

Sample norms utilized by HMS/FWA

- A. Allow differing opinions to be voiced and when possible make decisions on consensus
- B. Be at meetings on time so meetings can end on time
- C. Be on time, start on time, end on time, and do not waste time
- D. Be positive!
- E. Be willing to have critical/courageous conversations
- F. Challenge each other to be innovative
- G. Communicate ideas and concerns
- H. Consider decisions about student learning while being mindful of the whole child
- I. Enjoy the ride
- J. Foster a trusting and supportive environment
- K. Help keep meetings focused by listening attentively (in order to end on time) and having a positive attitude
- L. Honor each other's time be limiting sidebars
- M. Keep the focus on learning
- N. Maintain trust and transparency
- O. Make time for celebrations and recognitions
- P. Provide comments and ideas when invited to help keep the meeting productive
- Q. Spend an appropriate amount of time on agenda items
- R. Spend appropriate amounts of time on agenda items
- S. Treat peers and colleagues with common courtesy and respect to foster a trusting and safe environment
- T. When possible, address non-agenda items via email or outside of meeting times
- U. Willingness to redirect team members
- V. Work hard and play hard! Remember to keep it fun!
- W. Work toward and equal distribution of responsibilities based on strengths

Suggestions from team members or previous attendees for Gov. Council to consider with norms:

- Estimate time to be spent on items and try to stick to approximate times to keep meeting moving along
- Transparency related to communication, procedure, and development of ideas (clarify communication protocol)
- Should we expect pre-meeting homework to be completed?
- Is it realistic to expect action within the days following a gov. council meeting? If so, what guidelines/norms/protocol should we set?

Due to the nature of project based learning and its unique opportunities and challenges, we ask that you carefully consider whether enrollment at Fox West Academy is the right choice for you and your child. Please take a brief moment to complete the following survey questions, which are being included to help potential applicants review individual preferences and priorities before submitting an application.

The results of these survey questions can in no way affect student eligibility regardless of how an individual or family answers them; they are simply meant to help us to understand how our future potential students and families view and understand elements of learning at Fox West Academy.

13. * Please indicate the importance of student grade monitoring through the use of percentage and letter grades from a low of 1 (not important) to a high of 5 (very important).
- 5 - Letter and percentage grades are very important to me and/or my student
 - 4
 - 3 - I like letter grades and percents, but they are not vital for assessing progress
 - 2
 - 1 - I have no reservations about an alternative form of feedback for student progress.
14. * Please indicate your student's comfort level with learning in ways that don't always incorporate step-by-step procedure.
- 5 - Routines and step-by-step procedure are best for my student
 - 4
 - 3 - My student does well when there are specific directions, but they are not vital for his or her success.
 - 2
 - 1 - My student can learn easily in situations where there is guidance, but not single, specific paths to learning.
15. * Please indicate your student's ability to work independently on projects (with guidance).
- 5 - My student struggles on his or her own and benefits most from frequent monitoring and regular, consistent, routine goals.
 - 4
 - 3 - There are times when my student does very well independently, other times he or she struggles
 - 2
 - 1 - My student seeks ways to work and learn independently.
16. * Please indicate your student's comfort level for working in groups from a low of 1 (not comfortable) to a high of 5 (very comfortable).
- 5 - My student loves working in groups and is most often successful in group situations.
 - 4
 - 3 - Whether in groups or alone, my student seems to do fine.
 - 2
 - 1 - My student struggles to work with others in group situations.
17. * Finally, please indicate the importance of developing leadership skills as part of the learning process from a low of 1 (not important) to a high of 5 (very important).
- 5 - It is vital that students learn to recognize themselves as leaders.
 - 4
 - 3 - Focus on leadership neither adds value to nor detracts from a student's learning experience.
 - 2
 - 1 - Academics should be the focus of school.