core curriculum areas as required by the State of Idaho. The district is commended for its excellence in student academic achievement. Test scores, compared with other districts in the state, are very high.

Teachers are in the beginning stages of learning how to use and apply the data at the classroom level to improve achievement. It is essential that program and curricular decisions are driven by data. While the core areas of instruction have attracted considerable attention and overall student performance is commendable, there is a definite need for all teachers, regardless of their disciplines, to learn how to use the data to improve student achievement.

Recommendation

Give all teachers access to data and the responsibility for improving student achievement. Continue professional development on the interpretation and use of testing information. Define and address gaps and overlaps in the curriculum. Continue professional development on teaching strategies, especially those strategies to help identify subpopulations of students requiring differentiated instruction. Base program and curricular decisions on the data.

1.4.4 Observation

A committee of district teachers and administrators has developed a teacher evaluation plan. According to the philosophy of the plan, “Staff evaluation is critical to the establishment of high standards of academic excellence and can be an important component in providing for accountability.... [The process provides] feedback that leads to professional growth and development of the individual teacher.”

Recommendation

As with student performance, teacher performance should be based on data. The summative evaluation instrument is a checklist, results of which should be supported by observation data

(such as scripting and analysis of the lesson), and this data should be included under the comment section. With increased attention to accountability and higher levels of expectation, it may be advisable to develop a rubric that is specific and provides a clear basis for making judgments.

Administrators should be given professional development on supervision of teachers where supervision includes attention to: 1) the teachers' use of the aligned curriculum, 2) teachers' use of instructional strategies to reach all students, and 3) results of assessments where the focus is on instructional improvement.

1.4.5 Observation

Included in the evaluation plan are three reports: an observation report, a summative evaluation report, and a formative evaluation report. The formative strand is designed for experienced teachers who have met or exceeded district minimum performance standards, as determined by the district's annual summative evaluation. In the formative strand, teachers set individual goals for professional growth. They can also request funds to use for professional development.

Recommendation

Determine the staff development necessary to accomplish district goals with the number one goal being improved student achievement. Professional staff development should be driven by data and/or the strategic plan.

1.4.6 Observation

The superintendent has developed a "Board of Trustees Annual Schedule." Important work of the board is scheduled for each month. This schedule includes a quarterly update of the district's strategic plan, plans for new board member orientation, plans for board professional development (boardsmanship training and ISBA conference), and plans to address curriculum, instruction, and assessment.

Recommendation

Continue to organize and set forth important work of the school board in an annual schedule. Consider including a periodic review of the many programs such as special education, gifted and talented, professional-technical, drug-free schools, and counseling, to name a few. Include an examination of program objectives and relevant data in the review.

BUSINESS AND OPERATIONS

2.0

As in many school districts, the Moscow School District has a larger payroll, transports more individuals, prepares more meals, and purchases more goods and services than most any other business in the surrounding area. Yes, a school operation is a big business.

As a result, the Moscow School District relies on large sums of public money provided from state sources as well as local property taxes to provide services for students. As a steward of these public funds, it is essential that the district has a well-managed and cost-effective system in place to support this business enterprise.

Areas reviewed in this section are as follows:

?? Accounting and Payroll

?? Auditing

?? Budgeting

?? Cash Management

?? Facilities Management

?? Food Service

?? Maintenance

?? Purchasing

?? Risk Management

?? Transportation

ACCOUNTING AND PAYROLL

2.1

Moscow School District is to be commended for its financial management and accounting practices. Individuals who were interviewed commented that they had support for and trust in the central office staff.

The district accounting records provide staff with the necessary information to make informed decisions as it pertains to financial operations. The staffing level at the central office appears to be adequate for the level of reporting required. Staff and patrons commented that the central office staff was very helpful and accommodating in providing information to answer questions relating to district operations.

Observations and Recommendations

2.1.1 Observation

The district is reportedly planning to upgrade the financial and accounting software (Skyward) from a DOS based version to a new Windows version.

Recommendation

The district is strongly encouraged to follow through with the upgrade. The newer system has had positive reviews in other districts in the state and should eliminate problems associated with the DOS version, such as the computer “freezing up” in the middle of an operation and losing the data.

2.1.2 Observation

Employees at all levels of the accounting and payroll operations of the district are having problems associated with the “wireless network” technology. Accounting data from the school sites is not able to be transmitted from the buildings to the central office. State reports submitted electronically to the State Department of Education are sometimes not received at the SDE. E-mail communications work only randomly.

Recommendation

Take immediate steps to rectify the undependable network system currently being used. Employees are very frustrated by the current situation and do not have confidence that the system will work when a transaction is commenced.

2.1.3 Observation

The district has two charter schools operating under separate charters in the school district. While operating independently of the chartering district, the charter schools have an obligation to report financial data to the district. The district currently contracts with the charter schools for busing services and food service.

Recommendation

The district needs to be attentive to the finances of the charter schools as they have some limited responsibility. Financial information needs to flow both ways due to contracted services for busing and food service and meeting the requirements of the federal government as it applies to various grant situations.

2.1.4 Observation

District secretarial staff reported that they were initially trained on the current accounting and payroll software system when it was installed district-wide a few years ago. As new updates and changes have been made to the system, limited additional training has been provided.

Recommendation

The district should meet with the secretarial staff of the buildings to update them on changes to the software system when warranted. Consider holding regularly scheduled monthly or alternate month meetings with district secretarial staff to update them on district initiatives.

AUDITING

2.2

The district has a financial audit performed each year in accordance with Idaho Code. The latest audit did not have findings or recommendations pertaining to weaknesses in internal controls or non-compliance with federal grant guidelines. The auditor found a very cooperative, friendly, well-trained business staff and a business manager who provides quality information necessary to complete the annual audit. Good personnel create good financial records. Likewise, the auditor presented a fine report at the board meeting, explaining the fund balance for all to understand and the importance of having a fund balance. In addition, the district has an on-going fixed asset program which is updated annually and will be ready to convert to the new guidelines which will include an inventory depreciation schedule.

Observations and Recommendations

2.2.1 Observation

The district has contracted with a professional auditing firm to conduct its yearly audit which also includes a review of the books of the elementary, middle, and high schools each year.

Recommendation

The annual audit should continue to include a review of the financial records of each school every year.

2.2.2 Observation

Board members receive a copy of the audit report prior to its review at a regular board meeting in the fall.

Recommendation

The board should review and study the audit report prior to the board presentation in order to formulate any questions to be asked of the auditor concerning the financial operation of the school district as well as the individual schools.

2.2.3 Observation

The district, with the help of its auditing firm, has implemented sound financial practices to tighten controls on monies collected as gate receipts and at concessions.

Recommendation

Continue requiring all employees to follow district policy and practices concerning monies collected as gate receipts and at concessions.

2.2.4 Observation

The legislature has been critical of districts where the fund balance continues to grow beyond a reasonable amount which in some districts has been above 10 percent of their operating expenses. However, some of this criticism is the result of legislators not understanding the unique needs of each district and how much of that fund balance is already encumbered. The fund balance in Moscow School District is not excessive and is in danger of being reduced to an inappropriate level because of state holdbacks, property values remaining nearly flat, and reduced enrollment.

Recommendation

Determine what is a fair and reasonable fund balance and attempt to maintain that balance. If the fund balance exceeds that determination, a system for spending the excess money in a productive manner to benefit all students and staff should be devised.

BUDGETING

2.3

The budget is a statement that includes an estimate of proposed expenditures and the anticipated revenue for the school year. Providing adequate resources for all programs and for facilities within the constraints of available funding sources presents administrators in the district with a significant challenge. The district has a permanent override levy which has enabled the district to offer a wide and varied curriculum for the students.

In the Moscow School District, the process for budget development is varied. Each building is presented a dollar amount based on the previous fall enrollment. The staff and administration at each building then present their requests to the central administration office. Then a budget committee of community members and district staff review the budget requests from the buildings and makes further recommendations to the district office. The other department heads, transportation, maintenance, food services, meet with the business manager to present their requests and needs.

The district is to be commended for the process of budget development and the involvement of community members.

Observations and Recommendations

2.3.1 Observation

The district's ending cash balance has been declining over the past two years.

Recommendation

Thorough evaluation of programs and expenditures are necessary to move the district in a positive direction.

2.3.2 Observation

Connectivity with buildings and district office does not exist in all areas, and budget reports are not available in a timely manner.

Recommendation

Provide buildings with the equipment necessary for daily access to budget information as needed.

2.3.3 Observation

The budget committee, comprised of community members, is not involved in the early stages of budget development and conflicts arise as final decisions are made.

Recommendation

Change process to involve community during the beginning of the development of the budget.

2.3.4 Observation

Budget controls are in place to monitor all expenditures and revenues.

Recommendation

Continue the current method of operation which is both positive and diplomatic.

CASH MANAGEMENT

2.4

Moscow School District is to be commended for having a general fund balance of at least five percent. An adequate fund balance leads to reduced costs. For example, there is no need to borrow money in anticipation of state or local revenue payments. An adequate fund balance can also contribute significantly to the district's bond rating at such time as it may be in the position to issue bonds for a building project.

Observations and Recommendations

2.4.1 Observation

Moscow School District invests idle cash in the Idaho State Treasurer's Local Government Investment Pool. The business manager does periodic reviews of other potential sources of investing for maximum gain for the district.

Recommendation

Continue the practice of investing the idle cash in the Idaho State Treasurer's Pool and, from time to time, continue to review other potential sources of investing for maximum gain for the school district.

The Moscow School District serves approximately 2,350 students in four elementary schools, one junior high, one high school, and one alternate high school. In addition to the school sites, the district has a maintenance/bus transportation/food service storage building and a district office complex to serve the administrative support services for the district. The district also owns a 20-acre parcel that is currently being used as a joint-use facility with the city recreation department. The district has a long-range strategic planning document entitled, "Strategic Plan 2002-2003," which has general guidelines relating to facility needs and use.

Concerns were expressed about the current buildings due to age and safety conditions. Russell Elementary is the oldest building in the district being constructed in 1928. The most recent major improvements or renovations were done to A.B. McDonald Elementary, Moscow Junior High, and Moscow High School. They were completed in the early and mid 1990's. The district administrative office and maintenance/transportation/ food service building were constructed within the last 10 years. The district has sought consulting firms to assist in the development of plans to assist them in determining a plan for facilities improvement. At the current time the Moscow High School has been evaluated and inspected to determine the feasibility of renovation or replacement.

One of the concerns of the district is the declining enrollment in light of the need for upgrading and or replacing facilities. With the increase in alternative education opportunities in the area, the enrollment is decreasing. The issue of declining enrollment and facilities needs is a major concern for the patrons, administration and board. Strong feelings prevail in relation to this issue and will require a well-planned and educationally supported plan to bring the various parties together to accomplish a facilities improvement proposal for the district.

The district will need to spend time and effort to resolve the facilities issues to gain support from the various stakeholders. The district is commended for examining the needs for facilities and for doing an outstanding job of maintaining the current facilities.

Observations and Recommendations

2.5.1 Observation

There does not appear to be a clearly defined facility plan that has the agreement of the different groups of stakeholders.

Recommendation

Review all of the past and current proposals for facilities improvement and through a collaborative process with all the stakeholders involved, select a plan that will address the needs of the district based on the education and program needs of the students.

2.5.2 Observation

The district has a strategic plan that identifies the learning environment as one of the six strategies for focus based on the mission, vision, and goals of the district. This represents a priority for “a safe, supportive, challenging, and productive environment for all students to learn.”

Recommendation

Review the facilities plan in light of the strategic plan and develop a long-range timeline to ensure that the plan is intentionally implemented with the mission, vision, and goals of the district.

2.5.3 Observation

Other governmental entities in the district attendance area are also planning facility issues that will impact the ability to get support from the taxpayers.

Recommendation

The school district, together with the other entities, need to promote effective communications to understand the various facilities needs of each other and prioritize the requests to minimize the impact on the taxpayer.

2.5.4 Observation

The Moscow area community is interested in maintaining and supporting a very strong educational program and exceptional facilities to house those programs. There are a variety of opinions from the stakeholders about what the solution for facilities should be.

Recommendation

Address the issues of communication with all the stakeholders to increase the level of trust and respect that will need to exist for successful planning and implementation of programs and facilities. Honesty and integrity are very important issues that must be addressed. Decisions based on educational need and research will help defuse the emotional intensity that currently exists.

FOOD SERVICES

2.6

The food service program is an essential support service. The program participates in both state and federal school lunch programs and serves breakfast, lunch, and an after school alternative education program. In addition the program also caters meals to two charter schools and a private school in the district. The program has also catered meals for community events. These additional activities have enabled the program to ensure a positive cash balance at the end of each year.

Moscow District, like many others in Idaho, is challenged to enhance participation and meet the needs of the increasing health-conscious clientele. To do this, each school appears to serve a wholesome variety of meals including ala carte, salad bars, and hot meals.

The food service program is offered in five schools that serve up to 1,700 meals each day including breakfast. To accomplish this task, there are 15 food service employees district-wide. Each kitchen has a manager who is responsible for following the district-planned menu. Schools have the freedom to offer additional meal items that will encourage student participation.

The food service employees are commended for their efforts to provide nutritional meals. Food service employees have a very positive attitude toward their job. They enjoy working around the youth and strive to provide the best service possible for every participant.

Observations and Recommendations

2.6.1 Observation

Participation at the high school is low due to a longer lunch period and proximity to the downtown area and an open campus.

Recommendation

Consider shortening the high school lunch period and use student committees to determine user food preferences.

2.6.2 Observation

The technology needs of the program are not being met with the current system.

Recommendation

Network all school kitchens so reports, requests, and communications are ongoing as needed on a daily basis.

2.6.3 Observation

Two of the schools do not have electronic lunch counting equipment.

Recommendation

Consider purchasing electronic equipment for these schools.

2.6.4 Observation

Equipment at the high school and one elementary is in poor condition.

Recommendation

Develop a yearly improvement plan to purchase equipment for these two schools.

MAINTENANCE

2.7

The Maintenance Department of the district is committed to maintaining and improving the quality of the school buildings and facilities. The department has a small staff to respond to the issues and repairs in the district. The department is housed in a new facility that also provides space for the transportation and storage of supplies for the various departments in the district. The department head is housed in the maintenance area but spends considerable time visiting staff and administration while overseeing the maintenance and care of the buildings. In addition to being department head he also serves as a licensed electrician and performs duties related to his trade.

The department has 20.5 FTE and they include the maintenance staff, a painter, grounds keepers, warehouse person, and building custodians. Following a failure of an override levy in the spring of 2002, the maintenance department budget was reduced by 17 percent and resulted in the loss of personnel. Currently, the department is operating with fewer staff than previous years, resulting in fewer services and more cross training of personnel to cover the duties and responsibilities of the department.

The department is to be commended for the care and pride it has taken in the current facilities. The team heard many reports of satisfaction and praise for the maintenance and custodians in the district.

Observations and Recommendations

2.7.1 Observation

A need and concern exist for improvement of facilities in the district as expressed by board, administration, staff, parents, and patrons.

Recommendation

Initiate a process to provide a mechanism for determining the course of action that will accomplish the facilities goals determined by the community.

2.7.2 Observation

Buildings are in need of renovation and improvement to keep them current and safe for student and staff use. There is a great deal of concern for proper care and use of facilities and the image projected to the community.

Recommendation

The planning committee, board, and administration need to budget adequate resources for the existing facilities to ensure a safe educational environment that will provide a positive image for the district.

2.7.3 Observation

The maintenance department has a budget established for the care and upkeep of the facilities.

Recommendation

Consider reviewing the budgetary needs of the district in providing adequate staff resources and funding to adequately care for the buildings.

2.7.4 Observation

The department uses technology in processing work orders that are submitted by the building staff. Reports are generated that record the amount of money spent, the items for repair and time spent in repairs.

Recommendation

Additional technology resources should be made available to all buildings and staff who are involved in the maintenance and care of the buildings in order to have more consistent and effective connectivity to the network.

2.7.5 Observation

Upon investigation by the visiting team, it was observed that the wooden light poles on the athletic field located at the junior high school need to be inspected to determine if they are safe and in good condition.

Recommendation

That the appropriate personnel or utility company review and test the power poles to determine their condition for continued use and safety.

2.7.6 Observation

The district currently has property that is being jointly used by other entities in the community including the City of Moscow.

Recommendation

Review the arrangements of the use of facilities particularly in regard to interagency agreements to protect all parties in relation to liability.

PURCHASING

2.8

Moscow School District has a centralized purchasing process that is in compliance with Idaho Code and meets accounting requirements necessary to document and support all purchases made with taxpayer dollars. District personnel are informed and knowledgeable about the district's purchasing policies.

Observations and Recommendations

2.8.1 Observation

The current system of site-based purchasing seems to be quite effective and well received by the staff and administration. The purchase order system currently being used has been well communicated to the relevant staff and seems to be working for the school sites and support services.

Recommendation

Continue to evaluate and modify the present purchasing system as needed.

2.8.2 Observation

The district is currently attempting to use the remote entry feature of the purchase order module in the accounting software. Due to problems with the "wireless network" the school secretaries have to enter purchase orders generated from their individual buildings into a computer at the district office. This exercise is very inconvenient for the building secretaries and is inefficient and a waste of time.

Recommendation

Continue in the direction of using available technology to ultimately bring the entire district on-line with remote purchase order entry. This should be done only after any problems associated with the "wireless network" and/or data processing and any security issues have been identified and corrected.

2.8.3 Observation

Although most staff seem to be well versed on how the purchase order system is supposed to work, there does not appear to be a purchasing procedures manual or document.

Recommendation

The district will find it advantageous to reduce the procedures of the purchase order system to writing. This is especially helpful to new staff members unfamiliar with a purchase order system.

RISK MANAGEMENT

2.9

Developing sound risk management plans and procedures is a critical component as districts maintain efficiency, effectiveness, and fiscal responsibility.

The district has developed a Crisis Management Plan. This plan and its procedures for emergency responses in critical situations reduce the district's liability. The district is commended for proactively addressing emergency procedures to protect children in the event of a crisis.

All classrooms have telephones. By having telephones available to everyone, safety concerns can be easily reported.

Observations and Recommendations

2.9.1 Observation

The maintenance supervisor and his designees inspect buildings and grounds to ensure there are no hazardous or unsafe conditions in the schools, thus minimizing the district's liability. State Facility Inspections indicate few safety concerns; most concerns have to do with the unsafe use of extension cords.

Recommendation

Continue to inspect buildings and grounds on a regular schedule. Continue responding to safety concerns reported by staff. Correct all violations as listed on the State Facility Inspection Report, including the improper use of extension cords.

2.9.2 Observation

The district has cooperative agreements for sharing of grounds and/or facilities with the city. Administration is unaware of the liability assumed by the district in these arrangements.

Recommendation

Require a certificate of insurance for any outside agency using school district grounds or buildings. The board should establish the required minimum amount of this coverage. As a side note, all contractors working on the school grounds should also provide a certificate of insurance to include general liability and workman's compensation.

2.9.3 Observation

The district owns a van, however, students are not transported in this van.

Recommendation

Continue transporting students on school buses to all school-related activities.

2.9.4 Observation

High school students drive themselves or catch rides with friends to the junior high after school each afternoon for athletic practices. Students arrive at the junior high about the same time junior high students are dismissed from classes.

Recommendation

It is unfortunate that the practice fields for high school students are not on the high school campus. In view of the situation, however, staff should continue to monitor the parking lots at both the junior high and high school to minimize risks.

2.9.5 Observation

Night custodians work alone in some buildings.

Recommendation

Continue to provide radio communication to custodians who work alone at night.

TRANSPORTATION

2.10

Moscow School District operates the transportation system for the busing of students for regular programs and most of the activities for the students of the district. On very few occasions the district has contracted for activity trips.

The bus fleet currently has 25 vehicles, operates 17 daily routes, and has 25 certified drivers. The district has recently completed a new facility for the maintenance and parking of buses. In addition to the 25 drivers, the district employs a supervisor, dispatcher, and mechanic who provide all the bus maintenance. One additional employee is hired part time to fuel the vehicles. All maintenance is done in house with the exception of transmissions. All bodywork and painting are done in the district facility.

Approximately 1,000 students are transported on a daily basis. There are two shuttle routes on a daily basis to transport kindergarten students from a classroom at the university to an elementary school and one to shuttle high school physical education class students to activity centers at the junior high site. The district also provides for approximately 1,400 activity trips throughout the school year.

Observations and Recommendations

2.10.1 Observation

Networking with district office and other buildings is not currently available.

Recommendation

District may consider a system of connectivity between the transportation department and all district buildings.

2.10.2 Observation

Eligibility for ridership is not consistent throughout the district.

Recommendation

District may want to re-evaluate the policy on ridership and assignment to buildings.

2.10.3 Observation

There is a perceived inefficiency in field trip transportation.

Recommendation

Conduct a study to determine number and educational value of field trips.

2.10.4 Observation

Equipment and vehicles are on a schedule for both replacement and maintenance.

Recommendation

Continue the commitment to maintain and replace vehicles and equipment.

2.10.5 Observation

Community support for the transportation program is consistent throughout the district.

Recommendation

Continue to present a positive image for the district as it relates to transportation.

CURRICULUM AND INSTRUCTION

3.0

The heart and purpose of any school district is found in the curriculum it embraces and the instructional strategies that are encouraged. Success in the instructional program is the basic measure of success for the school district. The objective of this section of the review is to identify and recommend improvements to the existing management practices and administrative services that provide support to instruction and curriculum.

The primary mission of Moscow School District is to provide a quality educational program for all children. This is accomplished by providing teachers with support, materials, instructional equipment, and staff development; by providing an aligned K-12 curriculum that establishes the skills, behaviors, knowledge, and attitudes important for children to demonstrate after completing their tenure in the Moscow public school setting; and by providing a favorable atmosphere for a continuing examination of curriculum and instructional policies and practices that support quality teaching and learning.

Focus of this review, however, is to identify and recommend improvements to existing management practices and administrative services which provide support to the instructional program. It is not an assessment of the effectiveness of the instructional program.

Areas reviewed in this section are as follows:

- ?? Instructional Program
- ?? Special Programs
- ?? Student Services

INSTRUCTIONAL PROGRAM

3.1

The essence of education and the mission of any school district can be found in the curriculum it embraces, and in the effort it makes to assure the quality of this curriculum and the instructional strategies that are used in its delivery. Curriculum provides the framework or base for organizing schools and classrooms, and in the current standards-based environment, this curriculum must be aligned to reflect the adopted standards.

To ensure effectiveness, the district must have curriculum that is focused, aligned, assessed, and adjusted to fit the needs of its clientele and the standards expected by society. Gone are the days when textbooks drive the curriculum within a “whole group” method of curriculum delivery. To be effective, the teacher must first understand the relevancy of following a focused, aligned curriculum, be able to assess its effectiveness, and adjust its delivery to reach each and every student. The art of instruction lies in the delivery of the curriculum and the ability to convey this critical content to the students. The measure of instructional success must be gauged in terms of growth for all students.

Curriculum, instruction, and assessment go hand in hand and must be prioritized in budget, time, and resource allocation. Districts must strive to provide aligned curriculum, instructional enhancement, and data-driven assessment programs that show proven increases in all learning for all students.

It is most important in this effort to recognize the unique potential of all students, and the ever-increasing demands of educational competence required for their success. The skills, behaviors, knowledge, and attitudes gained through their course of study will greatly enhance or hinder their quality of life from graduation to retirement. It is imperative that a district realize this responsibility and does everything within its power to ensure the most critical learnings are mastered in a sequential order by all of its students.

Observations and Recommendations

3.1.1 Observation

The instructional staff in the Moscow School District is highly trained and experienced. Approximately 2/3 of the staff hold advanced degrees, and the majority of staff members are active participants in staff development programs provided by the district.

Recommendation

It is recommended that the district continue to recognize the training and experience of its staff, and that staff development programs be varied to accommodate novice, mid-career, and highly experienced teachers.

3.1.2 Observation

While broad curriculum guides exist, curriculum in the Moscow School District has been determined to a large extent by the desires and interests of the staff and/or individual schools. The district has aligned its current curriculum to the Idaho standards; however, there is variation in the degree to which the adopted curriculum is used by teachers in the district.

Recommendation

It is recommended that the current curriculum be expanded into a more detailed curriculum that includes skills continuums and grade level expectations, and that these be communicated and implemented district-wide. It is further recommended that the district develop policies and procedures to heighten accountability in the use of the adopted curriculum.

3.1.3 Observation

The adoption of textbooks and related instructional material has been fragmented, and buildings/individual teachers have had great latitude in determining the materials for instructional use. Various instructional materials and programs may be found throughout the district. Recently, the district has adopted a five year cycle for examination and adoption of curricular materials and has begun the process of adopting a new reading series.

Recommendation

Standardize curriculum adoptions to ensure continuity in instruction (to support a common curriculum) throughout the district. The district is encouraged to adopt policies and practices that ensure that the basic materials that support instruction are consistently utilized throughout the grades and buildings.

3.1.4 Observation

Funds for the purchase of textbooks and related instructional materials were cut to balance the budget. There is doubt that funds are adequate for the upcoming language arts adoption.

Recommendation

Re-allocate funds to ensure that a complete language arts adoption may be made or that the adoption be spread over two budget years, and that these provisions be clearly communicated to staff and parents. It is further recommended that future budgets contain an appropriate

allocation for the purchase of curriculum materials to support the district's new text adoption cycle.

3.1.5 Observation

The district is making effort to effectively utilize the assessment data that is now available through the state testing program. Central office administrators are working with principals on a monthly basis on issues such as teaming, assessment, development of an instructional calendar, etc. A new Assessment Leadership Team is in place to set district-wide goals based upon the data and to begin to filter these to school, grade level, teacher, and student levels.

Recommendation

It is recommended that the district continue its efforts to build instructional leadership capacity, and that site administrators be given the task of modeling a similar process with their own staff members.

3.1.6 Observation

Until recently, the district has lacked central direction in establishing curriculum, utilizing assessment data, and providing quality staff development. The current curriculum coordinator is viewed as very effective and is widely respected as an individual who has come "from the trenches" to lead the improvement effort. However, since this individual is paid on an extended teacher contract, she lacks the "position power" that is necessary to provide strong district leadership, direction, and accountability.

Recommendation

The position of curriculum coordinator should be an administrative position commensurate with the range of responsibility given to that position. This will help to strengthen the perception of the importance of curriculum, assessment and staff development within the district's improvement efforts.

3.1.7 Observation

A .2 FTE staff member has been added to assist with data analysis and assessment literacy training.

Recommendation

Additional assistance will be required as the district moves further into the use of data to inform instructional practice.

3.1.8 Observation

It is the perception of teachers and parents that the district's high school curriculum and instruction are targeted to the college-bound, academically proficient student. This perception is underscored by the fact that few professional/technical classes exist in the district.

Recommendation

Expand the professional/technical course offerings for students. Alignment of these courses to the Career Pathways identified by the State division will help to ensure that appropriate courses are available to prepare students for the reality of life beyond the classroom.

3.1.9 Observation

It is the perception of parents and teachers that there are limited dual course and advanced placement options available to Moscow School District students.

Recommendation

Actively pursue dual credit options for students in academic and professional/technical courses to enable students to earn college credit while completing their high school course work. It is further recommended that the district implement additional advanced placement classes for high school students. Colleges and universities in the area should be well positioned to partner with the school district in this endeavor.

3.1.10 Observation

Teachers and administrators report that the district's current supervision/evaluation process lacks a focus on instructional improvement.

Recommendation

Revise the current supervision/evaluation process to ensure that the focus of this process is instructional improvement. Specifically, it should contain standards for instruction, use of the adopted curriculum, and the assessment of student achievement. It is further recommended that administrators receive training on specific methods to support teacher improvement in these areas.

3.1.11 Observation

It was the perception of nearly all of the interviewees that there are "odd inequities" in the allocation of resources to support curriculum, instruction, and technology.

Recommendation

The district should clearly articulate to all stakeholders the process for, and actual allocation of resources.

3.1.12 Observation

While the Moscow School District has been a high achieving district as measured by traditional assessment instruments, there is question among the stakeholders regarding growth and achievement of disaggregated groups of students. Specifically, these questions arose with regard to the gifted population, special education population, and students viewed as “low” or “average” in ability and achievement.

Recommendation

Closely monitor student growth; ascertain the growth of disaggregated groups of students; and institute changes in resource allocation, programming, grouping, use of special service providers, interventions and other aspects of instruction that will promote growth for all students.

3.1.13 Observation

Interviewees indicated a need for collaboration time and structured processes for utilizing achievement data to make changes in instruction, grouping practices, development of instructional calendars, etc.

Recommendation

Undertake the study of possible changes in the school day, school week, etc. that may facilitate time for collaboration.

3.1.14 Observation

The need for a formative assessment system to be used by classroom teachers to monitor student growth between summative (state) assessment periods was identified.

Recommendation

Identify and/or develop common formative assessment strategies to utilized district-wide, and make sure teachers receive training in the effective use of these strategies.

SPECIAL PROGRAMS

3.2

Moscow School District provides special education, Limited English Proficiency (LEP), Title I, professional/technical education and gifted/talented services to its students. The overall philosophy of the district is to include its students in the general education program as much as possible. However, pullout programs are available depending upon the goals and needs of the students in any particular program.

The Special Education Program has a total enrollment of 290 students ages 3-21 or 11.2 percent of the student population according to the December 1, 2001, Idaho Department of Education Exceptional Children Summary. On the teaching faculty there are 19 special education teachers, including a consulting teacher; 2.5 FTE (Full Time Equivalent) school psychologists, three speech language pathologists and 35 paraprofessionals. The Title I program with three teachers is operational in three elementary schools (Lena Whitmore, J. Russell, and West Park) and at two charter schools and a private school. Each of the charter schools has a .50 FTE paraprofessional. The Gifted and Talented (G/T) Program has 3.4 FTE G/T facilitators who are divided as follows: Whitmore .60 FTE, McDonald .60 FTE, Russell .40 FTE, West Park .40 FTE, Moscow Junior High School 1.0 FTE and Moscow High School .40 FTE. According to the aforementioned December 1, 2001 summary, there are 218 G/T students or 8.4 percent of the student body. Since there are no children under the age of 7 identified as G/T, the actual percentage of students enrolled in the district who would qualify as G/T is certainly higher.

There are 11 professional/technical classes available at the high school with a median class size of 13 students. A .60 FTE career counselor was hired this year at Moscow High School.

Another special program that depends upon grants and some federal program funds is the Moscow Mentor Program. This program matches adults and high school students with elementary and junior high school at-risk students. The purpose of the program is to build positive relationships to increase students' personal and social skills and gain the self-confidence needed to not only be successful in school, but also as citizens. Currently there are 100 students who are matched with mentors.

Observations and Recommendations

3.2.1 Observation

The Special Education Program is perceived to be an outstanding program staffed by a group of knowledgeable, dedicated professionals providing services to students with a wide range of disabilities. A concern that was expressed was the need for a district philosophy on

differentiated instruction for special education students when they are in general education classes.

Recommendation

Provide training opportunities for classroom teachers to learn how to adapt the curriculum to meet the needs of students with disabilities.

3.2.2 Observation

Special educators are not involved in the annual textbook adoption/curriculum process.

Recommendation

Consider the needs of the special education teachers when a particular content area such as language arts or math is part of the adoption cycle.

3.2.3 Observation

The assistant superintendent has responsibility for the special education program.

Recommendation

The Special Education Program should have its own director given the complexity of the issues inherently involved in delivering services to a disparate group of students with exceptionalities.

3.2.4 Observation

Weekly education team meetings are held at the schools with special educators, school psychologists, building administrators, counselors, and classroom teachers to discuss student concerns. At these meetings various intervention procedures are discussed with the goal to improve students' school experiences.

Recommendation

This educational practice should continue because it benefits struggling students with creative and proven intervention techniques from a host of experienced, skilled educators and support staff.

3.2.5 Observation

The Gifted and Talented Program is another superior program, staffed by a corps of expert teachers. At the elementary level it is basically a pullout program where G/T students are

gathered together in their respective buildings once or twice a week for enrichment classes. A concern mentioned by parents of G/T students is that the elementary students are taught as a group when they are pulled out and not given opportunities to explore their areas of interest.

Recommendation

Group instruction is practical when teaching concepts such as creative thinking or problem solving, but a balance should be reached by incorporating individual interests and projects as well.

3.2.6 Observation

Differentiated instruction is an issue with G/T students as well as students in special education. Gifted students need to be continually challenged academically. Since the bulk of their instructional time is spent in the general education classroom, it is left to the classroom teacher to adapt the curriculum to meet their special needs.

This past year money was available through state G/T funds to provide general education teachers training in differentiated teaching practices. Approximately 35 teachers participated in the training. Kudos to the G/T staff for providing this training and to the classroom teachers for participating in the class.

Recommendation

Offer this class again so more educators can be trained in the principles of differentiated instruction.

3.2.7 Observation

At the junior high school there are classes such as Future Problem Solving which are available for G/T students, but also other students as well. At the high school there are two AP courses, honors classes and an Extended Learning Internship (ELI) available to G/T and other students. Parents of G/T students desire their children to be tracked in order for them to benefit from an enhanced curriculum and with classmates who are their intellectual peers. At the high school, the principal maintains that there already exists a defacto tracking program for G/T and other high achieving students who select honors courses, the two AP classes, and additional advanced classes.

Recommendation

The services available to G/T students should be reviewed.

3.2.8 Observation

The professional/technical courses available to students at the high school are woefully inadequate.

Recommendation

Many more relevant and meaningful professional/technical classes should be available to students. Currently the high school principal is working with representatives from Lewis and Clark State College (LCSC) in promoting professional/technical classes, and providing college credit for future tech/prep courses that will be developed in partnership with LCSC and Moscow High School. Better publicity and promotion of professional/technical classes, in conjunction with college credit from LCSC, should bolster the number of students who elect to take professional/technical classes.

STUDENT SERVICES

3.3

Student services in the Moscow School District consists of 6.75 FTE school counselors, a .60 FTE high school career counselor, 2.5 FTE school psychologists, and 1.0 FTE school nurse. The school counselors are divided among the district's schools as follows: West Park Elementary .50 FTE, J. Russell Elementary .50 FTE, A.B. McDonald Elementary 1.0 FTE, Lena Whitmore Elementary .75 FTE, Moscow Junior High 2.0 FTE and Moscow High School 2.0 FTE. The FTE of elementary counselors is purportedly a direct correlation of student enrollment.

There are 2.5 FTE school psychologists who are also divided among the district's schools according to enrollment. The high school and the junior high each have a .50 FTE with the remaining psychologists divided among the four elementary and two charter schools.

The school nurse has the responsibility of all the schools and, depending on her schedule, can be found at any one of the schools.

Observations and Recommendations

3.3.1 Observation

The basic message conveyed is that the counseling staff is overworked, and at the secondary level does not have time for social/emotional counseling.

Although the counseling staff may be working as hard as they can, when reviewing the State Board of Education Rules under personnel standards, the stated pupil to personnel ratio goal for school counselors is 400:1. With a student population at the high school of approximately 600 and at the middle school of 570, the student to counselor state goal is more than met. Student populations at Whitmore Elementary of 325, McDonald Elementary of 425, West Park Elementary of 225 and Russell Elementary of 200 are also close to the Board of Education goal.

Recommendation

Review the school psychologists' caseloads to determine if they might have time to counsel students. The other option is to hire additional school counselors/and or social workers to work with the social/emotional issues of adolescents and young adults.

TECHNOLOGY

4.0

Functional technology that is easy to access, easy to use, and easy to teach and learn is a basic need in all school districts. Societal demands for a computer literate population has driven this expectation to the pre-elementary level.

With the advent of the internet, distance education, business, and record keeping needs, presentation packages and escalating use of email, technology has risen to the top as a priority for educational organizations. The user groups include students, teachers, administrators, office personnel, classified staff, parents, and patrons. A complete plan to include these groups in imperative.

Technology comes in many forms, from computer labs and classroom pods to distance learning and smartboards, to financial software and student data programs, to project applications and multi-tasking. It is an increasing expense and responsibility for all school districts, but one that has become as essential as the 3-R's. Simply put, graduates can not be prepared for the communications of today's world without a thorough education in today's communications systems. Likewise, the management of a school district can not be nearly as effective unless a quality technology system is in place at the district and building levels.

Moscow School District is to be commended for its focus and effort in technology. However, continued planning and support from the school board, administrators, and staff will be necessary in order to provide each student and staff member with the tools of tomorrow's working world.

Areas review in this section are as follows:

- ?? Technology Systems—Instructional
- ?? Technology Systems—Management

TECHNOLOGY—INSTRUCTIONAL

4.1

While technology will never replace effective teaching, technology presents a significant potential to enhance the teaching and learning process. Therefore, it is vital that school districts provide appropriate hardware and software to enable teachers to effectively integrate technology into the classroom to enhance good teaching, and to utilize the power of technology to make data based decisions that improve overall student learning.

Observations and Recommendations

4.1.1 Observation

There is no systematic plan for the instructional use of technology, and technology availability/use varies significantly by individual teachers and buildings. While some “spots” of technology exist within individual classrooms or programs, there has been no transfer of successful use to other settings in the district.

Recommendation

Develop and implement a system-wide plan for technology. The plan should be developed with the active involvement of staff, parent, patron, and student stakeholder groups. Provisions should be made in the staff development program for the exchange of “best practices” in technology.

4.1.2 Observation

The district lacks appropriate technology to support curriculum, instruction, and assessment.

Recommendation

The technology plan should include provisions for standardized access, networking, hardware, and instructional software. Provision should be made to ensure the district’s technology system is compatible with the state’s assessment program.

4.1.3 Observation

There is a significant need for staff training in the use of technology to support curriculum, instruction, and assessment.

Recommendation

Expand the staff development program to provide classes, workshops, and inservice sessions on the effective use of technology to enhance curriculum, instruction, and assessment. This training program should be articulated as part of the technology plan.

4.1.4 Observation

There is no standardized computer skills curriculum for students. The technology experience of students varies by the school and classroom into which they are placed.

Recommendation

Involve K-12 teachers, parents, and students in developing a computer skills curriculum and integrate it into the curriculum.

TECHNOLOGY MANAGEMENT

4.2

The Moscow School District has placed technology as a priority in both the curricular area and systems or infrastructure framework. The concerns on the part of all the parties interviewed in the MOR team visit indicated that the infrastructure needed to be assessed and evaluated to determine how it could be made to be more effective, efficient and reliable for the users. A proposal to have an outside technology-consulting firm review the existing network and make recommendation for improvement is a needed step to improve the level of satisfaction by all parties.

Observations and Recommendations

4.2.1 Observation

There are a number of concerns and complaints about the reliability and consistency of the current network.

Recommendation

The plan to have an outside technology-consulting firm come in and assess and review the current network and determine where improvements need to be made is essential to the future of the technology system in the district.

4.2.2 Observation

There is a comprehensive long-range plan for the implementation and support of the technology system in the district.

Recommendation

As soon as the technology review is complete, the Strategic Plan needs to be revised to determine priorities, timelines, and financial strategies for the implementation of the provided by the consulting firm. Additional resources may have to be budgeted to have an efficient, reliable, and consistent network.

4.2.3 Observation

The district does not have a trained network administrator to manage and oversee the technology system/infrastructure.

Recommendation

A person needs to be identified and assigned to manage the network who has the expertise and skills to manage and maintain the technology system needs of the district.

4.2.4 Observation

There does not appear to be a technical staff support system to effectively provide support to the administration, teachers, and students.

Recommendation

Based on the findings of the technology audit/review, a determination needs to be made to provide adequate staff and financial resources to manage and support the technology network.

4.2.5 Observation

The district has a large number of computers and other technology devices that have been obtained from a number of sources. The equipment ranges from recent to some that are many years old. The distribution of the equipment is determined to some extent by those who have written grants or been involved in some special program.

Recommendation

A plan needs to be created that will ensure equitability of technology resources for all staff and students and that a regular plan of replacement be developed to help keep the equipment current.

4.2.6 Observation

The students, staff and administration use the network on a regular basis for the many tasks that occur in an education environment. The work and files are critical to the efficient operation of a school or district.

Recommendation

Develop policy and procedure to provide for regular backup of files and records that are essential to the operation and management of the school and or district.

APPENDICES

5.0

I. Roadmap for Implementing the State Standards

II. Resume' - Management and Operational Review team members.

APPENDIX I

Roadmap for Implementing the State Standards

Roadmap for Implementing the State Standards

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

Stage 6

Preparation

Focus

Data Analysis and Interpretation

Design and Implementation

Monitoring and Feedback

Evaluation and Renewal

Orientation to Standards and Making a Commitment	Create or Renew District and/or Building Mission/Vision	Collect and Analyze Data to Determine Current Status	Implement Grade Level /Department Teaming	Supervise Learning (instead of Supervising Teaching)	Analyze and Interpret Data
Formation of Governance and Leadership Teams	Determine Alignment of Written, Taught, Tested, and Graded/Reported Curriculum Standards and Benchmarks	Diagnose and Interpret Findings	Identify Benchmarks/Topics/ Units to Be Taught Each Quarter/Trimester	Develop System for Feedback and Interventions	Determine Extent to Which Measurable Goals for Student Performance Were Met
Adopt Board Policy for Implementing Standards and Curriculum Alignment	Identify Subpopulations of Students	Set Measurable Learning Objectives	Identify Desired Results for Deep Alignment— Content, Context, Cognition	Grade and Report Out on Standards/Benchmarks, Topics/Units, Assignments and Assessments	Tie Personnel Evaluation to Goals for Continuous Progress
			Determine Acceptable Evidence/Set the Bar for Performance	Utilize Technology to Enhance Learning and Store Student Data	Identify Perceptions of Stakeholder Groups
			Plan Learning Experiences and Instruction		Conduct Cost Analysis
			Verify Instructional Alignment with Classroom Assignments and Assessments		Plan for Continuous Improvement
			Implement Technology to Enhance Learning and Store Student Data		

APPENDIX II

Resume' - Management and Operational Review team members.

Sidney J Armstrong
608 West Cameron Ave.
Kellogg, Idaho 83837
Home: (208) 786-0841
Work: (208) 773-1658

EXPERIENCE

Director of Business Services
Post Falls School District #273

1992 to Present

Responsible for all business related functions for a school district of 500 employees and with an enrollment of 4,200 students. Supervise the district office business staff, including payroll, accounts payable, purchasing, accounting and finance. Supervise the directors of maintenance, food services and transportation and direct the operations in those areas.

- ?? Prepare and implement district budget totaling approximately \$18 million of general fund expenditures. Federal funds, debt service funds and other miscellaneous funds account for an additional \$3 million in budgets. The district is currently in the process of constructing a new high school with a budget of approximately \$19 million.
- ?? Develop and present monthly financial statements detailing the prior month's activity to the Board of Trustees and the administrative group. Direct the preparation of other internal reporting for staff and administrators.
- ?? Prepare all reports required for State of Idaho Department of Education and Kootenai County Treasurer.
- ?? Responsible for all school district insurance programs including health and dental plan, property insurance and workers compensation plan.
- ?? Invest the school districts funds in a manner to maximize the returns while complying with State of Idaho legal requirements.
- ?? Served on two rating committees presenting the district's financial situation to Moodys and Standard and Poors resulting each time in an upgrade of the district bond rating.
- ?? Develop a plan for energy conservation with local utility resulting in lower expenditures for gas, electricity, water, sewer and garbage. Estimate overall expenditures have been reduced by approximately ten percent.

- ?? Served as a member of the district labor/management bargaining team the past six years.
 - ?? Installed strong internal controls and procedures which have resulted in the school district audit receiving an unqualified opinion with commendations.
- Senior Accountant
ASARCO Incorporated 1982-1992
- ?? Responsible for accounting or all sales of concentrate to smelters.
 - ?? Prepared quarterly forecasts of concentrate production and sales and monitored with monthly forecast comparisons.
 - ?? Detailed all operating costs for various mines and service centers and allocated costs to monthly production inventories.
 - ?? Prepared various monthly financial statements and filed required governmental reports.
- Chemical Technician/Assayer
The Bunker Hill Company 1974-1982
- ?? Performed a variety of metallurgical tests by atomic absorption spectroscopy.

EDUCATION

Gonzaga University, Spokane, Washington
M.B.A., May 1992

Lewis Clark State College, Lewiston, Idaho
B.S. in Business Administration, May 1988

Lewis Clark State College, Lewiston, Idaho
Major: Chemistry 1971 to 1974

OTHER INTERESTS

- ?? Idaho Association of School Business Officials (IASBO) President-Elect
- ?? Rotary International, Vocational Committee Chair, Post Falls
- ?? Knights of Columbus, Kellogg
- ?? Youth baseball coach and umpire
- ?? Snow skiing, boating and camping

Linda L. Clark, Ed.D
5378 N Fieldcrest Ave
Boise ID 83704
208/888-3265 (office); FAX 208/887-6053; 208/323-1123 (home)

ACADEMIC INFORMATION:

1987	Ed.D (Organization and Leadership); University of San Francisco San Francisco, California
1971	M.Ed. (Elementary Education) University of Idaho Moscow, Idaho
1970	B.A. (Elementary Education) Boise State University Boise, Idaho

SELECTED PROFESSIONAL EXPERIENCES:

1996-Present	Director of Instruction Joint School District No. 2 Meridian, Idaho
1994-1996	Supervisor of Curriculum & Staff Development Joint School District No. 2 Meridian, Idaho
1987-Present	President, Principal Inter-Linc Management Consulting Firm Boise, Idaho
1978/79 – 1994	Principal, Joplin Elementary School Joint School District 2 Meridian, Idaho
1971 – 1978	Assistant Principal & Teacher Boise Independent School District Boise, Idaho

RELATED PROFESSIONAL ACTIVITIES:

Adjunct Faculty: Boise State University; University of Nevada, Reno; University of Idaho;
Northwest Nazarene University

Project Liaison: 1986- 1993 Boise State University/Shanghai Jiao Tong University
Scholar Exchange Program

Idaho Commissioner Western Interstate Commission on High Education 1987- 1997

Governor's Special Trade Envoy to the People's Republic of China 1987- 1993

Discovery Center of Idaho: Member, Board of Directors, 2001-

Ada County Teacher Center: Member, Feasibility Task Force; Member, Board of Directors, 1982-88

Northwest Evaluation Association (NWEA)

Portland, Oregon

Member, Board of Directors, 1998-Present

Chairman, Board of Directors, June 2002 –

Panel Co-Chair Private Enterprise – First Joint Session on Trade, Industry and Economic Development, July 1988, Beijing, P.R.C.

Co-chair- U.S./Sino Joint Conference on Women's Issues, September 1995, Beijing, P.R.C.

PROFESSIONAL ORGANIZATIONS:

Idaho Association of School Administrators
Association for Supervision and Curriculum Development
American Association of University Women
Business and Professional Women (BPW)
Delta Kappa Gamma International

COMMUNITY/CIVIC/FRATERNAL ORGANIZATIONS:

Rebekah Lodge, Independent Order of Odd Fellows
Kiwanis International

DISTINCTIONS AWARDED:

1994-95 National Distinguished Principal – Idaho

National Association of Elementary School Principals

Recipient, Delta Kappa Gamma International Scholarship for Doctoral Study – 1985

Recipient, Delta Kappa Gamma – Alpha Nu State Scholarship for Doctoral Study – 1985

Idaho Gem Award for Outstanding Educational Leadership – 1984

Idaho Association of Elementary School Principals

Administrator of the Year, Ada County Ass'n. of Educational Office Personnel, 1987

Delegation Leader, Women in Management/Women in the Workplace Delegations

Citizen Ambassador Program; People to People International

Woman of Achievement, Altrusa Club, 1982

Woman of Progress, Idaho BPW, 1980

Idaho Young Career Woman, BPW, 1974

Listed in: The World's Who's Who of Women, 1980

International Biographies, 1982

Directory of Distinguished Americans, 1980

Personalities of the West and Mid-West, 1979

Notable Americans, 1976-77

PUBLICATIONS: University of San Francisco Doctoral Dissertation
An Interpretive Study of Six Selected Sites in the People's Republic of China: Transformation Through Leadership and Education, 1987.

The Hard Drive to Student Growth. The School Administrator. April 2002.

RESUME

JOHN EIKUM

EDUCATIONAL BACKGROUND

BACHELORS DEGREE EDUCATION UNIVERSITY OF IDAHO 1960

MASTERS DEGREE SCHOOL ADMINISTRATION UNIV. OF IDAHO 1962

45 SEMESTER HOURS EDUCATIONAL ADMINISTRATION WASHINGTON STATE UNIVERSITY 1963 to 1990

EDUCATIONAL EXPERIENCE

Executive Director Idaho Rural Schools Association 1994—

Superintendent of Schools Genesee, Idaho 1989-1994

Superintendent of Schools Warden, Washington 1982-1989

Superintendent of Schools Ritzville, Washington 1977-1982

Superintendent of Schools Soap Lake, Washington 1976-1977

Assistant Superintendent Wapato, Washington 1974-1976

Assistant Superintendent Prosser, Washington 1972-1974

Assistant Superintendent Connell, Washington 1970-1972

High School Principal Connell, Washington 1962-1970

Teacher/Principal Cambridge, Idaho 1960-1962

Teacher/Principal Reubens, Idaho 1956-1960

COMMUNITY INVOLVEMENT AND RECOGNITION

Lions International, Rotary International, Chamber of Commerce in various communities. Cabinet Secretary Lions International District 19-E. Vocational Administrator of the Year, Warden, Washington. Various leadership positions in E.S.D. 101 Washington and Region II Idaho.

KAREN F. ERNEST, Ph.D.

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Meridian, ID 83642

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AREAS OF KNOWLEDGE AND EXPERTISE

- * Evaluation/Supervision of Instruction
- * Middle School Philosophy
- * Curriculum Development
- * Research and Statistics
- * Student Discipline and Motivation
- * Measurement and Evaluation
- * School-to-Work Concepts
- * Staff Development
- * Effective Middle School Practices
- * Strategies for Teaching Adults
- * Site-Based School Improvement
- * Leadership Skills
- * Computer Skills/Technology Integration
- * Collaborative Bargaining

EDUCATION

University of Idaho, Moscow, Idaho. Doctor of Philosophy Degree with a major in Education and an emphasis in the areas of education administration, adult education, research, and statistics. 1991. Dissertation: Effectiveness of an Interdisciplinary Team Teaching Organization on Student Achievement and Student Attitudes Toward School in Selected Middle Schools.

Boise State University, Boise, Idaho. Master of Arts Degree in Education with an emphasis in curriculum and instruction. 1987.

Boise State University, Boise, Idaho. Bachelor of Arts Degree in Mathematics Education. 1970.

ADMINISTRATIVE AND TEACHING EXPERIENCE

July 1999-Present Glens Ferry School District, Glens Ferry, ID
Superintendent

Fall 1994-1999 Marsing School District, Marsing, ID
High School Principal
180 Students and 15 full-time staff members. Also served as District Technology Coordinator (1994-1999), Drivers Education Director (1994-1999), Athletic Director (spring 1996), and Staff Development Coordinator for the high school (1996-1999).

Summer 1994 Boise Independent School District, Boise, ID
Summer 1993 **Summer School Principal**
Summer 1992 More than 1,500 students participated and approximately 58 staff members were employed during the 1994 session. Duties included planning the instructional program, promoting the program, hiring teachers and classified personnel, supervising teachers, managing student discipline, and budgeting so that the program was self-supporting.

1991
Spring and Fall Boise Independent School District, Boise, Idaho
Administrative Intern—Central Office Level
* Developed a comprehensive profile of the district as a first step in site-based school improvement. Participated in workshops to help selected schools in the district develop their own profile, establish goals, and determine a plan for school-wide improvement.

* Researched year-round education and compiled a resource handbook for administrators in the district.
* Presented findings of the interdisciplinary team teaching study to team teachers in the Boise Independent School District.

Summer 1991 & Boise Independent School District, Boise, Idaho
Summer 1990 **Summer School Assistant Principal**

The summer program at the junior high level was remedial in nature and targeted at-risk youth. The assistant principal of the summer program served as principal at the junior high level for half of each summer session.

1981-1993 Boise State University, Boise, Idaho

Mathematics Instructor and Supervisor of Student Teachers

Taught a variety of lower division mathematics courses. Supervised student teachers while serving as Intern Assistant Principal at South Junior High School, Boise.

OTHER PROFESSIONAL EXPERIENCES

- * Presenter of findings related to effectiveness of an interdisciplinary team teaching organization at the middle school level
- * Presenter for seminars on effective classroom management and lesson design
- * Mathematics Department Chairperson, South Junior High School, Boise
- * National Honor Society Advisor
- * Cooperating teacher for several student teachers
- * Textbook selection committee member
- * Boise Education Association representative
- * National Council of Teachers of Mathematics committee member
- * Region III President, Idaho Secondary Principals Association

PROFESSIONAL CERTIFICATES

Advanced Secondary Teaching Certificate—Mathematics, Physical Education, Drivers Training – Idaho

Administrator's Certificate – Superintendent and Secondary Principal – Idaho

Administrator's Certificate for Principal – Washington

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Phi Delta Kappa

National Association of Secondary School Principals

Idaho Association of Secondary School Principals

Northwest Women in Educational Administration

Association for Supervision and Curriculum Development

COMMUNITY PARTICIPATION

Former Member of West Boise Kiwanis

Former Member of Sounding Board

Marsing Lions Club

Former Member of Junior League of Boise

Former Member of Community Youth Connection

Glenns Ferry Chamber of Commerce

WILLIAM MICHAEL FEUSAHRENS, Ed.D.

**664 Cherokee Lane
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(208) 733-4905 (Home)
(208) 326-5981 (Business)**

Education

Montana State University Bozeman, Montana	Doctor of Education – School Administration	1992
Portland State University Portland, Oregon	Master of Science – Special Education	1977
Northern Illinois University DeKalb, Illinois	Bachelor of Science – Education	1969

Professional Experience

Superintendent	Filer School District, Filer, Idaho	1993-Present
	Recognized in 2000 by the Idaho Education Association as an A+ Excellence in Education School District	
Director of Special Education	Twin Falls School District Twin Falls, Idaho	1984-1993
Director of Special Education	Grant County Educational Service District, Canyon City, Oregon	1980-1984
Special Education Teacher	Lincoln Junior High School Newport, Oregon	1977-1980
Resource Specialist	Multnomah County Outdoor Education Program, Portland, Oregon	1975-1976
Sixth Grade Teacher	Menlo Park Elementary School Portland, Oregon	1974-1975
Fourth Grade Teacher	Fieldcrest Elementary School Oak Forest, Illinois	1969-1972

Professional Activities

President, Region IV Idaho School Superintendent's Association	2001-Present
Vice-president/treasurer, Region IV Idaho School Superintendent's Association	1999-2001
Mediator, Special Education Disputes, Idaho State Department of Education	1989-Present
Member, Committee to Rewrite the State's Manual on Special Education	1993, 1998, 2001
Member, Statewide Committee to Develop K-12 Social Studies Standards	1998
Member, State of Idaho Special Education Advisory Panel – Chair of the Personnel Preparation/Human Resource Development Committee	1997-2000
Adjunct Education Professor for Idaho State University and University of Idaho	1995-Present
Presenter, Idaho State University's Annual Administrator's Workshop	1995
Presenter, Idaho's Project Leadership Annual Conference, Sun Valley, Idaho	1994
Presenter, Idaho State Department of Education, Special Education Conference	1993
President-elect, Idaho Association of Special Education Administrators	1993

Chairman, Idaho State Board of Education Ethics Hearing Panel	1993
Chairman, Section 504 Committee, Twin Falls School District	1992-1993
Chairman, Twin Falls Community Transition Team	1992-1993
Participant/Graduate of Idaho Project Leadership	1992-1995
Chairman, Parent Advisory Council, Twin Falls School District	1990-1993
Supervisor, Student Teachers in Special Education for Boise State University and Idaho State University in Cooperation with the Twin Falls School District	1988-1993
Member, Idaho State Department of Education Accreditation Review Team	1990, 1992, 1997
Presenter, Idaho Association of Elementary School Principals Annual Conference	1991
Chairman, Special Education Action Committee, Twin Falls School District	1990-1991
Member, NASDTEC Accreditation Team, Idaho State University and Boise State University	1986, 1990
Member, State Special Education Monitoring Team	1985, 1989
Regional Representative, Idaho Association of Special Education Administrators	1989-1991
Chairman, Gifted/Talented Review Committee, Twin Falls School District	1988-1989
Chairman, Communication Disorders Task Force, Twin Falls School District	1988-1989
Presenter, Idaho Association of School Administrators Annual Conference	1988
Keynote speaker, Special Education Administrators Conference	1987
Presenter, Idaho Elementary Principals Summer Conference	1986
Presenter, Idaho Association of Special Education Administrators	1985

Professional Affiliations

Phi Delta Kappa
 Association for Supervision and Curriculum Development
 Idaho Association of School Administrators
 Kiwanis Club International
 American Association of School Administrators

Community Service

President, Filer Kiwanis Club	2001-Present
Board of Directors, South Central Idaho Works	2000-Present
Twin Falls County Child Protection Team	1988-1992
Chairman, Cub Scout Pack 67	1988-1991
Special Olympics Coach	1978-1984

Personal

Date of Birth: 9/16/46
 Place of Birth: Washington, DC
 Weight: 175 lbs.
 Height: 5' 10"
 Health: Excellent
 Marital Status: Married, Phyllis
 Children: Joseph (19); Ellen (18); Mary (16); Karl (11)

PHIL HOMER

Phil Homer Home Phone: 208-788-4368
P.O. Box 762 Work Phone: 208-788-2296
Hailey ID 83333

WIFE: Bernice – Housewife

CHILDREN: Michael, Carol, Kimberly, and Brian

EDUCATION: B.S. Degree – Utah State University
M.S. Degree – Utah State University

OTHER

GRADUATE WORK: University of Idaho, Idaho State, College of Idaho, Western Montana,
and graduate of Project Leadership

TEACHING AND ADMINISTRATION EXPERIENCE:

1961-1964	Teacher, Soda Springs High School and Junior High School
1965-1966	Teacher, Irving Junior High, Pocatello, ID
1966-1970	Teacher, Wood River High School, Hailey, ID
1970-1977	Principal, Wood River Junior High School, Hailey, ID
1977-1984	Principal, Wood River High School, Hailey, ID
1984-1985	Acting Superintendent, Blaine County School District No. 61, Blaine County, ID
1985-1988	Principal, Wood River High School, Hailey, ID
1988-Present	Superintendent of Schools, Blaine County School District No. 61, Blaine County, ID.

PROFESSIONAL ORGANIZATIONS:

Member, Fourth District Activities Association
President, Fourth District Activities Association
Member, Fourth District Principals' Association
President, Fourth District Principals' Association
Member, National Association of Secondary School Principals
Member, Idaho Association of Secondary School Principals
President, Idaho Association of Secondary School Principals
Member, Association for Supervision and Curriculum Development
Member, Idaho Association of School Administrators

Member, Idaho School Superintendents' Association
Member, YEA Board of the Idaho High School Activities Association
Chairman, Superintendents' Finance Committee

Phil Homer
Page 2

CIVIC ORGANIZATIONS AND COMMITTEE ACTIVITIES:

Charter Member, Soda Springs JayCees
Member, Hailey Chamber of Commerce
Member and Board of Directors, Hailey Rotary Club
Past President, Hailey Rotary Club
Member, Blaine County Crisis Hotline
Member, Blaine County Jail Advisory Committee
Member, Blaine County Criminal Justice Council
Member, Hailey Library Board

AWARDS:

Distinguished Service Award – Soda Springs JayCees
Certificate of Recognition for Community Service – Modern Woodman of America
Blaine County Citizen of the Year – Blaine County School District Board of Trustees
Distinguished Service Award – Idaho High School Activities Association
Education Leadership Award – Idaho School Superintendents' Association

Personal Resume for AASA

Geoffrey M. Thomas Ed.D.

Education:

Idaho State University – Doctorate of Educational Leadership 1999

Idaho State University – Education Specialist Degree Ed.S. 1995

Utah State University – K-12 Administrative Endorsement 1989

Utah State University – M.A. Political Science 1987

Utah State University – B.A. History 1983

Professional Experience:

2001-Present Superintendent – Madison School District #321 4,025 students

1998-2001 Assistant Superintendent – Bonneville School District #93 7,700 students

1995-1998 Assistant Principal – Bonneville High School 1,200 students

1991-1994 Assistant Principal – Taylorview Junior High 925 students

1983-1990 Teacher – Carbon and Box Elder High schools (Utah)

Professional Responsibilities:

Responsible for supervision of the educational system of 4,025 students, 11 school buildings, 17 administrators, 215 teachers and 375 other support staff. Responsible for personnel management, budget development, strategic planning, overall school improvement, student accountability, plant facilities, school board and public relations. Oversee budget of 18+ million dollars.

Educational Philosophy:

I believe that children are our most important resource. I have an abiding love and interest in young people and their educational development. I believe that with knowledge comes opportunity, with hard

work comes success. Public education is an excellent vehicle to provide children with opportunities to succeed.

Professional Associations:

American Association of School Administrators
Idaho Association of School Administrators
AASA Legislative Corps
AASA Delegate at Large
American Association of Curriculum Development
Idaho Society of Curriculum Development

Community Service:

Snake River Alliance School to Work Board Member
Rexburg Rotary Club
Bonneville County DARE Board Member
Chamber of Commerce Education Committee Member
Boy Scouts of America Blazer Leader
Emcee Miss Hillcrest Pageant
Youth Recreation League Coach
Utah State Alumni Association Member

Personal:

Married 19 years, wife, Janalee Thomas, five children: Jacob (16), Isaac (14), Abraham (10), Ashlee (6), and Emilee (4). Hobbies include reading, playing sports, exercising and spending time with my family.

Resume for
Dale F. Thornsberry
1422 Tara Street
Twin Falls, Idaho 83301

Phone
208-733-4341 (Home)
e-mail dalethor@micron.net
idschadm@micron.net
345-1171 IASA Office

Educational Experience and Background:

- January 2001 Grant Coordinator for the Idaho Association of School Administrators for the Bill and Melinda Gates Foundation Leadership Grant*
- 2000 – 2001 Consulting for the State Department of Education and School Districts on a “as requested basis”*
- June 30, 2000 Retired from the Twin Falls School District after 35 years in public education*
- 1994 – 2000 Director of Operations for the Twin Falls School District, Twin Falls, Idaho*
- 1994 – 1995 Taught graduate level courses for Idaho State University and Northwest Nazarene College*
- June 1994 Presented the Paul Harris Fellowship Award from the Twin Falls Rotary Club for community service to juvenile justice issues*
- 1988 – 1994 Principal of Robert Stuart Junior High School, Twin Falls School District, Twin Falls, Idaho*
- 1994 Received the Dick Fleischman Award from the Idaho High School Activities Association for contribution to providing quality state tournament competitions for the young people of Idaho*
- 1993 President, Idaho Association of Secondary School Principals*
- 1991 – 1994 Taught graduate level courses in Middle Schools and Teaming in the Middle School for the Albertson’s College of Idaho*
- Fall 1991 Attended Outstanding Secondary Principal’s Symposium in Washington, DC, sponsored by Burger King and National Association of Secondary School Principals*
- January 1991 Selected Outstanding Idaho Secondary School Principal*
- June 1990 Completed Project Leadership sponsored through the Idaho Association of School Administrators*
- May 1989 Received the Educational Specialist Degree from the University of Idaho*

1986 – 1988 *Served as the Assistant to the Executive Director of the Idaho High School Activities Association in Boise*

Page 2 – Thornsberry

1975 – 1986 *Principal of Buhl High School, Buhl, Idaho*

1971 – 1975 *Worked at Nampa High School as a counselor for three years and as an assistant principal for one year*

1974 *State President of the Idaho Personnel and Guidance Association, an organization for school counselors and school psychologists in Idaho*

May 1971 *Received the Master of Education Degree in Guidance and Counseling from the Idaho State University*

1968 – 1971 *Served as the Counselor for Waldport High School, in Waldport, Oregon*

1965 – 1968 *Taught 7th and 8th grade students at the Blackfoot Junior High School in Blackfoot, Idaho*

May 1965 *Graduated from Idaho State University with a Bachelor of Arts Degree in Education*

1957 – 1960 *Member of the United States Navy*

May 1957 *Graduated from Buhl High School, Buhl, Idaho*

Professional Organizations:

Member of the Idaho Association of School Administrators and AASA

Member of the Association for Supervision and Curriculum Development (ASCD)

Offices Held:

President of Idaho Association of Secondary School Principals

Region President of Secondary School Principals

Region President of the School Counselors Association

State President of Idaho Personnel and Guidance Association

Secretary of Fourth District Activities Association

