

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

January 23, 2014 Room 126 Hathaway Building Cheyenne Work Session		
	Breakfast on Your Own	
8:00 am to 9:00 a.m.	WDE Update- Rich Crandall	Tab A
9:00 a.m. to 10:00 a.m.	Board Reports and Updates- Paige Fenton Hughes	Tab B
10:00 a.m. to 10:15 a.m.	Break	
10:15 a.m.	Committee Reports <ul style="list-style-type: none"> • Supervisory Committee • Legislative Committee • Advisory Committee Update 	Tab C
		Tab D
11:30 a.m. to 12:15 p.m.	Lunch	
12:15 p.m. to 1:45 p.m.	Accountability Phase I & Phase II- Laura Johnson & Leighton Thomas	Tab E
1:45 p.m. to 2:15 p.m.	Special Programs Update- Tiffany Dobler	Tab F
2:15 p.m. to 2:30 p.m.	Break	
2:30 p.m. to 2:50 p.m.	Data Dashboard- Leighton Thomas	
2:50 p.m. to 3:30 p.m.	Spring 2014 Assessment Timeline, Interim/Formative Assessment & Test Bank- Deb Lindsey	Tab G
	Dinner at Morris House	
January 24, 2014 Room 126 Hathaway Building Cheyenne Business Session		
	Breakfast on Your Own	
8:00 am to 9:00 am	State Board of Vocational Education <ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	

	<ul style="list-style-type: none"> • Approval of Agenda 	Tab H
	<ul style="list-style-type: none"> • Minutes November 5, 2013 	Tab I
	<ul style="list-style-type: none"> • CTE Introductions- Teri Wigert 	
	<ul style="list-style-type: none"> • Highlights of the Consolidated Annual Report for Perkins: Teri Wigert and Guy Jackson 	Tab J
	<ul style="list-style-type: none"> • Spotlight on Innovation: Director Crandall and Teri Wigert 	
9:00 am to 9:15 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab K
	<ul style="list-style-type: none"> • Election of Officers 	Tab L
	<ul style="list-style-type: none"> • Minutes November 5, 2013 	Tab M
	<ul style="list-style-type: none"> • Treasurer's report 	Tab N
9:15 a.m. to 9:30 a.m.	Break	
9:30 a.m. to 12:00 a.m.	Discussion Items:	Tab O
	<ul style="list-style-type: none"> • Update on Standards- Laurie Hernandez & Standards Team (1 hour) 	Tab P
	<ul style="list-style-type: none"> • District Assessment- Shelly Andrews & Julie Magee (20 minutes) 	
	<ul style="list-style-type: none"> • Stephin Littleshield, Ambrielle Brown, D'etta Durgin- Fremont CSD #6 (30 minutes) 	
	<ul style="list-style-type: none"> • Next Meeting 	
12:00 p.m. 1:00 p.m.	Luncheon	
1:15 p.m. to 2:15 p.m.	Action Items:	Tab Q
	<ul style="list-style-type: none"> • Institution Recommendations- Jo Ann Numoto (20 minutes) 	
	<ul style="list-style-type: none"> • Legislative Committee- Sue Belish (20 minutes) 	
	<ul style="list-style-type: none"> • Supervisory Committee- Kathy Coon (20 minutes) 	
	<ul style="list-style-type: none"> • Advisory Committee Replacement 	
2:15 p.m. to 2:45 p.m.	Other issues, concerns, discussion, public comment:	
	Meeting evaluation (plus/delta or other)	



DEPARTMENT OF EDUCATION

Leading the Drive to Top 5!

Leading the Drive to Top 5



Our Mission...

Wyoming will be a break out state and nationwide leader in public education, taking its place among the top five states in the country. Through the use of a collective impact model, the Wyoming Department of Education will serve as a strategic partner to districts, schools, families, and communities to ensure that every Wyoming student receives an exemplary education





GOAL: All families & communities will receive the support they need to prepare their child(ren) to enter and thrive in kindergarten and first grade.



PRIORITY: Community-based early childhood programs


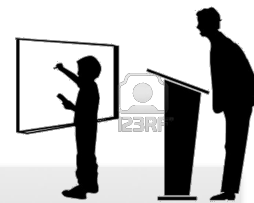
- Create Early Childhood Coordinator position
- Pilot tablet program for three- and four-year-olds
- Formalize inter-agency partnerships related to early childhood

PRIORITY: Access to a high-quality kindergarten readiness assessment

- Evaluate the Instructional Foundations for Kindergarten assessment (IF-K)
- Expand use of high-quality kindergarten-readiness assessments to all pre-K students
- Link kindergarten-readiness assessments to early literacy plans

SAMPLE METRICS

- # districts providing innovative learning options to three- and four-year olds
- % of 3 and 4 year olds enrolled in a pre-K program
- Early literacy rates



Facilitate
Teacher & Leader
Effectiveness

GOAL: All students will be taught by exceptional teachers in a school guided by an exceptional leadership team.

PRIORITY: Capacity building among school and district leadership

- Develop a state-wide Principal Leadership Academy
- Support district-level leadership
- Facilitate mentor relationships for superintendents
- Formalize Instructional Facilitator network

PRIORITY: Capacity building among teachers

- Develop a comprehensive professional development system aligned to new standards, assessments, and systems of accountability (e.g., coordinated PD offerings, link PD to teacher needs)

PRIORITY: Access to content and professional collaboration opportunities

- Create and maintain an online instructional resource bank

SAMPLE METRICS

- WAEA performance levels
- % of new or veteran principals participating in a Principal Leadership Cohort
- % of teachers participating in a comprehensive professional development plan aligned to new standards and accountability system
- % of teachers engaged with online resource bank



GOAL: All students, regardless of background or circumstance, will receive the support & opportunities they need to be successful.

PRIORITY: Comprehensive Statewide Systems of Support

- Create a system to share best practices among schools and districts (e.g., WDE Clearinghouse of strategies and resources)
- Facilitate individualized improvement planning for districts meeting, partially meeting, and not meeting expectations
- Strengthen Indian education (e.g., develop standards-based lessons that reflect Indian culture and context)

PRIORITY: Innovation in Schools

- Expand competency based learning in schools (e.g., Diploma programs, Project Lead the Way)
- Promote new research (e.g., UW-based studies)

SAMPLE METRICS

- WAEA performance levels
- Gap in Native American and non-Native American test scores
- # of competency-based learning programs in schools, districts





Expand Personalized Instruction

GOAL: All students will have access to an education that can be tailored, through technology and flexible instruction, to meet their needs and aspirations.

PRIORITY: Blended-learning

- Create a Personalized Instruction Advisory Committee
- Implement and evaluate demonstration projects (e.g., tablet program, Summer Accelerator)
- Facilitate site-visits to exemplar blended learning environments



SAMPLE METRICS

- % of teachers employing data-driven lesson planning
- # of schools equipped for blended-learning environments
- # districts pursuing blended learning implementation
- % of students participating in blended learning instruction



Provide
Opportunities for
Engagement

GOAL: All students will have access to enriching programs & activities that meet and expand their interests.

PRIORITY: Extra-curricular opportunities

- Partner with agencies focused on student engagement to incentivize extra-curricular participation
- Increase state- and national-level competition participation

SAMPLE METRICS

- % of students participating in extra-curricular activities
- # of students participating in state competitions
- # of students participating/placing in national competitions





Guarantee
College & Career
Readiness

GOAL: All students will develop skills and interests that prepare them for success in college and/or a rewarding career.

PRIORITY: College credit and certificate attainment among secondary students

- Expand AP course offerings Wyoming-wide
- Expand IB program opportunities
- Expand current/dual enrollment opportunities
- Promote higher-level course enrollment through a weighted GPA and additional tiers in the Hathaway Scholarship
- Increase computer science course offerings and enrollment
- Expand incentives for Career and Technical Education (CTE), trade fields and other certifications

PRIORITY: Access to college and career counseling

- Develop a virtual counseling program

SAMPLE METRICS

- Credits obtained prior to graduation
- Certificates obtained prior to graduation
- # of AP courses offered/taken/ passed
- # of IB programs offered/taken/ passed
- # of students concurrently or dually enrolled
- # of college/career counseling sessions

The Foundation...

FAMILY AND COMMUNITY PARTNERSHIPS

GOAL: Build upon the strength of Wyoming's values

- Develop programs to engage families in preparing students for success in school and beyond
- Ensure that state-wide initiatives involve families and communities in planning and decision-making
- Collaborate with business groups and post-secondary education providers

COMMUNICATION AND TRANSPARENCY

GOAL: Facilitate understanding, collaboration, and creativity

- Focus on customer service
- Involve stakeholders in communication and outreach planning
- Provide streamlined and targeted communications, in multiple mediums
- Maintain an accessible, informative website
- Provide regular opportunities to collaborate and reflect with education partners (e.g., Teacher Cabinet, Monthly WDE Partnership meetings)

The Foundation... (cont.)

SAFE AND NURTURING SCHOOLS

GOAL: Ensure a safe and nurturing school for every child and adult

- Ensure safe transportation for all students
- Support local districts in their safe schools initiatives
- Ensure all students have access to healthy and nutritious meals

SECURE AND STRATEGIC USE OF DATA

GOAL: Provide data to support academic success

- Ensure that personalized student information is protected
- Provide high-quality and timely data
- Provide relevant data, in accessible formats, to drive decision-making (e.g. data dashboard)
- Build capacity, at all levels, to make data-informed decisions



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

RON MICHELI
Chair, Fort Bridger

TO: State Board Members

SCOTTY RATLIFF
Vice Chair, Riverton

FROM: Paige Fenton Hughes, Coordinator

PETE GOSAR
Treasurer, Laramie

RE: Board update

SUE BELISH
Ranchester

There aren't too many education bills for us to review, but I'll give you a little summary of what is out there currently. You can share with me the board's thoughts on the legislation so I'll be prepared in committee hearings.

KATHY COON
Lusk

HB02-Bonded indebtedness mill levy supplement: Housekeeping bill really. This bill deals with pre-1995 debt, all of which is gone now. So this bill eliminates an outdated statute.

HUGH HAGEMAN
Fort Laramie

HB03-Alternative schools: Lifts the moratorium on alternative schools, outlines requirements for proposing a new alternative school including an evaluation of the district's at-risk programs and an individual learning plan for each student. The bill also requires ongoing program monitoring and the annual reporting of student achievement within the school. Only after successfully operating for two years can an alternative school be included in the district's facilities' plan.

CINDY HILL
State Superintendent

HB05-Education-required school bus video equipment: By 2015-2016, all buses, including activity buses, must be equipped with internal and external video equipment. Up to 5 million dollars is appropriated from the school foundation account to help districts meet the mandate.

LORI MILLIN
Cheyenne

HB26-Early childhood education programs: This bill establishes an office of early childhood education within WDE to serve as coordinating agency for all state agencies administering early childhood education programs and to support local communities and nonprofits in early childhood education. This office would also distribute both early childhood education grants targeting educationally disadvantaged children and supplemental assistance to communities and nonprofit groups (private-public partnerships) in early childhood education efforts. One million dollars is appropriated for grants and five-hundred thousand dollars is appropriated for supplemental assistance. All appropriations are allowed expenditures over three years (one year beyond the 15-16 biennium).

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

JIM ROSE
Interim Director

WALT WILCOX
Casper

HB28-State education accountability and assessment: This is the bill updating the Wyoming Accountability in Education Act. I'll go through this bill in detail with you at our meeting. There are a few main provisions that are the result of recommendations we brought forward, and there are a few provisions directly affecting our work. One thing that is embedded throughout the bill is the district assessment system recommendation we presented to the select committee in November. If you'll recall, we did not bring forward a recommendation to omit the proficiencies and transcript endorsements for fear it would be too disruptive and too much to propose at one time. However, the committee members themselves recognized that we have checks in place now at the state level that were not in place ten years ago that allow us to eliminate that burden on districts. You'll see the provisions to eliminate the individual content proficiencies and replace those with course completion.

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

You will also see language that targets the scope of the PJP. This was a topic we visited about at length. This particular draft bill limits the purview of the PJP to the determination of indicator targets. The bill also tightens up the appeals timeline.

The bill prescribes some of the parameters for teacher and leader evaluations that reflect the work of the advisory committee. Sue can help us talk through those sections. The professional domains of educator practice will make up 80% and measures of student achievement and growth will make up 20% of the evaluation. Districts are free to weight the domains as long as the total weight is not more than 80%. There will be common performance level descriptors and a common decision matrix. The bill calls for piloting of the evaluation system and reporting to the select committee periodically.

The state board is charged with continuing with Phase I by holding another PJP and reporting to the select committee by October 15, 2014. Also by October 15 the state board, along with the department, must recommend “future statewide assessment system development.” This may end up taking the shape of an assessment task force that will meet in the interim and make a recommendation to the select committee. The committee talked about that option but did not come to a final determination. As in the past, \$250,000 is allocated to the WDE and SBE to carry out the accountability work.

SF02-Jason Flatt Act: Requires districts to provide eight hours of suicide prevention training to each teacher and administrator every four years. Each new teacher or administrator, if she or he has not had the training before, must have two hours of training within the first year of employment. The bill directs the director of the department to develop suitable materials.

SF04-School finance-local resources: Because we do not want offering dual and concurrent enrollment to be disincentivized, this bill ensures that fees garnered by districts by offering such courses will not reduce the amount of the district’s foundation guarantee.

SF05-Teachers-national certification pay incentive: Extends benefits to instructional facilitators, certified tutors, librarians or counselors.

SF12-State education program: This bill simply makes it clear that the state board cannot commit the state to any federal oversight of educational programming.

SF13-Hathaway scholarship program-enrollment expansion: This bill basically allows students to take a summer school course or take a course during an inter-term, use Hathaway dollars, but not count that time period as an entire semester thereby reducing the number of available semesters to use the scholarship (8).

SF32-Education-professional development and training: Limits professional development days during a school year to before and after school starts and ends.

SF36-Education-student data security: Mandates that the director of the WDE work with the director of ETS to come up with a plan to safeguard student data. It also prohibits the sale of student data.

We can talk about these bills during the meeting, and you can give me some feedback.



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CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

MEMORANDUM

TO: Wyoming State Board of Education

FROM: Supervisory Committee

DATE: January 23, 2014

SUBJECT: Permanent Position for SBE

Due to the additional responsibility placed on the Board as a result of the Wyoming Accountability in Education Act, the leadership issues that have plagued the WDE, and the subsequent transitions in leadership as a result of SF104, the supervisory committee unanimously supports a request for a full-time executive director. Although the committee well understands the symbiotic relationship that exists between the SBE and the WDE, it feels strongly that the interests of the Board must be represented and protected by a person who is particularly attuned to the Board's wishes. Moreover, the committee feels it is of utmost importance to have a person whose time, workload, and loyalty is not divided, but instead is focused entirely on serving the Board in an executive capacity and ensuring that the working relationship between the Board, the WDE, the legislature and the governor's office is positive and proactive.

The committee anticipates the position will be responsible for the leadership and management of all activities related to the successful operation of the Wyoming State Board of Education including serving as the official representative of the board; organizing all meetings and board functions; working with the legislature, other elected officials, and other state government entities; working closely with school districts and K-12 education groups; implementing the strategic priorities of the board; and managing the budget. Furthermore, it is anticipated this director would supervise the administrative assistant assigned to support the Board's work. In the past two years, it has been necessary for the Board to contract with independent consultants to complete legislative tasks assigned to the Board. This committee feels strongly that having an executive director who can monitor and supervise staff and consultants is necessary. Currently, the supervisory committee takes on much of the Board's supervisory responsibility and it is time intensive and well beyond the regular duties of an appointed board member. Finally, it is possible that leadership at WDE could change with the election of a new governor or if the governor chooses to appoint a new director. The supervisory committee wishes to have an executive director to provide consistency and continuity of leadership to the Board to ensure all statutory duties are met and that the voice of the Board is heard in the state policy arena.

Legislative Committee
Report

1. Early childhood initiatives – We discussed several possibilities such as ensuring a coordinated effort in each community, funding a person in WDE to oversee efforts, supporting an interim study to develop a state plan, and funding programs in each school district. Apparently there is a bill being drafted that would provide some funding for coordination of efforts in each county. We will want to review the bill to see if it is something the Board would support.
2. Permanent Position for SBE – We discussed our support for a permanent position. We believe that the Supervisory Committee will be making such a recommendation.
3. Incentives for rigorous course work – We discussed developing a pilot program to encourage more high school students to take AP, IB, concurrent and dual classes. Discussion focused on how to determine if all types of classes are equivalent in their rigor. We are expecting more information from Director Crandall about specifics.
4. State Assessment – We discussed asking for changes in the statute that would simply say that the state assessment would be aligned to the state content standards. In other words it would be far less prescriptive in how to design the test. Paige will provide suggestions about this aspect.
5. Adding a 4th year of math to graduation requirements – this is included in one of the draft bills that the Select Committee has been reviewing. We believe that this could be a positive requirement, but discussed that we need to be creative in how we define “math” and who can teach math.
 - a. We believe that students would benefit from four years of working with math concepts.
 - b. For students preparing for STEM careers, 4 years of math are critical and the traditional math courses should continue to be offered.
 - c. For students preparing for careers in other fields, possibilities for math experiences include personal finance, integration with CTE courses, business math, consumer math, computer programming, college math review classes, and accounting. These classes are not always taught by “highly qualified” math teachers.
6. There are two other bills that the Select Committee has been considering. Paige will provide a review of these bills.



DEPARTMENT OF EDUCATION

Leading the Drive to Top 5!

State-wide System of Support

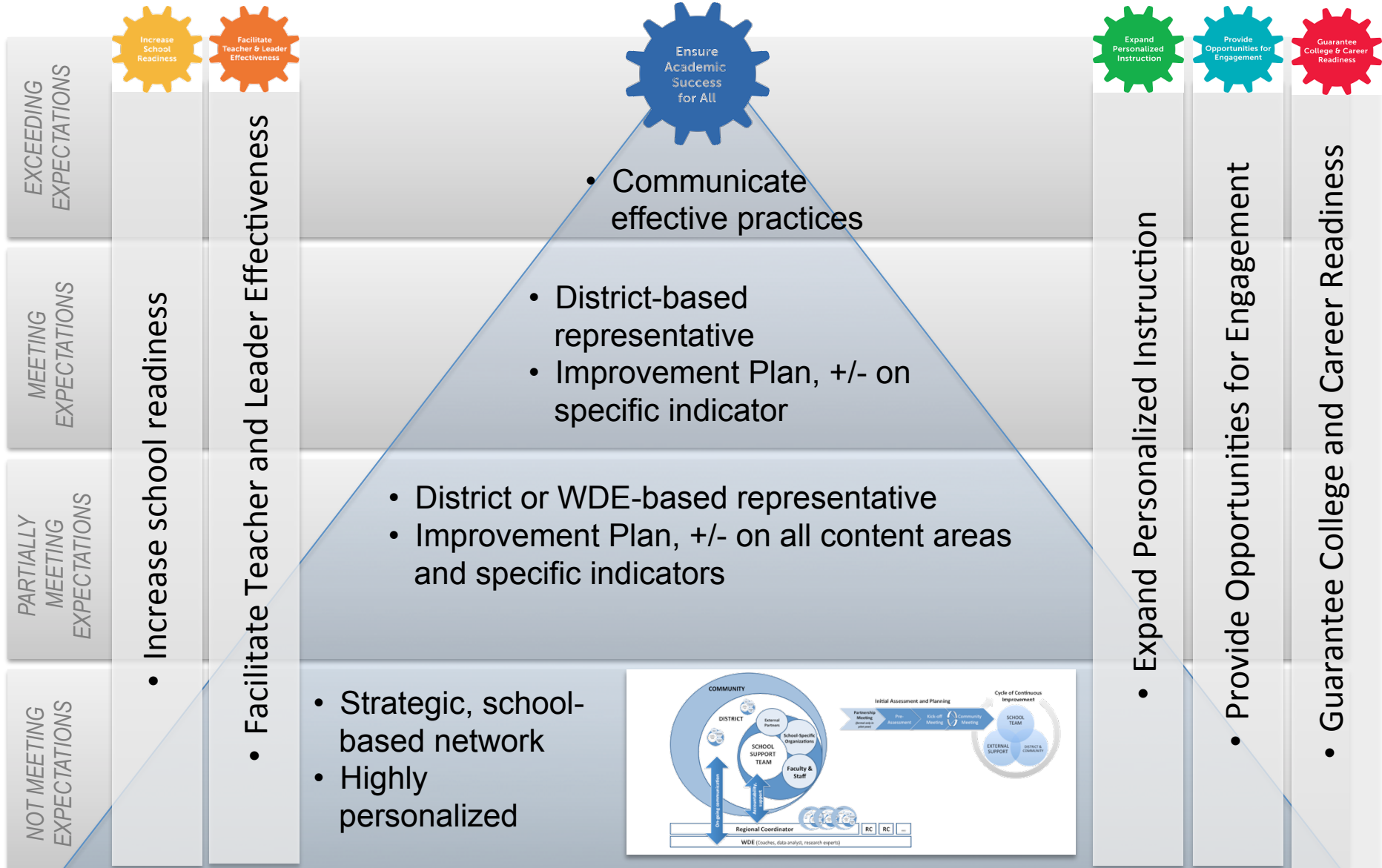


WDE's strategic plan is a comprehensive, multi-tiered system of supports for all schools

- The Statewide System of Supports (SSOS) is WDE's strategic plan – supporting every school, regardless of performance level, through initiatives targeted to need
- Through this plan, the WDE is positioned to meet the goals of WAEA

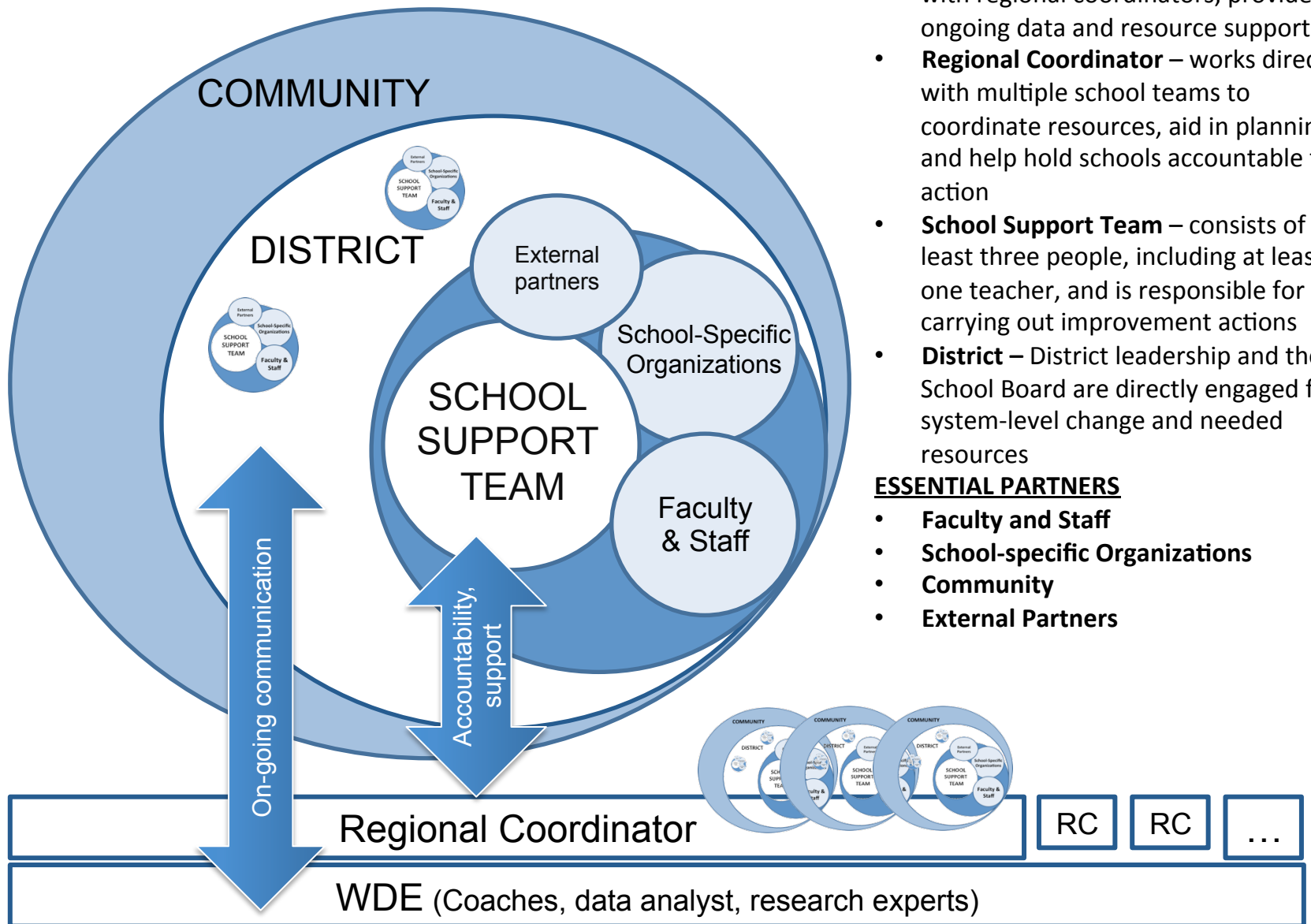


Overview of WDE Strategic Plan and SSOS



← Family & Community Partnerships - - Communication & Transparency Safe & Nurturing Schools - - Secure & Strategic Data →

A school-centered network is designed to facilitate engagement and action from all



KEY TEAM LEADER NETWORK

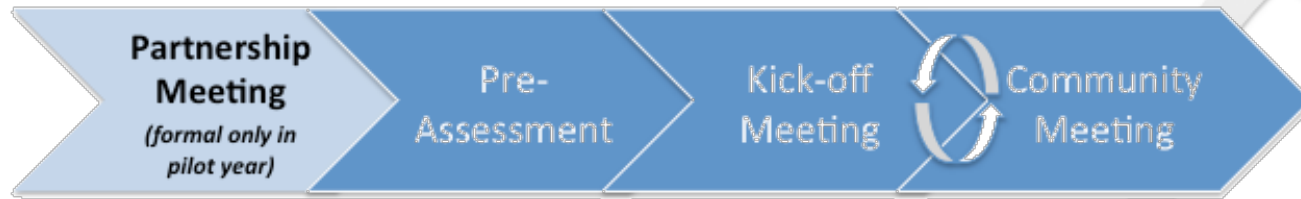
- **WDE** – facilitate process through the kick-off meeting, check-in regularly with regional coordinators, provide ongoing data and resource support
- **Regional Coordinator** – works directly with multiple school teams to coordinate resources, aid in planning and help hold schools accountable for action
- **School Support Team** – consists of at least three people, including at least one teacher, and is responsible for carrying out improvement actions
- **District** – District leadership and the School Board are directly engaged for system-level change and needed resources

ESSENTIAL PARTNERS

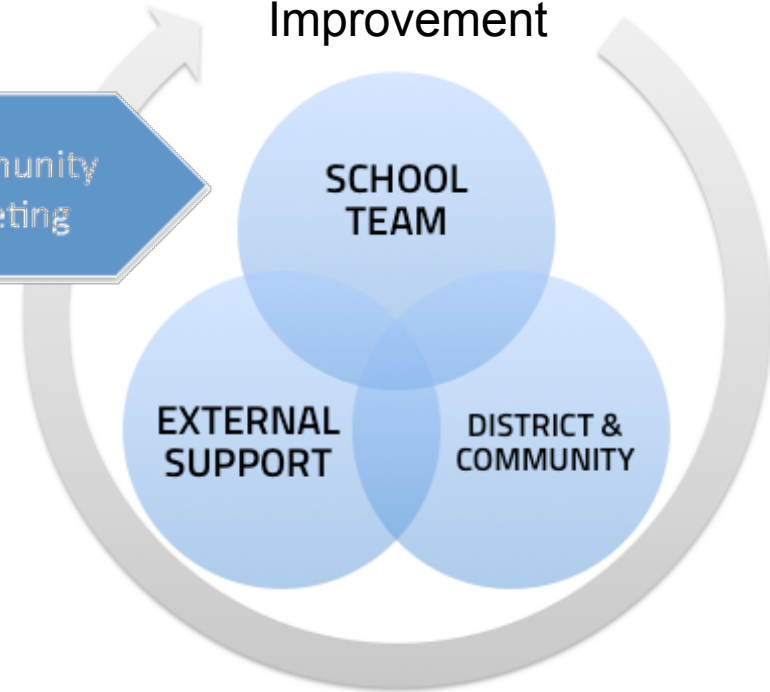
- **Faculty and Staff**
- **School-specific Organizations**
- **Community**
- **External Partners**

Effective support for schools *not meeting expectations* will be predicated on personalized planning, continuous improvement, and capacity building

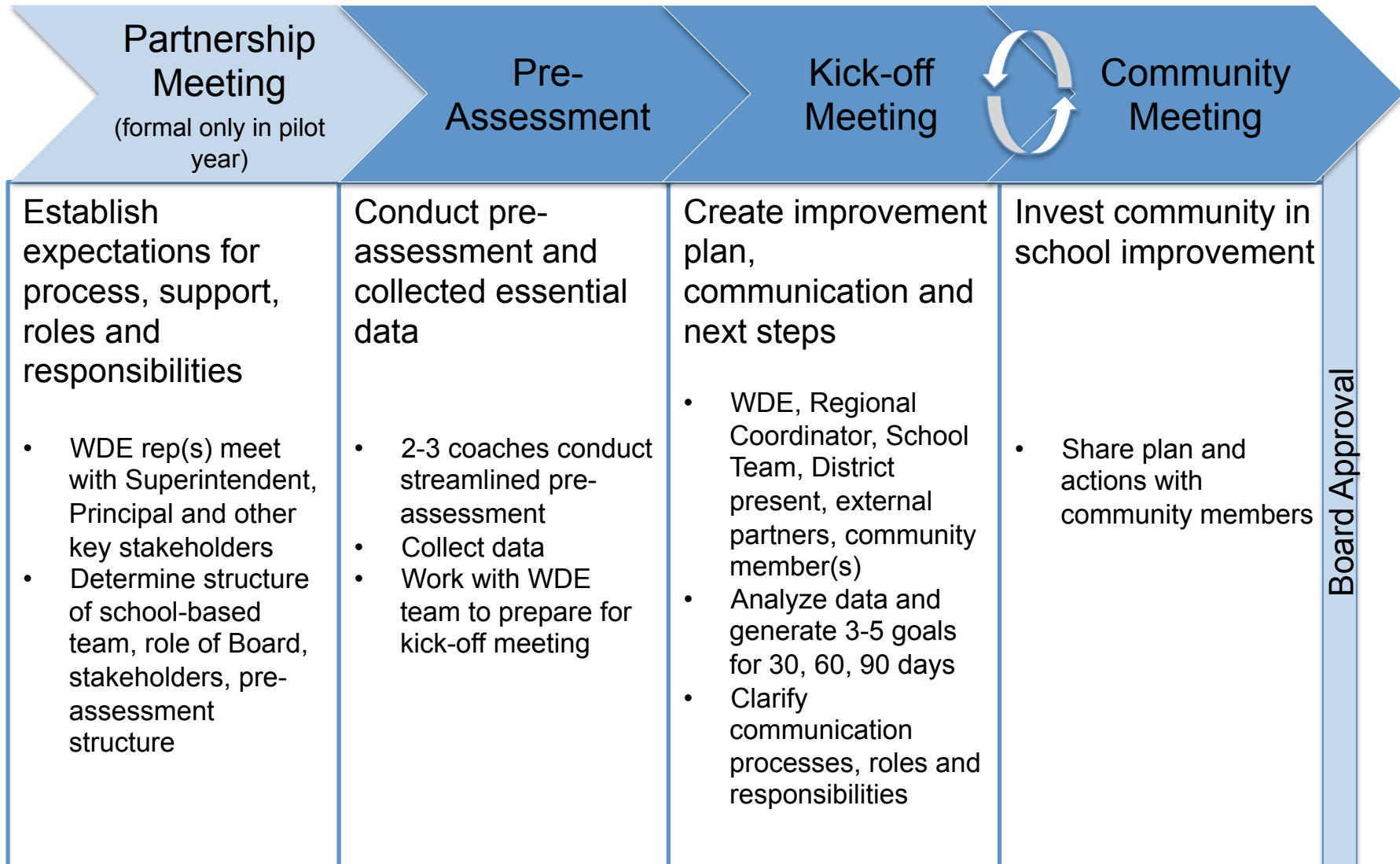
Initial Assessment and Planning



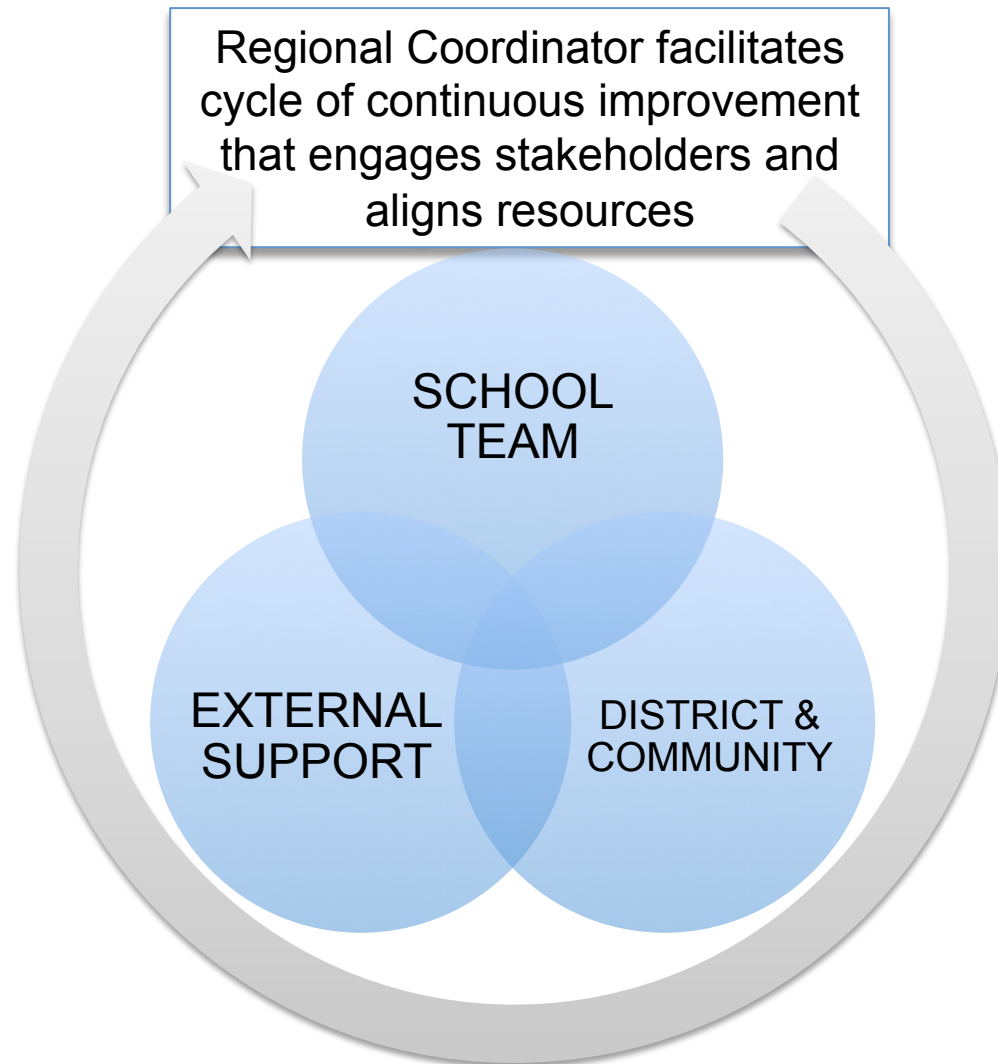
Cycle of Continuous Improvement



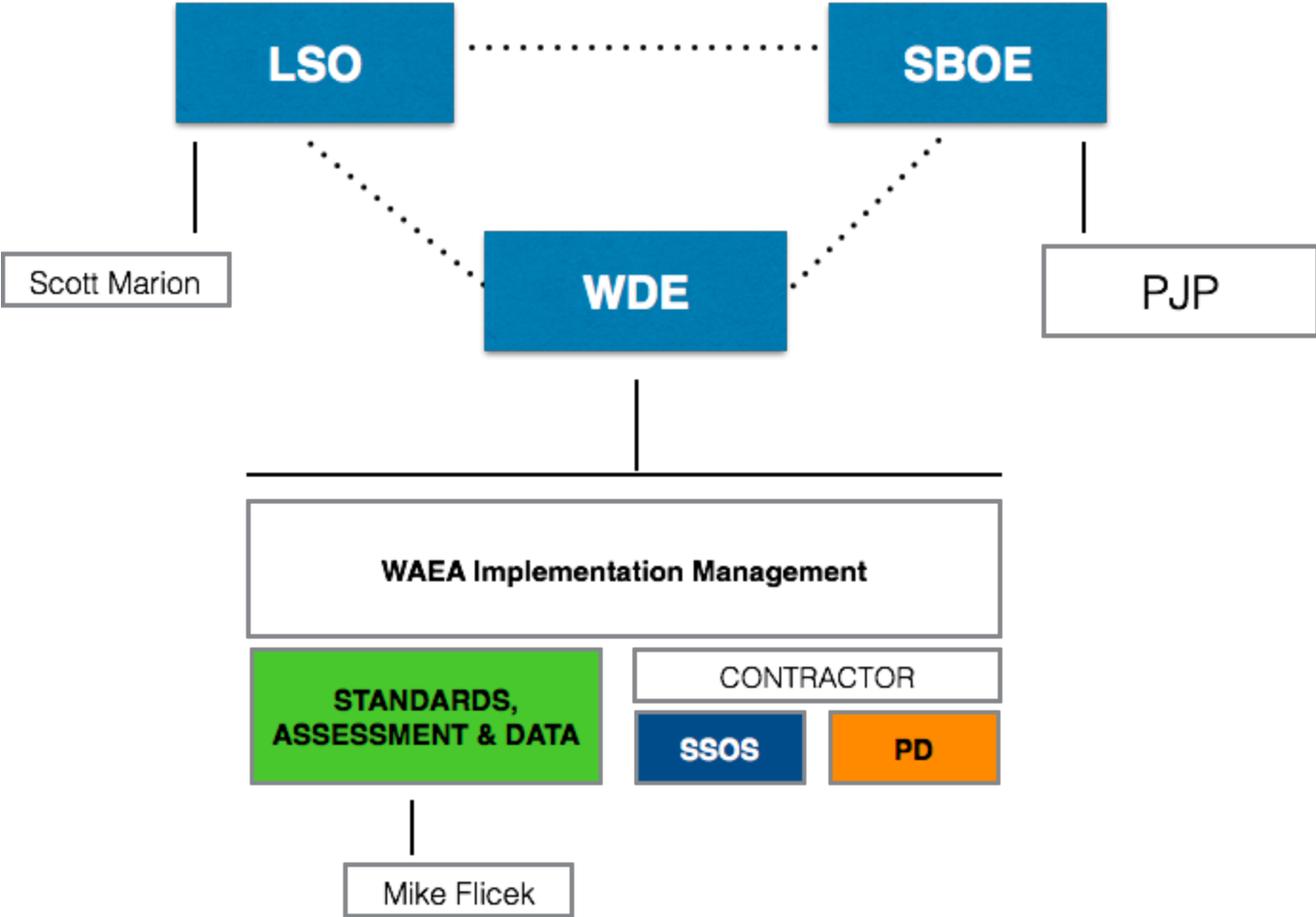
A four-part initial assessment and planning creates the foundation for the work ahead



Assessment and planning initiates a process of continuous improvement



WAEA Implementation



WDE
|
CONTRACTOR
|

WAEA Implementation Management*
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Build capacity within WDE and schools	Develop pilots and implementation strategy for each WAEA phase and SSOS	Evaluate WAEA pilots, implementation and efficacy	Inform WDE communication strategy
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STATE-WIDE SYSTEMS OF SUPPORT	PROFESSIONAL DEVELOPMENT (PD) AND RESOURCES
Conduct needs assessment and identify capacity needs (e.g. number of regional coordinators, coaches)	Conduct needs assessment and develop comprehensive PD strategy and systems for sharing best practices
Hire, train, and manage regional coordinators and coaches	Identify, manage, and evaluate PD subcontractors
Refine overall SSOS process and develop differentiated SSOS processes for individual districts and schools	Oversee development of resources and differentiated outreach to support districts' evaluation system transitions
Design and lead pilot of SSOS, evaluate and refine process	Design, conduct, and evaluate pilot programs for teacher and leader evaluation
Oversee SSOS kick-off meetings <ul style="list-style-type: none"> ● Establish protocol for school/district/community meetings ● Co-facilitate initial meetings for districts with WDE/regional coordinators ● Oversee school/district data analysis and needs assessments 	Develop Wyoming-based principal leadership program
Develop strategy for sharing best practices between schools/districts	Oversee development of online resource sharing portal including systems for quality control
Advise WDE on streamlining, reducing, and improving school reporting requirements	Oversee PD dashboard development, training, and maintenance

* Contractor may sub-contract with other providers and will present WDE with business case and fully consult for all sub-contracts

Special Program's Creates Task Force to Review, Revise, and Enhance Monitoring Practices



Background and Purpose

Over the past three months, Director Crandall has had the opportunity to meet with numerous stakeholders involved with special education including our own Special Program's staff, special education directors, superintendents, staff at the Behavioral Health Division, and parents of students with disabilities. Outside stakeholders were very complimentary of the people we have at the WDE while at the same time asked if we would be

open to certain changes in our systems and processes, specifically around monitoring. To that end, Director Crandall has decided to convene a task force of stakeholders that will meet over the next five months with the goal of redesigning and/or enhancing our monitoring systems in time for the 2014-15 school year.



Meeting Dates and Locations

- Kick-off Meeting.....Feb. 26, Cheyenne
- Discussion #1.....March 20, Riverton
- Discussion #2.....April 10, Casper
- Discussion #3.....May 1, Rock Springs
- Discussion #4.....May 22, Casper
- Wrap-up/Recommendations...June 12, Cheyenne
- Presentation of Initial Model.....August 27, To Be Determined

Who Will Be Represented?

- Parents/Students
- Teachers (General and Special Education)
- District Special Education Directors
- Advocacy Groups
- District Administrators
- School Trustees/Board Members
- Wyoming Agencies
- Early Education
- Attorney General's Office
- Higher Education
- Service Providers (OT's, PT's, Speech Pathologists, etc.)
- Institutional Schools
- WDE Staff



The
Accountability
Model has
generated
several questions.
Is a stakeholder
group (current or
new) needed?

Graduation Questions...

What does a diploma mean in Wyoming; to families, employers, students, higher education?

How does this impact students with disabilities?

Can students working on Extended Standards earn a "standard" diploma?

What does it mean to earn a certificate in Wyoming; to districts, families, employers, higher education?

How does this impact the Wyoming Accountability Model?

How will this impact the graduation index?



**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: January 24, 2014

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the January 24, 2014 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

State Board of Vocational Education

January 24, 2014
8:00 a.m. – 9:00 a.m.
Hathaway Building, Room 126
Cheyenne, Wyoming

A G E N D A

1.	Call to Order – Ron Micheli Pledge of Allegiance Roll Call		Action	8:00 a.m.
2.	Approval of Agenda – Ron Micheli	Tab H	Action	
3.	Approval of Minutes – Ron Micheli Minutes from November 2, 2012	Tab I	Action	
4.	CTE Introductions- Teri Wigert			.
5.	Highlights of the Consolidated Annual Report for Perkins: Teri Wigert and Guy Jackson	Tab J	Information	8:10 a.m.
6.	Spotlight on Innovation: Director Crandall and Teri Wigert		Information	8:35 a.m.
7.	Adjournment – Ron Micheli			9:00 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: January 24, 2014

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the November 5, 2013 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from November 5, 2013

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

November 5, 2013

Lander, WY

Wyoming State Board of Education members present: Ron Micheli, Joe Reichardt, Scotty Ratliff, Belenda Wilson, Hugh Hageman, Kathy Coon, Cindy Hill, Sue Belish, Kathryn Sessions, Ken Rathbun, Richard Crandall and Pete Gosar

Wyoming State Board of Education members absent: Walt Wilcox

Also present: Paige Fenton-Hughes, SBE; Mackenzie Williams, Attorney General's Office (AG); Mary Kay Hill, Governor's Office; Leighton Thomas, WDE; Stephanie Brady, WDE; Kathryn Reeves, WDE; Dr. Jim Verley, WDE; Michelle Hoffman, FCSD #14; Kathy Scheurman, WEA; Alejandra Silva, Lander Journal; Jennifer Young, CPOW; Bertha Tracy, CCSD#1; Lynette St. Clair, Reservation Committee; Liz David, Sublette County School District #1; Lona Tracy, Crook County School #1; Mary Ann Jones, community member; Gail MacNaughton, Cornerstone Christian School; Scott MacNaughton, Covenant Presbyterian Church; Jeff Hymas, Community Member; Jay Wells, Warm Valley Community Church; Jim Helmick, Wyoming Citizens Opposing Common Core; Kay Wells, Wyoming Citizens Opposing Common Core; Terri Bray, Parent; Erin Gering, Citizen; Kelly Simone, Parent; Judy Helmick, Wyoming Citizens Opposing Common Core; Linda Hudson, Lander Ministerial Association.

CALL TO ORDER

Chairman Ron Micheli called the State Board of Vocational Education meeting to order at 8:00 am.

Pledge of Allegiance was conducted.

Kathy Hitt conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Scotty Ratliff moved to approve the agenda, seconded by Kathy Coon; the motion carried.

UPDATE ON CTE AND DIVISION PLANNING

Richard Crandall discussed the upcoming vocational events in the State, the unintentional consequences of the Hathaway scholarship on vocational students, the five year plan due to the governor in December. He discussed the IBCC schools in Colorado and the potential for their presence in Wyoming.

Scotty Ratliff asked if Job Corps in Riverton is connected to vocational education at the state level in any way. Richard Crandall indicated they were not.

Scotty Ratliff also indicated that many involved in vocational education are not at the top of Hathaway monetary awards. Those at the bottom of the pool will not get the same amount of money as those at the top who will get more than one type of scholarship. Even if you do well in college, you can never move up in the Hathaway dollars.

Ron Micheli said his understanding is that Hathaway was created to pay for middle level kids to go to school. Upper level kids have adequate scholarship opportunities. That philosophy has been lost. All kids should be successful and the Hathaway should be focused on mid-level kids. He questioned if the legislature intentionally has done this or is it unconscious decisions that have made it so?

Kathryn Sessions wants it possible for a student who attends a community college and does well to be able to move up in the funding. She indicated that flexibility is needed, but the legislature did not want that option.

Ken Rathbun moved to adjourn the meeting, seconded by Belenda Wilson; the motion carried.

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:30.

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APPROVAL OF AGENDA

Sue Belish moved to approve the agenda, seconded by Pete Gosar; the motion carried.

APPROVAL OF MINUTES

Minutes from the October 7-8, 2013 State Board of Education meeting were presented for approval. Kathryn Sessions moved to approve the minutes, Belenda Wilson seconded; the motion carried.

SBE COORDINATOR UPDATE

SBE Coordinator, Paige Fenton Hughes, indicated the October 15, 2013 report was presented to the Select Committee on Statewide Educational Accountability. Michael Beck, consultant for the SBE, indicated during that report there have been technical adjustments for the accountability system. She provided an update on the work of the PJP and the district assessment meeting.

Beck presented to the Select Committee matrices about how many schools have exceeded, met, partially met, or not met expectations. An issue that has not been resolved is the amount of autonomy the PJP has in setting indices and informing performance level descriptors, not just in setting cut scores on the four indicators. Scott Marion has expressed concern that if PJP has full reign it can change the results of the model in a way that is not intended. Michael Beck believes the PJP should decide certain elements of the model.

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Scotty Ratliff said the Board should respect the process. The legislature creates the panel and we move along and someone in the process, for example the consultant, ignores parts they don't like. The Board remains quiet and we need to take a stand.

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Richard Crandall presented a power point to document the history of struggling schools. The challenge is to provide a System of Support. WDE has coaches who can coordinate regionally with various providers in support of schools or districts who are struggling. Eight groups, for example, could provide support: AdvancEd, Gear Up, Wyoming State Development Grant, Silverback Learning Solutions, Metropolitan State University, McRel, School Improvement Network and Wyoming Department of Education. District leaders could inform the coach and others about what they have already tried in an effort to establish a common goal for improvement. The first meeting with a school will occur in December. Scotty Ratliff pointed out that education is not the only issue, but that economics plays a role in student success. Richard will be reporting progress back to the Board of Education at their January meeting.

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posted on the WDE website for public review. Ron Micheli stopped the public discussion and thanked the public for their decorum as they presented. Cindy Hill asked that agendas, microphones, and phones be available at future meetings.

Hugh Hageman moved that the process be put on hold until the standards can be looked at more closely. The motion died for lack of a second.

Ken Rathbun moved that the Board request the following actions by the Wyoming Department of Education in the content areas of Science, Social Studies, Physical Education and CVE: A. Provide crosswalk comparisons of the current standards to the proposed revisions. B. Provide an analysis of the impact of the proposed revisions to teacher profession development and student assessments. C. Provide a plan to address the impact revisions will have on teachers and on student assessment. D. Provide a communication plan to assure parents, the public, and educators have full access to the standards. Sue Belish seconded the motion. Discussion followed. The motion carried with Pete Gosar voting "no". All in favor were asked to show hands and those opposed to also to show hands.

CHAPTER 10 RULES

No discussion

NEXT MEETING

January 23 and 24 in Cheyenne

PUBLIC COMMENT

Audience members requested posting of information and expressed concerns about the committee representation. Ron Micheli stated the items are sent out to the press and other sites, but are sometimes not publicized locally. Ron also clarified that we are a republic, not a democracy and we only have people who represent us. If we are not satisfied we can recall those who do not do what we wish. He provided an example of a public meeting (one of 7 around the state) on Common Core where only three people in favor showed up. Ron asked for any suggestions that would help with communicating the information and the process.

Kathy Coon pointed out that it is the Department of Education's job to put the committees together.

Cindy Hill requested that she receive emails.

Sue Belish suggested that educators are also parents and all the participants in the standards process are citizens of Wyoming. She asked that no one pit parents against educators.

Pete Gosar requested that in the future one of the meeting days for the Board be a Saturday so educators can attend without taking a day from their classroom. It was discussed that the upcoming meeting could be held on Thursday night to accommodate some educators.

The State Board of Education meeting adjourned at 11:36 am.



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2012-2013

Postsecondary

- Participants: **16,368**
Increase of 6,468
 - New data extraction program at the colleges
- Concentrators (all grade levels): **6,824**
Increase of 2,390
 - New data extraction program at the colleges

STUDENT PERFORMANCE

- Technical Skill Attainment: Reading **30.65% EXCEEDED 2012-2013 TARGET**
 - Slightly down from last year
- Credential, Certificate or Degree attained: **30.65% EXCEEDED 2012-2013 TARGET**
 - Slightly down from last year
- Student Retention or Transfer: **67.60% 2012-2013 TARGET WAS NOT MET BUT PERFORMANCE WAS ABOVE 90% THRESHOLD**
 - 3% Increase from last year
- Student Placement: **78.29% FAILED TO MEET 90% THRESHOLD OF 2012-2013 TARGET, STATE PERFORMANCE IMPROVEMENT PLAN REQUIRED**
 - WDE will continue to work with community colleges to improve response rates.
- Non-traditional Participation: **27.89% 2012-2013 TARGET WAS NOT MET BUT PERFORMANCE WAS ABOVE 90% THRESHOLD**
 - 3.9% Increase over last year



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2012-2013

- **Non-traditional Completion: 12.65%: 2012-2013 TARGET WAS NOT MET BUT PERFORMANCE WAS ABOVE 90% THRESHOLD**
 - 0.48% Increase over last year



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2012-2013

Secondary

- Participants: **13,201**
Decrease of 2,110
- Concentrators (all grade levels): **4,169**
Decrease of 208
- Concentrators' participation in CTSOs: **29.1%**.
 - Increased participation in FFA, FBLA and DECA specifically, compared to last year.
- Most popular pathways: **Ag, Cabinet & Woodworking, Welding, & Food, Nutrition and Wellness**
- **1,941 (68.0%)** of CTE Concentrators had an occupational plan.
- **78.6%** of secondary schools reported having an articulation agreement with one or more community college.
- Sheridan College, Eastern Wyoming Community College and Western Wyoming Community College had the greatest number of articulation agreements.

STUDENT PERFORMANCE

- Academic Attainment: Reading **74.85% FAILED TO MEET 90% THRESHOLD OF 2012-2013 TARGET, STATE PERFORMANCE IMPROVEMENT PLAN REQUIRED**
 - Reading proficiency percentages decreased for all subgroups except "Individuals with Disabilities"
- Academic Attainment: Math **68.02% FAILED TO MEED 90% THRESHOLD, STATE PERFORMANCE IMPROVEMENT PLAN REQUIRED**
 - Advanced proficiency level for Math (Non-CTE Concentrators/CTE Concentrators): **17.5%/15.4% - difference of 2.1%**
- Technical Skill Attainment: **67.61% EXCEEDED 2012-2013 TARGET**



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2012-2013

- Technical skill attainment in Project Lead the Way Courses: **100%**
- Technical skill attainment percentages went up in all pathway tests for Ag Mech., Arch. Drafting, Cabinetmaking & Woodworking, General Ag, Residential & Commercial Carpentry, Technical Drafting and Welding).
- Highest technical skills proficiency program areas: **Human Services, Arts, AV Tech & Comm., & Health Science.**
- Secondary School Completion Rate for CTE Concentrators: **96.4% EXCEEDED 2012-2013 TARGET**
 - Up slightly from last year
- Student Graduation Rates for CTE Concentrators: **94.40% EXCEEDED 2012-2013 TARGET**
 - Up slightly from last year
 - Among CTE Concentrators who graduated, **7.2%** attempted an Industry Certified Exam, most of which were in the **Culinary Field.**
- Placement for CTE Concentrators: **97.44% EXCEEDED 2012-2013 TARGET**
 - A higher percentage of students went on to community college – **45.4% compared to 40.3% last year.**
 - The percentages increased for job shadowing, work-experience internships and school-based enterprises for job training programs compared to last year. The others either decreased or stayed fairly consistent.
- Non-traditional Participation: **33.47% FAILED TO MEET 90% THRESHOLD, STATE PERFORMANCE IMPROVEMENT PLAN REQUIRED**
- Non-traditional Completion: **28.83% FAILED TO MEET 90% THRESHOLD, STATE PERFORMANCE IMPROVEMENT PLAN REQUIRED**

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 24, 2014

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the January 24, 2014 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

January 23, 2014 Room 126 Hathaway Building Cheyenne Work Session		
	Breakfast on Your Own	
8:00 am to 9:00 a.m.	WDE Update- Rich Crandall	Tab A
9:00 a.m. to 10:00 a.m.	Board Reports and Updates- Paige Fenton Hughes	Tab B
10:00 a.m. to 10:15 a.m.	Break	
10:15 a.m.	Committee Reports <ul style="list-style-type: none"> • Supervisory Committee • Legislative Committee • Advisory Committee Update 	Tab C
		Tab D
11:30 a.m. to 12:15 p.m.	Lunch	
12:15 p.m. to 1:45 p.m.	Accountability Phase I & Phase II- Laura Johnson & Leighton Thomas	Tab E
1:45 p.m. to 2:15 p.m.	Special Programs Update- Tiffany Dobler	Tab F
2:15 p.m. to 2:30 p.m.	Break	
2:30 p.m. to 2:50 p.m.	Data Dashboard- Leighton Thomas	
2:50 p.m. to 3:30 p.m.	Spring 2014 Assessment Timeline, Interim/Formative Assessment & Test Bank- Deb Lindsey	Tab G
	Dinner at Morris House	
January 24, 2014 Room 126 Hathaway Building Cheyenne Business Session		
	Breakfast on Your Own	
8:00 am to 9:00 am	State Board of Vocational Education <ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	

	<ul style="list-style-type: none"> Approval of Agenda 	Tab H
	<ul style="list-style-type: none"> Minutes November 5, 2013 	Tab I
	<ul style="list-style-type: none"> CTE Introductions- Teri Wigert 	
	<ul style="list-style-type: none"> Highlights of the Consolidated Annual Report for Perkins: Teri Wigert and Guy Jackson 	Tab J
	<ul style="list-style-type: none"> Spotlight on Innovation: Director Crandall and Teri Wigert 	
9:00 am to 9:15 a.m.	State Board of Education	
	<ul style="list-style-type: none"> Call to order 	
	<ul style="list-style-type: none"> Approval of agenda 	Tab K
	<ul style="list-style-type: none"> Election of Officers 	Tab L
	<ul style="list-style-type: none"> Minutes November 5, 2013 	Tab M
	<ul style="list-style-type: none"> Treasurer's report 	Tab N
9:15 a.m. to 9:30 a.m.	Break	
9:30 a.m. to 12:00 a.m.	Discussion Items:	Tab O
	<ul style="list-style-type: none"> Update on Standards- Laurie Hernandez & Standards Team (1 hour) 	Tab P
	<ul style="list-style-type: none"> District Assessment- Shelly Andrews & Julie Magee (20 minutes) 	
	<ul style="list-style-type: none"> Stephin Littleshield, Ambrielle Brown, D'etta Durgin- Fremont CSD #6 (30 minutes) 	
	<ul style="list-style-type: none"> Next Meeting 	
12:00 p.m. 1:00 p.m.	Luncheon	
1:15 p.m. to 2:15 p.m.	Action Items:	Tab Q
	<ul style="list-style-type: none"> Institution Recommendations- Jo Ann Numoto (20 minutes) 	
	<ul style="list-style-type: none"> Legislative Committee- Sue Belish (20 minutes) 	
	<ul style="list-style-type: none"> Supervisory Committee- Kathy Coon (20 minutes) 	
	<ul style="list-style-type: none"> Advisory Committee Replacement 	
2:15 p.m. to 2:45 p.m.	Other issues, concerns, discussion, public comment:	
	Meeting evaluation (plus/delta or other)	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 24, 2014

ISSUE: Election of Board Officers

BACKGROUND: In accordance with Wyoming Statute §21-2-301, a meeting shall be held in the first quarter of the calendar year at which a chairman will be elected.

SUGGESTED MOTION/RECOMMENDATION: It is recommended that the Wyoming State Board of Education offer nominations and vote for the positions of Chairman, Vice-Chairman and Treasurer.

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 24, 2014

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on November 4, 2013

SUPPORTING INFORMATION ATTACHED:

- Minutes from November 4, 2013

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

November 5, 2013

Lander, WY

Wyoming State Board of Education members present: Ron Micheli, Joe Reichardt, Scotty Ratliff, Belenda Wilson, Hugh Hageman, Kathy Coon, Cindy Hill, Sue Belish, Kathryn Sessions, Ken Rathbun, Richard Crandall and Pete Gosar

Wyoming State Board of Education members absent: Walt Wilcox

Also present: Paige Fenton-Hughes, SBE; Mackenzie Williams, Attorney General's Office (AG); Mary Kay Hill, Governor's Office; Leighton Thomas, WDE; Stephanie Brady, WDE; Kathryn Reeves, WDE; Dr. Jim Verley, WDE; Michelle Hoffman, FCSD #14; Kathy Scheurman, WEA; Alejandra Silva, Lander Journal; Jennifer Young, CPOW; Bertha Tracy, CCSD#1; Lynette St. Clair, Reservation Committee; Liz David, Sublette County School District #1; Lona Tracy, Crook County School #1; Mary Ann Jones, community member; Gail MacNaughton, Cornerstone Christian School; Scott MacNaughton, Covenant Presbyterian Church; Jeff Hymas, Community Member; Jay Wells, Warm Valley Community Church; Jim Helmick, Wyoming Citizens Opposing Common Core; Kay Wells, Wyoming Citizens Opposing Common Core; Terri Bray, Parent; Erin Gering, Citizen; Kelly Simone, Parent; Judy Helmick, Wyoming Citizens Opposing Common Core; Linda Hudson, Lander Ministerial Association.

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posted on the WDE website for public review. Ron Micheli stopped the public discussion and thanked the public for their decorum as they presented. Cindy Hill asked that agendas, microphones, and phones be available at future meetings.

Hugh Hageman moved that the process be put on hold until the standards can be looked at more closely. The motion died for lack of a second.

Ken Rathbun moved that the Board request the following actions by the Wyoming Department of Education in the content areas of Science, Social Studies, Physical Education and CVE: A. Provide crosswalk comparisons of the current standards to the proposed revisions. B. Provide an analysis of the impact of the proposed revisions to teacher profession development and student assessments. C. Provide a plan to address the impact revisions will have on teachers and on student assessment. D. Provide a communication plan to assure parents, the public, and educators have full access to the standards. Sue Belish seconded the motion. Discussion followed. The motion carried with Pete Gosar voting "no". All in favor were asked to show hands and those opposed to also to show hands.

CHAPTER 10 RULES

No discussion

NEXT MEETING

January 23 and 24 in Cheyenne

PUBLIC COMMENT

Audience members requested posting of information and expressed concerns about the committee representation. Ron Micheli stated the items are sent out to the press and other sites, but are sometimes not publicized locally. Ron also clarified that we are a republic, not a democracy and we only have people who represent us. If we are not satisfied we can recall those who do not do what we wish. He provided an example of a public meeting (one of 7 around the state) on Common Core where only three people in favor showed up. Ron asked for any suggestions that would help with communicating the information and the process.

Kathy Coon pointed out that it is the Department of Education's job to put the committees together.

Cindy Hill requested that she receive emails.

Sue Belish suggested that educators are also parents and all the participants in the standards process are citizens of Wyoming. She asked that no one pit parents against educators.

Pete Gosar requested that in the future one of the meeting days for the Board be a Saturday so educators can attend without taking a day from their classroom. It was discussed that the upcoming meeting could be held on Thursday night to accommodate some educators.

The State Board of Education meeting adjourned at 11:36 am.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 24, 2014

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending December 31, 2013 shows a balance of \$46,090.69

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending December 31, 2013

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

(Federal budgets) - % flow-through
% Admin _____
Total must equal 100% **0%**

BUDGET TITLE & COMPLETE BUDGET CODING: **13-001-206-6101-610**

OBJECT CODES	CURRENT BUDGET	DECREASE	INCREASE	NEW TOTAL
103 Salaries - Permanent				0.00
104 Salaries - Temporary				
105 Benefits				
SUB-TOTAL	0.00	0.00	0.00	0.00
202 Equipment Repair & Maintenance				
203 Teleconference				
204 Communications				
207 Professional Development & Training				
208 Advertising				
221 Travel In-State				
222 Travel Out-of-State				
227 Travel Out-of-State				
230 Supplies-Safety-Security				
231 Supplies-Office, Printing	-1,476.86		3,000.00	1,523.14
234 Supplies-Food & Food Service				
236 Educational Supplies				
240 Intangible Assets				
241 Office Equipment, Furniture				
242 Data Processing & Other Computer Equipment				
246 Educational Recreational & Technical Equipment				
251 Room & Building Rental				
257 Awards Monetary Taxable/Nonmonetary Nontaxable				
271 Awards				
292 Maintenance Agreements				
SUB-TOTAL	-1,476.86	0.00	3,000.00	1,523.14
301 Cost Allocation (Federal)				
SUB-TOTAL	0.00	0.00	0.00	0.00
410 Data Processing				
420 A&I Telecommunication Charges				
SUB-TOTAL	0.00	0.00	0.00	0.00
607 Scholarships, Educational Assistance				
626 School Districts				
SUB-TOTAL	0.00	0.00	0.00	0.00
901 Contract Services	70,471.00	3,000.00		67,471.00
SUB-TOTAL	70,471.00	3,000.00	0.00	67,471.00
GRAND TOTAL	68,994.14	3,000.00	3,000.00	68,994.14

Funding Source: _____

Additional Funds? YES NO

Approval Signatures:

Unit Director **Date**

Internal Budget **Date**

Program Manager **Date**

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Budget

1 July 2012 thru 31 Dec 2013

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
Personal Services (100 series)				
Salaries (0103)	38,000.00	38,000.00		0.00
Salaries (0104)	35,000.00	24,900.00		10,100.00
Employer Paid Benefits (0105)	3,000.00	2,086.82		913.18
Supportive Services (200 series)				
Teleconference (0203.07)	4,584.75	3,458.92	0.00	1,125.83
Communications Direct Freight (0204.06)	3,025.00	444.38	0.00	2,580.62
Professional Development & Training (0207)	12,673.25	1,107.97	0.00	11,565.28
Advertising (0208)	3,500.00	3,126.98	0.00	373.02
State Board, In-State Travel Reimbursement (0221)	60,127.00	59,800.13	0.00	326.87
State Board, Out-of-State Travel Reimbursement (0222)	11,125.00	3,501.19	0.00	7,623.81
State Board, Out-of-State Travel Reimbursement (0227)	581.00	581.00	0.00	0.00
Supplies - Safety-Security-Law Enforcement (0230.24)	20.00	20.00	0.00	0.00
Supplies - Office, Printing, Reproduction & Stationery (0231.00)	3,411.00	4,887.86	0.00	(1,476.86)
Food & Food Service Supplies (0234.00)	1,000.00	438.19	0.00	561.81
Supplies - Education & Recreational (0236)	672.00	12.25	0.00	659.75
Intangible Assets (0240)	300.00	261.61	0.00	38.39
Office, Institutional & Household Equipment & Furnishings (0241)	200.00	179.00	0.00	21.00
Data Processing & Other Computer Equipment (0242)	2,000.00	662.55	0.00	1,337.45
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00
Conference Room Rental (0251.04)	500.00	340.00	0.00	160.00
Awards, Prizes (0257.01 Monetary/Taxable) (0257.02 Non Monetary/Not Taxable)	2,152.00	0.00	0.00	2,152.00
Awards, Prizes (0271.0)	0.00	0.00	0.00	0.00
Maintenance Agreements (0292.0)	1,100.00	1,100.00	0.00	0.00
Data Processing Charges (0400 series)				
A&I Telecommunications (0420)	4,603.00	4,477.81	0.00	125.19
Professional Services (0900 series)				
Contract Services (0901)	70,471.00	58,459.25	4,108.40	7,903.35
TOTAL	182,045.00	169,845.91	4,108.40	46,090.69

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Personal Services (100 series)

DATE	DESCRIPTION	AMOUNT
26-Jun-13	Salaries	12,375.00
26-Jul-13	Salaries	975.00
27-Aug-13	Salaries	3,900.00
23-Sep-13	Salaries	1,650.00
28-Oct-2013	Salaries	750.00
25-Nov-13	Salaries	3,000.00
23-Dec-13	Salaries	2,250.00
<hr/> TOTAL		24,900.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Employer Paid Benefits (105)

DATE	DESCRIPTION	AMOUNT
26-Jun-13	Benefits	946.69
26-Jul-13	Benefits	14.04
26-Jul-13	Benefits	74.59
26-Jul-13	Benefits	109.69
27-Aug-13	Benefits	298.36
23-Sep-13	Benefits	6.48
23-Sep-13	Benefits	51.75
23-Sep-13	Benefits	126.21
28-Oct-13	Benefits	57.38
25-Nov-13	Benefits	229.50
23-Dec-13	Benefits	172.13
<hr/> TOTAL		2,086.82

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Utilities (0203)

DATE	DESCRIPTION	AMOUNT
10-Jul-12	Leader Technologies-Teleconference Fees	34.70
10-Aug-12	Leader Technologies-Teleconference Charges	79.73
10-Aug-12	Leader Technologies-Teleconference Fees	168.28
10-Aug-12	Leader Technologies-Teleconference Fees	229.00
11-Sep-12	Leader Technologies-Teleconference Fees	50.55
11-Sep-12	Leader Technologies-Teleconference Fees	75.79
11-Sep-12	Leader Technologies-Teleconference Fees	77.22
11-Sep-12	Leader Technologies-Teleconference Fees	87.79
11-Sep-12	Leader Technologies-Teleconference Fees	117.78
9-Oct-12	Leader Technologies-Teleconference Charges	77.77
9-Oct-12	Leader Technologies-Teleconference Charges	111.51
13-Nov-12	Leader Technologies-Teleconference Charges	55.59
13-Nov-12	Leader Technologies-Teleconference Fees	57.78
13-Nov-12	Leader Technologies-Teleconference Fees	94.94
13-Nov-12	Leader Technologies-Teleconference Fees	250.00
5-Dec-12	Leader Technologies-Teleconference Fees	69.14
5-Dec-12	Leader Technologies-Teleconference Fees	104.13
17-Dec-12	Leader Technologies-Teleconference Charges	44.80
14-Jan-13	Leader Technologies-Teleconference Charges	59.58
14-Jan-13	Leader Technologies-Teleconference Charges	60.82
14-Jan-13	Leader Technologies-Teleconference Charges	65.52
14-Jan-13	Leader Technologies-Teleconference Charges	222.34
11-Feb-13	Leader Technologies-Teleconference Charges	46.37
11-Mar-13	Leader Technologies-Teleconference Charges	60.12
11-Mar-13	Leader Technologies-Teleconference Charges	102.11
11-Mar-13	Leader Technologies-Teleconference Charges	181.39
9-May-13	Leader Technologies-Teleconference Charges	20.14
9-May-13	Leader Technologies-Teleconference Charges	69.40
9-May-13	Leader Technologies-Teleconference Charges	109.82
10-Jun-13	Leader Technologies-Teleconference Fees	167.51
4-Sep-13	Leader Technologies-Teleconference Charges	57.65
8-Oct-13	Leader Technologies-Teleconference Charges	39.15
13-Nov-13	Leader Technologies-Teleconference Charges	43.99
13-Nov-13	Leader Technologies-Teleconference Charges	135.26
9-Dec-13	Leader Technologies-Teleconference Charges	189.61
11-Dec-13	Leader Technologies-Teleconference Charges	41.64
TOTAL		3,458.92

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Freight & Postage (204)

DATE	DESCRIPTION	AMOUNT
5-Jul-12	FEDEX-Shipping-793639585360	20.24
10-Jul-12	FEDEX-Shipping- 793601206746	8.24
10-Jul-12	FEDEX-Shipping- 793601220956	11.52
10-Jul-12	FEDEX-Shipping- 798531810060	12.22
10-Aug-12	FEDEX-Shipping- 798531816609	6.57
11-Sep-12	FEDEX-Shipping- 798664559056	6.29
11-Sep-12	FEDEX-Shipping- 793833942273	7.77
11-Sep-12	FEDEX-Shipping- 793882338217	11.15
9-Oct-12	FEDEX-Shipping- 798993936819	11.25
9-Oct-12	FEDEX-Shipping- 798993995873	11.51
9-Oct-12	FEDEX-Shipping- 798993959967	11.51
9-Oct-12	FEDEX-Shipping- 798994013280	11.51
13-Nov-12	FEDEX	5.58
13-Nov-12	FEDEX 799214368321	7.22
13-Nov-12	FEDEX	11.77
5-Dec-12	FEDEX-Shipping- 793962498867	11.77
5-Dec-12	FEDEX-Shipping- 793950835116	12.86
14-Jan-13	FEDEX-Shipping-iPad-s. Ratliff- 794185007385	19.76
11-Feb-13	FEDEX-Shipping- 794519903682	11.53
11-Feb-13	FEDEX-Shipping- 794520080657	12.86
11-Feb-13	FEDEX-Shipping- 794422456366	13.06
11-Mar-13	FEDEX-Shipping- 794520094366	6.67
11-Mar-13	FEDEX-Shipping- 794765171255	13.69
11-Mar-13	FEDEX-Shipping- 794765078728	15.70
8-Apr-13	FEDEX-Shipping- 794765098498	8.71
8-Apr-13	USPS-Shipping- 57167204530311369	9.20
8-Apr-13	FEDEX - Shipping Charges	13.06
9-May-13	FEDEX-Shipping- 799466648548	6.88
9-May-13	FEDEX-Shipping- 799416354312	7.79
9-May-13	FEDEX-Shipping- 799416995455	7.79
9-May-13	FEDEX-Shipping- 794765184987	10.52
9-May-13	FEDEX-Shipping- 799466641500	13.06
10-Jun-13	FEDEX-Shipping-799557718145	7.79
10-Jun-13	USPS-Postage	9.20
10-Jun-13	FEDEX-Shipping-799601262413	16.70
15-Jul-13	FEDEX-Shipping- 485315000301 SBoE Member	13.59
8-Oct-13	FEDEX-Shipping 795819333102	5.58
8-Oct-13	FEDEX-Shipping 796608435513	7.22
8-Oct-13	FEDEX-Shipping 796538094875	11.77
13-Nov-13	FEDEX-Shipping 796934291785	11.50
13-Nov-13	FEDEX-Shipping 796934340938	11.77
TOTAL		444.38

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Professional Development & Training (0207)

DATE	DESCRIPTION	AMOUNT
10-Jul-12	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Jul-12	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Aug-12	CONSTANT CONTACT.CO-Online Subscription	20.00
12-Sep-12	MATTHEW BENDER &CO-WY Education Laws 2012	432.00
11-Feb-13	PAYPAL *MCREL-Registration-K. Coon-SBE Member	695.00
11-Mar-13	PAYPAL *MCREL-Refund on Registration-Kathy Coon-SBE	-695.00
2-Apr-13	WSBA Associate Member Dues for 2013Inv Date-3/28/13	600.00
9-May-13	AMAZON MKTPLACE PMTS - Book	15.97
<hr/>		
TOTAL		1,107.97

2-Apr-13 WSBA As 600.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Advertising & Promotion (0208)

DATE	DESCRIPTION	AMOUNT
9-May-13	IMDIVERSITY.COM - Job Advertising for WDE Director	95.00
9-May-13	WWW.LINKEDIN.COM - Job Advertising for WDE Director	195.00
9-May-13	COLUMBUS NETWORKS CORP - Job Advertising for WDE Director	199.00
9-May-13	INSIDE HIGHER ED - Job Advertising for WDE Director	225.00
9-May-13	JOBTARGET LLC - Job Advertising for WDE Director	385.00
10-Jun-13	EDUCATION WEEK TEACHER-Job Ad. for WDE Director	641.49
10-Jun-13	EDUCATION WEEK TEACHER-Job Ad. for WDE Director	641.49
10-Jun-13	EDUCATION WEEK TEACHER-Job Ad. for WDE Director	745.00
<hr/> TOTAL		3,126.98

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
State Board In-State Travel Reimbursement (0221)

DATE	DESCRIPTION	AMOUNT
16-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
16-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
23-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
25-Jul-2012	005MV8013 - Motor Pool - State Board June 2012 Billing	449.00
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
6-Aug-2012	G. Reichardt - Mileage/Torrington, WY	67.71
6-Aug-2012	G. Reichardt - Mileage/Gillette, WY	192.03
9-Aug-2012	J. Masters - M&IE/Torrington, WY	115.00
9-Aug-2012	J. Masters - Lodging/Torrington, WY	136.80
16-Aug-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
16-Aug-2012	H. Hageman - Mileage/Torrington, WY	22.20
5-Sep-12	K. Coon - Lusk/Torrington	63.27
10-Sep-12	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
10-Sep-12	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
8-Oct-12	C. Bailey - M&IE/Jackson, WY	123.00
8-Oct-12	D. Mann-Tavegia - M&IE/Jackson, WY	89.00
8-Oct-12	D. Mann-Tavegia - Mileage/Jackson, WY	523.92
8-Oct-12	J. Micheli - M&IE/Jackson, WY	89.00
8-Oct-12	J. Micheli - Mileage/Jackson, WY	204.24
8-Oct-12	K. Coon - M&IE/Jackson, WY	123.00
8-Oct-12	K. Coon - Mileage/Jackson, WY	430.68
8-Oct-12	M. Williams - M&IE/Jackson, WY	84.00
8-Oct-12	P. Gosar - Mileage/Cheyenne - Jackson - Cheyenne, WY	54.39
8-Oct-12	P. Gosar - M&IE Cheyenne - Jackson - Cheyenne, WY	84.00
8-Oct-12	S. Ratliff - M&IE/Jackson, WY	89.00
8-Oct-12	S. Ratliff - Mileage/Jackson, WY	182.04
8-Oct-12	S. Belish - M&IE/Jackson, WY	123.00
8-Oct-12	S. Belish - Mileage/Jackson, WY	376.29
8-Oct-12	W. Wilcox - M&IE/Jackson, WY	89.00
8-Oct-12	W. Wilcox - Mileage/Jackson, WY	315.24
26-Oct-12	G. Reichardt - Cheyenne	77.70
26-Oct-12	K. Coon - Casper	115.44
26-Oct-12	K. Coon - Casper	139.00
26-Oct-12	K. Coon - Casper	249.48
26-Oct-12	S Belish - Casper	139.00
26-Oct-12	S Belish - Casper	179.82
26-Oct-12	S Belish - Casper	249.48
9-Nov-12	005MV8013 - Motor Pool - State Board November 2012 Billing	462.00
20-Nov-12	B. Willson - Mileage/Cody, WY - Chicago, IL - Cody, WY	93.24
20-Nov-12	G. Reichardt - Mileage/Cheyenne-Evanston-Cheyenne, WY	77.70
20-Nov-12	G. Reichardt - M&IE/Cheyenne-Evanston-Cheyenne, WY	89.50
20-Nov-12	G Reichardt - Lodging/Cheyenne-Evanston-Cheyenne, WY	192.24
20-Nov-12	H. Hageman - M&IE/Evanston, WY	89.50
20-Nov-12	H. Hageman - Lodging/Evanston, WY	192.24
20-Nov-12	H. Hageman - Mileage/Evanston, WY	456.21
20-Nov-12	K. Coon - M&IE/Casper-Evanston-Casper, WY	89.50

20-Nov-12	K. Coon - Mileage/Casper-Evanston-Casper, WY	115.44
20-Nov-12	K. Coon - Lodging/Casper-Evanston-Casper, WY	192.24
20-Nov-12	M. Williams - M&IE/Evanston, WY	89.50
20-Nov-12	M Williams - Lodging/Evanston, WY	192.24
20-Nov-12	P. Gosar - Mileage/Cheyenne-Evanston-Cheyenne, WY	54.39
20-Nov-12	P. Gosar - M&IE/Cheyenne-Evanston-Cheyenne, WY	89.50
20-Nov-12	P. Gosar - Lodging/Cheyenne-Evanston-Cheyenne, WY	192.24
20-Nov-12	S. Ratliff - M&IE/Evanston, WY	89.50
20-Nov-12	S. Ratliff - Lodging/Evanston, WY	192.24
20-Nov-12	S. Belish - M&IE/Casper, WY	104.00
20-Nov-12	S. Belish - Lodging/Casper, WY	166.32
20-Nov-12	S. Belish - Mileage/Casper, WY	179.82
20-Nov-12	W. Wilcox - M&IE/Evanston, WY	89.50
20-Nov-12	W. Wilcox - Lodging/Evanston, WY	192.24
27-Nov-12	C. Bailey - M&IE/Evanston, WY	89.50
27-Nov-12	C. Bailey Lodging/Evanston, WY	192.24
30-Nov-2012	R. Micheli - Mileage/Evanston-FtBridger-Evanston-FtBridger-Evanston	96.57
4-Dec-12	S. Belish - M&IE/Riverton-Evanston-Riverton	120.75
4-Dec-12	S. Belish - Lodging/Riverton-Evanston-Riverton	275.40
4-Dec-12	S. Belish - Mileage/Riverton-Evanston-Riverton	480.63
6-Dec-12	G. Reichardt - Mileage/Cheyenne, WY	77.70
6-Dec-12	G. Reichardt - Mileage/Casper, WY	120.99
7-Dec-12	005MV8013 Motor Pool - State Board December 2012 Billing	308.00
10-Dec-12	S. Belish - M&IE/Cheyenne, WY	207.00
10-Dec-12	S. Belish - Mileage/Cheyenne, WY	377.40
10-Dec-12	S. Belish - Lodging/Cheyenne, WY	388.04
20-Dec-12	K. Coon - M&IE/Cheyenne, WY	69.00
20-Dec-12	K. Coon - Lodging/Cheyenne, WY	93.20
20-Dec-12	K. Coon - Mileage/Cheyenne, WY	155.40
20-Dec-12	S. Belish - M&IE/Cheyenne, WY	115.00
20-Dec-12	S. Belish - Lodging/Cheyenne, WY	167.86
20-Dec-12	S. Belish - Mileage/Cheyenne, WY	377.40
20-Dec-12	Flight Cheyenne to Jackson	1,187.50
21-Dec-12	Cheyenne to Casper and E	2,625.00
10-Jan-2013	S. Belish - M&IE/Cheyenne, WY	115.00
10-Jan-2013	S. Belish - Lodging/Cheyenne, WY	167.86
10-Jan-2013	S. Belish - Mileage/Cheyenne, WY	377.40
23-Jan-2013	B. Willson - M&IE/Cheyenne, WY	104.00
23-Jan-2013	B. Willson - Lodging/Cheyenne, WY	169.40
23-Jan-2013	B. Willson - Mileage/Cheyenne, WY	342.99
23-Jan-2013	D. Mann-Tavegia - M&IE/Cheyenne, WY	132.00
23-Jan-2013	D. Mann-Tavegia -Lodging/Cheyenne, WY	254.10
23-Jan-2013	D. Mann-Tavegia -Mileage/Cheyenne, WY	259.74
23-Jan-2013	G. Reichardt - Mileage/Cheyenne, WY	77.70
23-Jan-2013	G. Reichardt -Mileage/Cheyenne, WY	77.70
23-Jan-2013	G. Reichardt -M&IE/Cheyenne, WY	104.00
23-Jan-2013	G. Reichardt -Lodging/Cheyenne, WY	169.40
23-Jan-2013	H. Hageman - M&IE/Cheyenne, WY	104.00
23-Jan-2013	H. Hageman - Mileage/Cheyenne, WY	115.44
23-Jan-2013	J. Micheli - M&IE/Cheyenne, WY	104.00
23-Jan-2013	J. Micheli - Mileage/Cheyenne, WY	366.30
23-Jan-2013	K. Coon - M&IE/Cheyenne, WY	104.00
23-Jan-2013	K. Coon - Mileage/Cheyenne, WY	155.40

23-Jan-2013	K. Coon - Lodging/Cheyenne, WY	169.40
23-Jan-2013	P. Gosar - Mileage/Cheyenne, WY	54.39
23-Jan-2013	P. Gosar - M&IE/Cheyenne, WY	104.00
23-Jan-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
23-Jan-2013	S. Ratliff -Lodging/Cheyenne, WY	84.70
23-Jan-2013	S. Ratliff -Mileage/Cheyenne, WY	299.70
28-Jan-2013	W. Wilcox - M&IE/Cheyenne, WY	104.00
28-Jan-2013	W. Wilcox - Lodging/Cheyenne, WY	154.00
28-Jan-2013	W. Wilcox - Mileage/Cheyenne, WY	197.58
30-Jan-2013	Nov 02 Flight Chey-Evanston-Casper-Chey (Reichardt, Gosar,Williams,Me	2,500.00
22-Feb-2013	B. Willson - M&IE/Cheyenne, WY	108.00
22-Feb-2013	B. Willson - Lodging/Cheyenne, WY	169.40
22-Feb-2013	B. Willson - Mileage/Cheyenne, WY	349.18
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	J. Micheli - M&IE/Cheyenne, WY	69.00
22-Feb-2013	J. Micheli -Lodging/Cheyenne, WY	79.20
22-Feb-2013	J. Micheli -Mileage/Cheyenne, WY	372.90
22-Feb-2013	K. Coon - M&IE/Cheyenne, WY	108.00
22-Feb-2013	K. Coon - Mileage/Cheyenne, WY	158.20
22-Feb-2013	K. Coon - Lodging/Cheyenne, WY	169.40
22-Feb-2013	P. Gosar - Mileage/Cheyenne, WY	55.37
22-Feb-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Ratliff - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Ratliff - Mileage/Cheyenne, WY	305.10
22-Feb-2013	S. Belish - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Belish - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Belish - Mileage/Cheyenne, WY	384.20
26-Feb-2013	S. Belish - M&IE/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	132.00
26-Feb-2013	S. Belish - Mileage/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	234.21
26-Feb-2013	S. Belish - Lodging/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	265.52
11-Mar-13	H. Hageman - Mileage/Cheyenne, WY	117.52
26-Mar-13	B. Willson - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	B. Willson - Mileage/Casper-Rock Springs-Casper, WY	146.90
26-Mar-13	B. Willson - Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Coon - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	K. Coon -Mileage/Casper, WY	117.52
26-Mar-13	K. Coon -Mileage/Casper-Rock Springs-Casper, WY	117.52
26-Mar-13	K. Coon -Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Rathbun - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	K. Rathbun - Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Rathbun - Mileage/Casper-Rock Springs-Casper, WY	222.62
26-Mar-13	L. Millin - M&IE/Rock Springs, WY	115.50
26-Mar-13	L. Millin - Lodging/Rock Springs, WY	158.00
26-Mar-13	M. Williams - M&IE/Rock Springs, WY	115.50
26-Mar-13	M. Williams - Lodging/Rock Springs, WY	158.00
26-Mar-13	P. Gosar - M&IE/Rock Springs, WY	115.50
26-Mar-13	P. Gosar - Lodging/Rock Springs, WY	158.00
26-Mar-13	P. Gosar - Mileage/Rock Springs, WY	233.91
26-Mar-13	S. Ratliff - M&IE/Rock Springs, WY	115.50
26-Mar-13	S. Ratliff -Mileage/Casper, WY	135.60
26-Mar-13	S. Ratliff -Lodging/Rock Springs, WY	158.00
26-Mar-13	S. Ratliff -Mileage/Rock Springs, WY	160.46
26-Mar-13	S. Belish - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	S. Belish - Lodging/Casper-Rock Springs-Casper, WY	158.00

26-Mar-13	S. Belish - Mileage/Casper, WY	183.06
26-Mar-13	S. Belish - Mileage/Casper-Rock Springs-Casper, WY	183.06
26-Mar-13	W. Wilcox - M&IE/Rock Springs, WY	115.50
26-Mar-13	W. Wilcox - Lodging/Rock Springs, WY	158.00
2-Apr-13	C. Bailey - M&IE/Rock Springs, WY	115.50
2-Apr-13	C. Bailey - Lodging/Rock Springs, WY	158.00
2-Apr-13	J. Micheli - Mileage/Rock Springs, WY	80.23
2-Apr-13	J. Micheli - M&IE/Rock Springs, WY	115.50
2-Apr-13	J. Micheli - Lodging/Rock Springs, WY	158.00
10-Apr-13	Motor Pool - 206MV9571	623.00
22-May-13	C. Bailey - M&IE/Casper, WY	104.00
22-May-13	C. Bailey-Lodging/Casper, WY	300.24
22-May-13	J. Verley - M&IE/Casper, WY	69.00
22-May-13	J. Verley - Lodging/Casper, WY	96.12
28-May-13	B. Willson -Mileage/Casper, WY	146.90
28-May-13	B. Willson - M&IE/Casper, WY	327.00
28-May-13	G. Reichardt - M&IE/Casper, WY	123.17
28-May-13	G. Reichardt - M&IE/Casper, WY	327.00
28-May-13	K. Rathbun - M&IE/Casper, WY	222.61
28-May-13	K. Rathbun - M&IE/Casper, WY	327.00
28-May-13	S. Belish - M&IE/Casper, WY	54.50
28-May-13	S. Belish - Mileage/Casper, WY	183.06
28-May-13	S. Belish - Mileage/Casper, WY	183.06
28-May-13	S. Belish - M&IE/Casper, WY	436.00
4-Jun-13	M. Williams - M&IE/Casper, WY	104.00
4-Jun-13	M. Williams - Lodging/Casper, WY	332.64
10-Jun-13	206MV9571 - Motor Pool	141.00
14-Jun-13	B. Willson - M&IE/Cheyenne, WY	327.00
14-Jun-13	B. Willson - Mileage/Cheyenne, WY	349.17
14-Jun-13	G. Reichardt - Mileage/Cheyenne, WY	79.10
14-Jun-13	G. Reichardt - M&IE/Cheyenne, WY	436.00
14-Jun-13	J. Micheli - M&IE/Casper, WY	327.00
14-Jun-13	J. Micheli - M&IE/Cheyenne, WY	327.00
14-Jun-13	J. Micheli - Mileage/Casper, WY	337.87
14-Jun-13	J. Micheli - Mileage/Cheyenne, WY	372.90
14-Jun-13	K. Coon - M&IE/Casper, WY	54.50
14-Jun-13	K. Coon - Mileage/Casper, WY	117.54
14-Jun-13	K. Coon - Mileage/Casper, WY	117.54
14-Jun-13	K. Coon - Mileage/Cheyenne, WY	158.20
14-Jun-13	K. Coon - M&IE/Casper, WY	327.00
14-Jun-13	K. Coon - M&IE/Cheyenne, WY	545.00
14-Jun-13	K. Rathbun - Mileage/Cheyenne, WY	299.45
14-Jun-13	K. Rathbun - M&IE/Cheyenne, WY	545.00
14-Jun-13	S. Ratliff - Mileage/Cheyenne, WY	305.10
14-Jun-13	S. Ratliff - M&IE/Cheyenne, WY	545.00
14-Jun-13	S. Belish - Mileage/Cheyenne, WY	384.20
14-Jun-13	S. Belish - M&IE/Cheyenne, WY	654.00
24-Jun-13	P. Gosar - M&IE/Cheyenne, WY	54.50
24-Jun-13	P. Gosar - Mileage/Cheyenne, WY	55.37
24-Jun-13	P. Gosar - M&IE/Cheyenne, WY	109.00
24-Jun-13	P. Gosar - M&IE/Casper, WY	109.00
24-Jun-13	P. Gosar - Mileage/Casper, WY	167.24
24-Jun-13	P. Gosar - Mileage/Casper, WY	167.24
29-Jul-13	S. Ratliff - M&IE/Casper, WY	54.50
29-Jul-13	S. Ratliff - Mileage/Casper, WY	135.60

29-Jul-13	S. Ratliff - Mileage/Casper, WY	135.60
29-Jul-13	S. Ratliff - M&IE/Casper, WY	327.00
5-Aug-13	W. Wilcox - M&IE/Casper, WY	54.50
5-Aug-13	W. Wilcox - M&IE/Casper, WY	54.50
15-Aug-13	G. Reichardt - Mileage/Riverton, WY	258.77
15-Aug-13	G. Reichardt - M&IE/Riverton, WY	327.00
15-Aug-13	K. Coon - Mileage/Riverton, WY	253.12
15-Aug-13	K. Coon - M&IE/Riverton, WY	327.00
15-Aug-13	S. Belish - Mileage/Casper, WY	183.06
15-Aug-13	S. Belish - M&IE/Casper, WY	218.00
15-Aug-13	W. Wilcox - Mileage/Cheyenne, WY	201.14
15-Aug-13	W. Wilcox - M&IE/Cheyenne, WY	436.00
22-Aug-13	P. Fenton-Hughes - M&IE/Gillette, WY	69.00
22-Aug-13	P. Fenton-Hughes - Lodging/Gillette, WY	104.10
22-Aug-13	P. Fenton-Hughes - Mileage/Gillette, WY	307.36
27-Aug-13	P. Fenton-Hughes - M&IE/Cheyenne, WY	139.50
27-Aug-13	P. Fenton-Hughes - Mileage/Cheyenne, WY	153.68
27-Aug-13	P. Fenton-Hughes - Lodging/Cheyenne, WY	254.10
4-Sep-13	P. Gosar - Mileage/Riverton, WY	249.73
4-Sep-13	P. Gosar - M&IE/Riverton, WY	327.00
9-Sep-13	G. Reichardt - M&IE/Riverton, WY	109.00
9-Sep-13	G. Reichardt - Mileage/Riverton, WY	258.77
12-Sep-13	K. Coon - M&IE/Lander, WY	218.00
12-Sep-13	K. Coon - Mileage/Lander, WY	281.37
7-Oct-13	G. Reichardt - Mileage/Cheyenne, WY	79.10
7-Oct-13	G. Reichardt - Per Diem/Cheyenne, WY	109.00
7-Oct-13	G. Reichardt - Mileage/Cheyenne, WY	178.54
7-Oct-13	G. Reichardt - Per Diem/Cheyenne, WY	327.00
7-Oct-13	K. Coon - Mileage/Casper, WY	117.52
7-Oct-13	K. Coon - Per Diem/Casper, WY	327.00
7-Oct-13	S. Belish - Mileage/Cheyenne, WY	183.06
7-Oct-13	S. Belish - Per Diem/Cheyenne, WY	327.00
15-Oct-13	206MV9571 - Motor Pool	235.00
21-Oct-13	B. Willson - Per Diem/Cheyenne, WY	327.00
21-Oct-13	B. Willson - Mileage/Cheyenne, WY	349.17
21-Oct-13	G. Reichardt - Mileage/Cheyenne, WY	79.10
21-Oct-13	G. Reichardt - Per Diem/Cheyenne, WY	327.00
21-Oct-13	J. Micheli - Per Diem/Cheyenne	327.00
21-Oct-13	J. Micheli - Mileage/Cheyenne	372.90
21-Oct-13	K. Coon - Mileage/Cheyenne, WY	158.20
21-Oct-13	K. Coon - Per Diem/Cheyenne, WY	327.00
21-Oct-13	K. Rathbun - Mileage/Cheyenne, WY	299.45
21-Oct-13	K. Rathbun - Per Diem/Cheyenne, WY	327.00
21-Oct-13	S. Belish - Mileage/Cheyenne, WY	239.56
21-Oct-13	S. Belish - Per Diem/Cheyenne, WY	327.00
21-Oct-13	W. Wilcox - Mileage/Cheyenne, WY	201.14
21-Oct-13	W. Wilcox - Per Diem/Cheyenne, WY	327.00
28-Oct-13	K. Sessions - Per Diem/Cheyenne, WY	109.00
29-Nov-13	M. Williams - M&IE/Lander, WY	104.00

29-Nov-13	M. Williams - Lodging/Lander, WY	196.10
12-Dec-13	B. Willson - Mileage/Lander, WY	89.27
12-Dec-13	B Willson - M&IE/Lander, WY	327.00
12-Dec-13	G. Reichardt - Mileage/Lander, WY	287.02
12-Dec-13	G. Reichardt - M&IE/Lander, WY	327.00
12-Dec-13	J. Micheli - Mileage/Lander, WY	213.57
12-Dec-13	J. Micheli - M&IE/Lander, WY	327.00
12-Dec-13	K. Coon - Mileage/Lander, WY	281.37
12-Dec-13	K. Coon - M&IE/Lander, WY	327.00
12-Dec-13	S. Ratliff - Mileage/Lander, WY	28.25
12-Dec-13	S. Ratliff - M&IE/Lander, WY	327.00
12-Dec-13	S. Belish - M&IE/Cheyenne, WY	384.20
12-Dec-13	S. Belish - Mileage/Cheyenne, WY	436.00

TOTAL

59,800.13

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

State Board Out-of-State Travel Reimbursement (0222)

DATE	DESCRIPTION	AMOUNT
9-Oct-12	New Horizons - Agent Fee-C. Bailey	30.00
9-Oct-12	New Horizons - Agent Fee-D. Mann-Tavegia	30.00
9-Oct-12	New Horizons - Agent Fee-B. Willson	30.00
9-Oct-12	United Airlines - C. Bailey	476.10
9-Oct-12	Delta Airlines - D. Mann-Tavegia	477.20
9-Oct-12	United Airlines - B. Willson	717.60
20-Nov-12	B. Willson - Other Transportation-Taxi/Cody, WY - Chicago, IL - Cody, WY	44.00
20-Nov-12	B. Willson - M&IE/Cody, WY - Chicago, IL - Cody, WY	123.50
20-Nov-12	C. Bailey - Miscellaneous-Baggage/Chicago, IL	50.00
20-Nov-12	C. Bailey - Other Transportation-Taxi/Chicago, IL	95.43
20-Nov-12	C. Bailey - M&IE/Chicago, IL	128.50
11-Mar-13	New Horizons - Agent Fee-S. Belish	30.00
11-Mar-13	United Airlines -	706.80
15-May-13	S. Belish - Misc. Baggage/Sheridan, WY-Washington, DC-Boston, MA	50.00
15-May-13	S. Belish - Taxi & Other Transportation	142.50
15-May-13	S. Belish - M&IE/Sheridan, WY-Washington, DC-Boston, MA	153.25
15-May-13	S. Belish - Lodging/Sheridan, WY-Washington, DC-Boston, MA	216.31

TOTAL

3,501.19

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

State Board Out-of-State Travel Reimbursement (0227)

DATE	DESCRIPTION	AMOUNT
13-Nov-12	B. Willson - AGENT FEE	30.00
13-Nov-12	B. Willson - UNITED AIR	551.00

TOTAL		581.00
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Safety-Security-Law Enforcement (0230.24)

DATE	DESCRIPTION	AMOUNT
23-Jul-2012	ID/Access Card - Paige Hughes (June 2012)	20.00
TOTAL		20.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Office Supplies, Printing (0231)

DATE	DESCRIPTION	AMOUNT
10-Jul-12	Office Depot-Office Supplies	16.12
10-Jul-12	Office Depot-Office Supplies	33.08
10-Jul-12	Office Depot-Office Supplies	40.54
10-Jul-12	Office Depot-Office Supplies	205.47
10-Aug-12	Office Depot-Office Supplies	13.10
10-Aug-12	Office Depot-Office Supplies	13.99
10-Aug-12	Indoff Inc-Business Cards-P. Fenton-Hughes	15.85
10-Aug-12	Office Depot-Office Supplies	30.30
10-Aug-12	Amazon-Office Supplies	46.94
11-Sep-12	Office Depot-Office Supplies	1.89
11-Sep-12	Office Depot-Office Supplies	6.09
11-Sep-12	Office Depot-Office Supplies	14.15
9-Oct-12	Office Depot-Office Supplies	11.69
9-Oct-12	WY Trophy & Engraving-Name Tags/Desk Plates	36.11
9-Oct-12	Office Depot-Office Supplies	42.70
9-Oct-12	WY Trophy & Engraving-NotePads-SBoE	594.74
11-Oct-12	Buy.Com-iPad Case-SBoE	51.20
12-Oct-12	Little OI"Printshop-SpiralBinding of LawBooks-SBoE	97.50
13-Nov-12	Amazon-Office Supplies	2.45
13-Nov-12	Office Depot-Office Supplies	5.03
13-Nov-12	Office Depot-Office Supplies	13.38
13-Nov-12	Office Max-Office Supplies	185.52
13-Nov-12	FEDEX OFFICE	1,173.82
14-Nov-12	Little OI"Printshop-SpiralBinding of LawBooks-SBoE	6.48
5-Dec-12	Office Max-Refund of Sales Tax Charged in Error	-8.83
14-Jan-13	Office Depot-Office Supplies	15.19
14-Jan-13	Office Depot-Office Supplies	22.22
23-Jan-13	G. Reichardt, D. Mann-Tavegia	186.00
11-Feb-13	Office Depot-Office Supplies	9.49
2-Apr-13	Inv.#119520	34.30
8-Apr-13	Amazon-Office Supplies	27.30
8-Apr-13	Office Depot-Office Supplies	27.35
10-Jun-13	Wal-Mart-Office Supplies	15.91
12-Jul-13	Wal-Mart-Office Supplies	20.75
12-Jul-13	Office Depot-Office Supplies	51.96
4-Sep-13	Office Depot-Office Supplies	7.59
4-Sep-13	Office Depot-Office Supplies	20.74
9-Sep-13	Printing-Name Tag & Desk Plate/K. Session	29.10
8-Oct-13	Office Depot-Office Supplies	9.99
8-Oct-13	Office Depot-Office Supplies	15.29
8-Oct-13	Pioneer Printing - Spiral Binding for WDE Law Books	80.00
13-Nov-13	Wal-Mart-Office Supplies	6.37
13-Nov-13	FEDEX Office - Commercial Printing for State Board	1,659.00

TOTAL

4,887.86

2-Apr-13 Printing-Name€ 34.30

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Food&Food Service (0234)

DATE	DESCRIPTION	AMOUNT
13-Nov-12	Wal-Mart-Food for SBoE Mtg	41.96
11-Feb-13	Wal-Mart - Food Supplies for SBoE	6.21
11-Feb-13	Wal-Mart-Food for SBoE Mtg	59.23
10-Jun-13	Wal-Mart-Food for SBoE Mtg	52.93
12-Jul-13	Wal-Mart - Food Supplies for SBoE	2.92
12-Jul-13	Wal-Mart-Food for SBoE Mtg	48.56
8-Oct-13	Wal-Mart-Food for SBoE Mtg	30.10
8-Oct-13	Wal-Mart-Food for SBoE Mtg	109.04
13-Nov-13	Wal-Mart - Food Supplies for SBoE	6.15
13-Nov-13	Safeway - Food (Water) for SBoE Mtg	8.37
13-Nov-13	Wal-Mart - Food for SBE Meeting	72.72
<hr/> TOTAL		438.19

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Educational & Recreational (0236)

DATE	DESCRIPTION	AMOUNT
09-May-13	Amazon Mktplace Pmts - Book	12.25

TOTAL		12.25
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Intangible Assets (0240)

DATE	DESCRIPTION	AMOUNT
16-Jul-12	Apple iTunes Store-Air Sharing Apps.-13	64.87
16-Jul-12	Apple iTunes Store-Quickoffice Pro Apps-13	129.87
12-Sep-12	Apple iTunes Store-Scanner Pro App. For iPad	6.99
12-Sep-12	Apple iTunes Store-PFD-Notes App. For iPad-(12)-SBoE	59.88

TOTAL		261.61
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Office, Warehouse, Institutional & Household Equipment & Furnishings (0241)

DATE	DESCRIPTION	AMOUNT
14-Aug-12	TechSmith Corporation-Camtasia Software-K. Lewis	179.00
TOTAL		179.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Data Processing & Computer Equipment (0242)

DATE	DESCRIPTION	AMOUNT
14-Aug-12	Amazon-Apple Power Adapter	23.64
11-Oct-12	Buy.Com-Apple iPadReplacement Glass-SBoE	44.18
11-Oct-12	Amazon.Com-Mobile Scanner	195.73
14-Jan-13	Wal-Mart-iPad-S. Ratliff	399.00

TOTAL	662.55
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Education, Recreational & Technical Equipment (0246)

DATE	DESCRIPTION	AMOUNT
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TOTAL		0.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Room & Building Rental (0251.04)

DATE	DESCRIPTION	AMOUNT
10-Jul-12	Holiday Inn-Mtg Room Rental	240.00
2-Apr-13	Meeting Room Rental-State Board of Education New Member Orientation	100.00
TOTAL		340.00

2-Apr-13	Meeting Room F	100.00
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Equipment Rental (0252)

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
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TOTAL		
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Awards & Prizes (0257.01 Monetary/Taxable 0257.02 Non Monetary/Not Taxable)

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
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TOTAL		0.00
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Awards & Prizes (0271)

DATE	DESCRIPTION	AMOUNT
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TOTAL		0.00
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PLEASE ONLY USE 0257 FOR AWARDS

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Maintenance Agreements (0292)

DATE	DESCRIPTION	AMOUNT
29-Mar-13	SBoE Yearly E-Mail Account Billing: 3/11	1,000.00
22-Oct-13	SBoE Yearly E-Mail Account Billing: 23 July 2013 - 22 July 2014	100.00
TOTAL		1,100.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
A&I Telecommunications (0420 series)

DATE	DESCRIPTION	AMOUNT
18-Aug-12	Telecommunications	630.52
26-Sep-12	Telecommunications	237.05
1-Nov-12	Telecommunications	135.43
23-Nov-12	Telecommunications	676.53
4-Dec-12	Telecommunications	-135.43
21-Dec-12	Telecommunications	146.63
24-Jan-13	Telecommunications	417.49
26-Feb-13	Telecommunications	282.06
26-Apr-13	Telecommunications	265.86
30-Apr-13	Telecommunications	279.86
21-May-13	Telecommunications	191.51
19-Jun-13	Telecommunications	225.05
17-Jul-13	Telecommunications	225.05
20-Aug-13	Telecommunications	225.05
25-Sep-13	Telecommunications	225.05
22-Oct-13	Telecommunications	225.05
21-Nov-13	Telecommunications	225.05
TOTAL		4,477.81

needs report today I am manually adding.

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Contract Services (0901)

DATE	DESCRIPTION	AMOUNT
12-Jul-12	Catering for SBoE Mtg Apr 25-27, 2012	626.00
16-Aug-12	Catering for SBoE Mtg-Gillette Apr 2, 2012	215.00
28-Aug-12	Deposit for SBoE Mtg-SnowKingResortInc-September 25-29, 2012	339.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	157.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	177.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 11 ProStart	122.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 12 ProStart	152.00
3-Jan-13	Catering for SBoE Mtg Sep 25-27, SnowKingResortInc	2,945.00
3-Jan-13	Lodging for SBoE Mtg Sep 25-27, SnowKingResortInc	2,991.13
2-Apr-13	Catering Services for State Board of Ed. Meeting-3/11-12/13	382.50
7-May-13	Contract Svcs-P. Fenton-Hughes 27 Feb-31 Mar	2,191.14
28-May-13	Contract Svcs-P. Fenton-Hughes Apr	862.47
28-May-13	Contract Svcs & Travel-Ray&Associates 3 Apr-15 May	20,000.00
10-Jun-13	Catering for SBoE Meeting-Gegis LLC Casper-5/8-9/13	1,025.00
20-Jun-13	Incidental Costs-Ray&Associates June	1,230.57
20-Jun-13	Candidate Expenses-Ray&Associates June	10,000.00
28-Jun-13	Contract Svcs-P. Fenton-Hughes May	1,748.25
8-Jul-13	Catering Svcs-Afton M Hall 29 May- 1 Jun	2,000.00
22-Jul-13	Contract Svcs-P. Fenton-Hughes Jun	1,398.60
19-Aug-13	Contract Svcs-P. Fenton-Hughes Jul	979.02
19-Aug-13	Incidental Costs-Ray&Associates Aug	379.24
22-Aug-13	Incidental Costs-Ray&Associates 30 May - 1 Jun	940.58
3-Oct-13	Incidental Costs-Ray&Associates July	815.54
3-Oct-13	Incidental Costs-Ray&Associates July	1,449.61
3-Oct-13	Candidate Expenses-Ray&Associates May - June	1,465.76
3-Oct-13	Candidate Expenses-Ray&Associates May - June	1,694.72
7-Oct-13	Contract Svcs-P. Fenton-Hughes Aug	93.24
23-Oct-13	Catering for SBoE Meeting; Oct 7-8,2013	960.00
31-Oct-13	Contract Svcs-P. Fenton-Hughes Sep	279.72
20-Nov-13	Contract Svcs-P. Fenton-Hughes Oct	699.30
19-Dec-13	Contract Svcs-P. Fenton-Hughes Nov	139.86

TOTAL **58,459.25**

2-Apr-13	Catering Service	382.50
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not coming across BMS ?

Professional Development Plan – [NEW] Wyoming Content and Performance Standards

State Support – WDE

Phase 1: Awareness / Planning

School Year 20XX – XX
Content Area:

- ✓ Introduction of New Standards on Website
- ✓ Survey Districts on PD Needs & Develop PD Plan - WDE Website
- ✓ Update and Maintain PD Calendar on WDE Website
- ✓ Educate on the Structure & Layout of New Standards
- ✓ Communicate Largest Instructional Shifts
- ✓ Host an Informational Booth at AdvancEd Conference(s) and Content Area Conferences in WY
- ✓ Add Resources/ Documents/ Videos to the WDE Website/ Toolkit (to understand standards-based education)
- ✓ Present Standard's Timeline & Processes at WCDA/ SBE/ SIC/ IF Summit/ STAR/ Other PD Events

Phase 2: Transition

School Year 20XX – XX
Content Area:

- ✓ Monitor District Needs and Collect Feedback on Implementation of New Standards
- ✓ Respond to Individual District Needs/ Requests for PD
- ✓ Update and Maintain PD Calendar
- ✓ Address/ Unpack Largest Instructional Shifts
- ✓ Develop & Facilitate Content-Specific PD Opportunities (Deep Dives)
- ✓ Update and Maintain Content-Specific Resources on WDE Website/ Toolkit
- ✓ Update & Present New Information at State Meetings e.g. WCDA/ SBE/ Legislative/ SIC/ IF Summit/ STAR/ Content Area Conferences/ Other PD Events

Phase 3: Implementation

School Year 20XX – XX
Content Area:

- ✓ Monitor District Needs and Collect Feedback on Implementation of New Standards
- ✓ Respond to Individual District Needs/ Request for PD
- ✓ Update and Maintain PD Calendar
- ✓ Prepare & Present Best Practices PD around Implementing New Standards
- ✓ Facilitate Content-Specific PD Opportunities (Deep Dives)
- ✓ Update and Maintain Content-Specific Resources on WDE Website/ Toolkit
- ✓ Update & Present New Information at State Meetings e.g. WCDA/ SBE/ Legislative/ SIC/ IF Summit/ STAR/ Content Area Conferences/ Other PD Events

Communication Plan – [NEW] Wyoming Content and Performance Standards (WyCPS)

State Support – WDE

Phase 1: Awareness / Planning

School Year 20XX – XX
Content Area:

Communicate the Following:

- ✓ Requesting Contact Information of Interested People to Serve on Committee
 - Educator Participation
 - K-12
 - Administrators
 - Higher Ed.
 - Community Participation
 - Parents
 - Business Members
 - Students
- ✓ Information about Standards Revision Process and Invite Public to Observe
- ✓ Announcing Survey, on WDE Website, Requesting Public Feedback on Current Standards & Possible Revisions Desired
- ✓ Survey Results to SBE
- ✓ Adding Resources and Documents to the WDE Website /

Phase 2: Transition

School Year 20XX – XX
Content Area:

Communicate the Following:

- ✓ Informing Districts & Public of Proposed Standards on Website
- ✓ Announcing Survey, on WDE Website, Requesting Feedback on Proposed Standards
- ✓ Survey Results to SBE
- ✓ Hosting Informational Booth at AdvancEd Conference(s) & Content Conferences in WY
 - To educate districts on structure and layout of proposed standards
 - Gather feedback
- ✓ Adding Crosswalk Showing Shifts/ Changes/ Additions to Standards to the WDE Website
- ✓ Updated PD (Prof. Develop.) Plan
- ✓ Updated PD Calendar / PD Opportunities
- ✓ Updated Implementation Plan

Phase 3: Implementation

School Year 20XX – XX
Content Area:

Communicate the Following:

- ✓ Informing Districts & Public of New Standards & Resources on Website
- ✓ Announcing Survey, on WDE Website, Requesting Feedback on Implementation of New Standards
- ✓ Survey Results to SBE
- ✓ Send Parent Communication Brochure Through the Districts
- ✓ Send Business/Community Communication Brochure Through Service Organizations
- ✓ Maintain Communication Regarding Implementation Statewide
- ✓ Updated PD Calendar / PD Opportunities

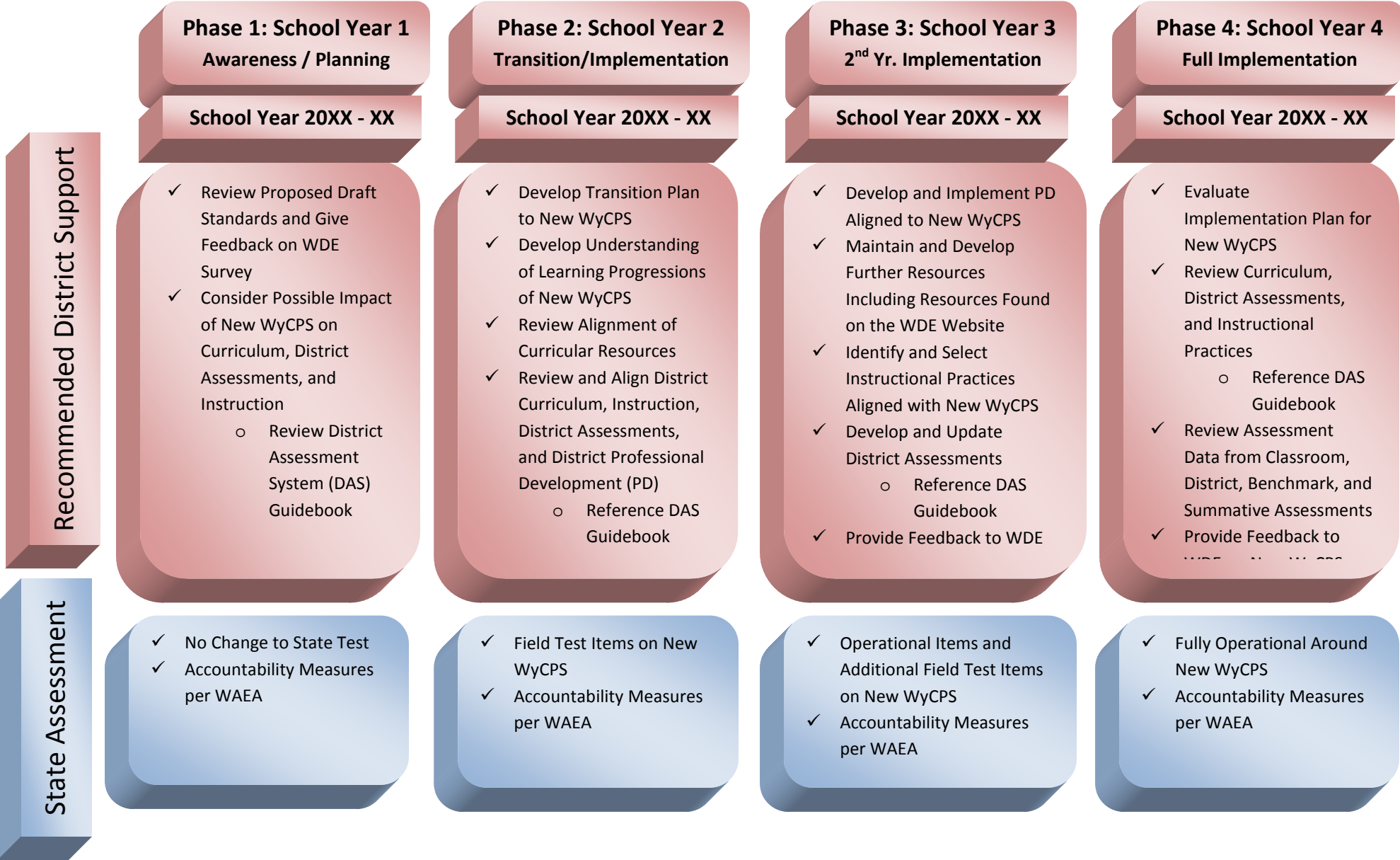
MODES of COMMUNICATION

- ✓ WDE Website
- ✓ Director's Memo
- ✓ Press Release
- ✓ Brochures / FAQs
- ✓ Social Media
 - Twitter
 - FB
- ✓ KWDE Radio Spot
- ✓ Google Hangout
- ✓ WEN
- ✓ Blackboard
- ✓ Public Forum
- ✓ Call out System ??? (district communication)

Implementation Plan – [NEW] Wyoming Content and Performance Standards (WyCPS)



Implementation Plan – [NEW] Wyoming Content and Performance Standards (WyCPS)



Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
<p>Standard 1 – Citizenship, Government, and Democracy – Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.</p>	<p>0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment</p>	<p>Standard 1 – Citizenship, Government, and Democracy</p> <p>Standard 4 – Time, Continuity, and Change</p>
<p style="text-align: center;">Grades K – 2nd</p> <p>*Grade Band of current standard is K-4. Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.</p>		
<p>SS2.1.1 Understand that schools, communities, and the United States have rules that have to be followed.</p>	<p>2 – The proposed benchmark asks for understanding only.</p>	<p>SS4.1.2 Students explain how rules and laws affect families, schools, communities, and states.</p>
<p>SS2.1.2 Identify the symbols and traditional practices that honor patriotism in the United States.</p>	<p>3 – The current benchmark has been made more specific by separating it into several proposed benchmarks. The proposed benchmark specifies symbols and traditions.</p>	<p>SS4.4.1 Students identify significant local, state and national persons, holidays, and symbols (Standard 4).</p>
<p>SS2.1.3 Identify people and events that are honored on United States holidays.</p>	<p>3 – The current benchmark has been made more specific by separating it into several proposed benchmarks. The proposed benchmark specifies holidays.</p>	<p>SS4.4.1 Students identify significant local, state and national persons, holidays, and symbols (Standard 4).</p>
<p>SS2.1.4 Understand that the rules in the United States are called laws.</p>	<p>2- The proposed benchmark asks for understanding rather than the ability to explain.</p>	<p>SS4.1.2 Students explain how rules and laws affect families, schools, communities, and states.</p>

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Citizenship, Government, and Democracy – Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 1 – Citizenship, Government, and Democracy Standard 4 – Time, Continuity, and Change
Grades 3rd – 5th *Grade Band of current standards is K-4. Proposed standards are K-2 and 3-5.		*Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.
SS5.1.1 Describe the basic rights and responsibilities of citizenship.	3 – The proposed benchmark removes the application element.	SS4.1.1 Students describe and apply rights and responsibilities of citizenship.
SS5.1.2 Understand the basic local, state, and national political processes (e.g., campaigning and voting).	2 – The proposed benchmark has the addition of political processes.	SS8.1.1 Students identify the rights, duties, and responsibilities of a U.S. citizen.
SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence)	3 - The current benchmarks are combined into one proposed benchmark.	SS8.1.2 Students understand the historical perspective and issues involved in the development of the U.S. Constitution. SS4.4.1 Students identify significant local, state and national persons, holidays, and symbols (Standard 4).
SS5.1.4 Understand the purpose of the legal system.	1 – The current benchmark has been made more specific by separating it into several proposed benchmarks.	SS8.1.3 Students recognize the basic principles of the U.S. Constitution, Bill of Rights, and other amendments and are able to identify those principles in real-life scenarios.
SS5.1.5 Understand the purposes of the three branches of government.	1 – The current benchmark has been made more specific by separating it into several proposed benchmarks.	SS8.1.3 Students recognize the basic principles of the U.S. Constitution, Bill of Rights, and other amendments and are able to identify those principles in real-life scenarios.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Citizenship, Government, and Democracy – Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 1 – Citizenship, Government, and Democracy
Grades 6th – 8th		
SS8.1.1 Explain the rights, duties, and responsibilities of a United States citizen.	3 – The proposed benchmark asks for explanation.	SS8.1.1 Students identify the rights, duties, and responsibilities of a U.S. citizen.
SS8.1.2 Explain how to participate in the political process.	2 – The current benchmark has been made more specific by separating it into several proposed benchmarks. Real-life scenarios referred to in the current benchmark would include the political process as referred to in the proposed benchmark.	SS8.1.3 Students recognize the basic principles of the U.S. Constitution, Bill of Rights, and other amendments and are able to identify those principles in real-life scenarios.
SS8.1.3 Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.	2 – The proposed benchmark adds state government.	SS8.1.2 Students understand the historical perspective and issues involved in the development of the U.S. Constitution.
SS8.1.4 Understand the difference between United States civil and criminal legal systems.	0 – New benchmark	
SS8.1.5 Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).	2- The current benchmark has been made more specific by separating it into several proposed benchmarks.	SS8.1.3 Students recognize the basic principles of the U.S. Constitution, Bill of Rights, and other amendments and are able to identify those principles in real-life scenarios.

SS8.1.6 Understand the basic structures of various political systems (e.g., tribal, local, national, and world).	0 – New benchmark	
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Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Citizenship, Government, and Democracy – Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 1 – Citizenship, Government, and Democracy
Grades 9th – 12th		
SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.	2 – Proposed benchmark requires students to “analyze” when the current benchmark requires a description.	SS11.1.1 Students describe unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS12.1.2 Explain and/or demonstrate how to participate in the political process and form personal opinions.	3 – Proposed benchmark has minor change in wording.	SS11.1.2 Students explain and/or demonstrate how to participate in the political processes and express personal beliefs and convictions.
SS12.1.3 Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).	2 – Proposed benchmark requires students to “analyze” when the current benchmark requires an explanation.	SS11.1.3 Students explain the historical development of the U.S. Constitution and how it has shaped the U.S. and Wyoming governmental systems.
SS12.1.4 Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.	3 – Identical wording	SS11.1.5 Students demonstrate an understanding of the U.S. civil and criminal legal systems and distinguish differences between those systems.
SS12.1.5 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.	2 – Proposed benchmark specifies “structure” rather than characteristics.	SS11.1.4 Students demonstrate an understanding of the major distinguishing characteristics of the United States and Wyoming Constitutions.
SS12.1.6 Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.	0 – New benchmark	

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Culture and Cultural Diversity – Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 2 – Culture and Cultural Diversity
<p style="text-align: center;">Grades K – 2nd</p> <p style="text-align: center;">*Grade Band of current standards is K-4. Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.</p>		
SS2.2.1 Name the ways groups (e.g., families and schools) meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life.	2 –The grade 3-5 benchmark contains closer alignment to current benchmark.	SS4.2.1 Students describe how human needs and concerns (i.e. freedom, justice, and responsibility) are addressed within cultures.
SS2.2.2 Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).	2 –The grade 3-5 benchmark contains closer alignment to current benchmark.	SS4.2.2 Students explain how culture is reflected in literature and the arts.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Culture and Cultural Diversity – Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 2 – Culture and Cultural Diversity
<p style="text-align: center;">Grades 3rd – 5th</p> <p style="text-align: center;">*Grade Band of current standards is K-4. Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.</p>		
SS.5.2.1 Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self worth, and personal safety) and contribute to personal identity and daily life.	3 – Proposed benchmark includes the addition of examples to give direction.	SS4.2.1 Students describe how human needs and concerns (i.e. freedom, justice, and responsibility) are addressed within cultures.
SS5.2.2 Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).	3 – Proposed benchmark includes the addition of examples to give direction.	SS4.2.2 Students explain how culture is reflected in literature and the arts.
SS5.2.3 Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.	0 – New benchmark	
SS5.2.4 Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).	0 – New benchmark	

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Culture and Cultural Diversity – Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 2 – Culture and Cultural Diversity
Grades 6th – 8th		
SS8.2.1 Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, and heritage) and contribute to identity, situations, and events.	1 – The proposed benchmark provides more direction and specificity.	SS8.2.2 Students describe cultural diversity and the interdependence of cultures.
SS8.2.2 Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.	2 – The proposed benchmark asks for both an examination and evaluation.	SS8.2.1 Students explain how family systems, religion, language, literature, and the arts contribute to the development of cultures.
SS8.2.3 Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.	2 - The proposed benchmark provides more direction and specificity.	SS8.2.2 Students describe cultural diversity and the interdependence of cultures.
SS8.2.4 Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).	0 – New benchmark	

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Culture and Cultural Diversity – Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 2 – Culture and Cultural Diversity
Grades 9th – 12th		
SS12.2.1 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.	1 - The proposed benchmark provides more direction and specificity.	SS11.2.1 Students explain how various cultural influences impact society. SS11.2.2 Students communicate how shared cultural experiences influence peoples’ perceptions of prominent historical figures, groups, institutions, and world events.
SS12.2.2 Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.	1 - The proposed benchmark provides more direction and specificity.	SS11.2.1 Students explain how various cultural influences impact society.
SS12.2.3 Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming’s history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).	2 - The proposed benchmark provides more direction and specificity while focusing on Wyoming.	SS11.2.1 Students explain how various cultural influences impact society. SS11.2.2 Students communicate how shared cultural experiences influence peoples’ perceptions of prominent historical figures, groups, institutions, and world events.
SS12.2.4 Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).	0 – New benchmark	

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Production, Distribution, and Consumption – Students describe the influence of economic factors on societies and make decisions based on economic principles.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 3 – Production, Distribution, and Consumption
Grades K – 2nd *Grade Band of current standards is K-4. Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.		
SS2.3.1 Give examples of and/or identify needs, wants, goods, and services.	0 – New benchmark	
SS2.3.2 Identify how price may affect buying, selling, and saving decisions.	0 – New benchmark	
SS2.3.3 Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).	0 – New benchmark	
	0 – This current benchmark has some alignment in Standard 5 of proposed standards.	SS.4.3.1 Students describe different ways that people earn a living in the local community and in Wyoming.
	0 – This current benchmark has alignment in Standard 5 of proposed standards.	SS4.3.2 Students describe different ways that people earn a living in the local community and in Wyoming.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Production, Distribution, and Consumption – Students describe the influence of economic factors on societies and make decisions based on economic principles.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 3 – Production, Distribution, and Consumption
Grades 3rd – 5th *Grade Band of current standards is K-4. Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.		
SS5.3.1 Give examples of needs, wants, goods, services, scarcity, and choice.	0 – New benchmark	
SS5.3.2 Identify basic economic concepts (e.g., supply, demand, price, and trade).	0 – New benchmark	
SS5.3.3 Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).	1 - Proposed benchmark provides more direction and specificity. This current benchmark has alignment in Standard 5 of proposed standards.	SS.4.3.1 Students describe different ways that people earn a living in the local community and in Wyoming.
SS5.3.4 Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.	0 – New benchmark	
	0 – This current benchmark has alignment in Standard 5 of proposed standards.	SS4.3.2 Students describe different ways that people earn a living in the local community and in Wyoming.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Production, Distribution, and Consumption – Students describe the influence of economic factors on societies and make decisions based on economic principles.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 3 – Production, Distribution, and Consumption
Grades 6th – 8th		
SS8.3.1 Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).	3 - Proposed benchmark provides more direction and specificity.	SS8.3.3 Students recognize basic concepts of economic systems.
SS8.3.2 Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).	2 – The current benchmark specifies “past and present.”	SS8.3.2 Students describe the systems of exchange of past and present
SS8.3.3 Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).	1- Proposed benchmark provides more direction and specificity.	SS8.3.2 Students describe the systems of exchange of past and present
SS8.3.4 Explain or illustrate how money is used by individuals, groups, and financial institutions.	1 - Proposed benchmark focuses on the use of money.	SS8.3.3 Students recognize basic concepts of economic systems.
SS8.3.5 Describe how values and beliefs influence individual, family, and business decisions (microeconomics).	1 – Proposed benchmark focuses microeconomics.	SS8.3.3 Students recognize basic concepts of economic systems.
	0 - This current benchmark has alignment in Standard 5 of proposed standards.	SS8.3.1 Students communicate how economic considerations influence personal, local, state, national, and international decision-making.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Production, Distribution, and Consumption – Students describe the influence of economic factors on societies and make decisions based on economic principles.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 3 – Production, Distribution, and Consumption
Grades 9th – 12th		
SS12.3.1 Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.	1 - Proposed benchmark provides more direction and specificity.	SS11.3.2 Students formulate solutions to economic problems.
SS12.3.2 Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).	2 - Proposed benchmark also requires analysis and evaluation.	SS11.3.1 Students explain how different economic systems are organized for production, distribution and consumption of goods and services.
SS12.3.3 Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.	2 - Proposed benchmark provides more direction and specificity.	SS11.3.3 Students describe the impacts of global economic interdependence.
SS12.3.4 Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).	1- Proposed benchmark provides more direction and specificity.	SS11.3.3 Students describe the impacts of global economic interdependence.
SS12.3.5 Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.	1- Individual financial literacy is covered in the C/VE Standards, but microeconomics from the proposed standards may consider household finances.	SS11.3.4 Students demonstrate an understanding of economic principles that influence individual financial planning.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 4 – Time, Continuity, and Change – Students analyze events, people, problems, and ideas within their historical contexts.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 4 – Time, Continuity, and Change
<p style="text-align: center;">Grades K – 2nd</p> <p style="text-align: center;">*Grade Band of current standards is K-4. Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.</p>		
SS2.4.1 Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend’s house faster).	0 – New benchmark	
SS2.4.2 Identify tools and technologies that make life easier (e.g., cars for getting one place to another, washing machines for washing clothes, or flashlights to see in the dark).	0 – New benchmark	
SS2.4.3 Describe a “current event.”	1 – Alignment is stronger at grade 3-5 benchmark.	SS4.4.2 Students discuss and describe how current events influence individuals, communities, state, country, and/or world.
	0 - See Proposed 2.1.2, 2.1.3, and 5.1.3	SS4.4.1 Students identify significant local, state and national persons, holidays, and symbols.
	0 – New benchmark	SS4.4.3 Students describe the chronology of exploration, immigration and settlement of Wyoming.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 4 – Time, Continuity, and Change – Students analyze events, people, problems, and ideas within their historical contexts.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 4 – Time, Continuity, and Change
Grades 3rd – 5th *Grade Band of current standards is K-4. Proposed standards are K-2 and 3-5.		* Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.
SS5.4.1 Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).	0 – New benchmark	
SS5.4.2 Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).	0 – New benchmark	
SS5.4.3 Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups (e.g., the building of a new school means that younger students will have new classrooms to learn in or war in another country means that some children’s parents will have to leave to fight).	2 - Proposed benchmark provides more direction and specificity.	SS4.4.2 Students discuss and describe how current events influence individuals, communities, state, country, and/or world.
SS5.4.4 Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.	0 – Alignment is stronger at later grade bands.	SS8.4.1 Students identify people, events, problems, conflicts, and ideas and explain their historical significance

<p>SS5.4.5 Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.</p>	<p>0 – New benchmark regarding primary and secondary sources.</p>	
	<p>0 – See proposed benchmark 2.4.1, 2.4.2, 8.4.1, 8.4.2, and 8.4.4.</p>	<p>SS4.4.3 Students describe the chronology of exploration, immigration and settlement of Wyoming</p>

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 4 – Time, Continuity, and Change – Students analyze events, people, problems, and ideas within their historical contexts.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 4 – Time, Continuity, and Change
Grades 6th – 8th		
SS8.4.1 Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).	1 - Proposed benchmark provides more direction and specificity.	SS8.4.1 Students identify people, events, problems, conflicts, and ideas and explain their historical significance. SS8.4.3 Students analyze the impact of historical events and people on present conditions, situations, or circumstances.
SS8.4.2 Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.	1 – Alignment is stronger at 9-12 grade band.	SS8.4.3 Students analyze the impact of historical events and people on present conditions, situations, or circumstances.
SS8.4.3 Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.	2 - Proposed benchmark provides more direction and specificity and requires analysis.	SS8.4.2 Students discuss current events to better understand the world in which they live.
SS8.4.4 Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).	3 – Proposed benchmark provides more direction and specificity.	SS8.4.1 Students identify people, events, problems, conflicts, and ideas and explain their historical significance.
SS8.4.5 Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.	0 – New benchmark regarding primary and secondary sources.	

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 4 – Time, Continuity, and Change – Students analyze events, people, problems, and ideas within their historical contexts.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 4 – Time, Continuity, and Change
Grades 9th – 12th		
SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.	2 - Proposed benchmark provides more direction and specificity and focuses on patterns of change (cause and effect).	SS11.4.4 Students explain how past events impact the present and the future. SS11.4.1 Students analyze the interactions among individuals and groups and their impact on significant historical events. SS11.4.3 Students evaluate the impact of technology and how it has shaped history and influenced the modern world.
SS12.4.2 Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.	3 – Proposed benchmark provides more direction and specificity.	SS11.4.3 Students evaluate the impact of technology and how it has shaped history and influenced the modern world.
SS12.4.3 Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.	2 - Proposed benchmark provides more direction and specificity.	SS11.4.2 Students analyze current events to better understand the world in which they live.
SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.	3 – Proposed benchmark includes the addition of examples to provide more direction and specificity.	SS11.4.1 Students analyze the interactions among individuals and groups and their impact on significant historical events.
SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.	0 – New benchmark regarding primary and secondary sources.	

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
<p>Standard 5 – People, Places, and Environments – Students apply their knowledge of the geographic themes (location, place, movement, region, and human / environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.</p>	<p>0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment</p>	<p>Standard 3 – Production, Distribution, and Consumption</p> <p>Standard 5 – People, Places, and Environment</p>
<p>Grades K – 2nd *Grade Band of current standards is K-4. Proposed standards are K-2 and 3-5.</p>		<p>*Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.</p>
<p>SS2.5.1 Spatial - Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.</p>	<p>1 – The proposed benchmark focuses on familiar areas and simple patterns.</p>	<p>SS4.5.1 Students use physical maps, political maps, and globes to identify locations using scale, cardinal and intermediate directions, legends, keys, and symbols. SS4.5.2 Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent. SS4.5.3 Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming.</p>
<p>SS2.5.2 Physical Place and Region - Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.</p>	<p>1 – The specificity of the current benchmark was removed in the proposed benchmark to keep the content broad in order to fit into more classrooms.</p>	<p>SS4.3.1 Students describe the importance of major resources, industries, and economic development of the local community and Wyoming (Standard 3). SS4.5.2 Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent. SS4.5.3 Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming.</p>

<p>SS2.5.3 Human Place and Region - Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.</p>	<p>2 - The specificity of the current benchmark was removed in the proposed benchmark to keep the content broad in order to fit into more classrooms.</p>	<p>SS4.3.1 Students describe the importance of major resources, industries, and economic development of the local community and Wyoming (Standard 3). SS4.3.2 Students describe different ways that people earn a living in the local community and in Wyoming (Standard 3). SS4.5.4 Students describe relationships among people and places, and the environmental context in which they take place.</p>
<p>SS2.5.4 Environment and Society - Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).</p>	<p>1 - The specificity of the current benchmark was removed in the proposed benchmark to keep the content broad in order to fit into more classrooms.</p>	<p>SS4.3.1 Students describe the importance of major resources, industries, and economic development of the local community and Wyoming (Standard 3). SS4.5.4 Students describe relationships among people and places, and the environmental context in which they take place.</p>

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
<p>Standard 5 – People, Places, and Environments – Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.</p>	<p>0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment</p>	<p>Standard 3 – Production, Distribution, and Consumption</p> <p>Standard 5 – People, Places, and Environment</p>
<p>Grades 3rd – 5th *Grade Band of current standards is K-4. Proposed standards are K-2 and 3-5.</p>		<p>*Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students.</p>
<p>SS5.5.1 Spatial - Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.</p>	<p>1 - Proposed benchmark provides more direction and specificity.</p>	<p>SS4.5.1 Students use physical maps, political maps, and globes to identify locations using scale, cardinal and intermediate directions, legends, keys, and symbols. SS4.5.2 Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent. SS4.5.3 Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming.</p>
<p>SS5.5.2 Physical Place and Region - Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the state, nation, or world.</p>	<p>2 – The specificity of the current benchmark was removed in the proposed benchmark to keep the content broad in order to fit into more classrooms.</p>	<p>SS4.3.1 Students describe the importance of major resources, industries, and economic development of the local community and Wyoming (Standard 3). SS4.5.2 Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent. SS4.5.3 Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming.</p>

<p>SS5.5.3 Human Place and Movement - Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.</p>	<p>2- The specificity of the current benchmark was removed in the proposed benchmark to keep the content broad in order to fit into more classrooms.</p>	<p>SS4.3.1 Students describe the importance of major resources, industries, and economic development of the local community and Wyoming (Standard 3). SS4.3.2 Students describe different ways that people earn a living in the local community and in Wyoming (Standard 3). SS4.5.4 Students describe relationships among people and places, and the environmental context in which they take place.</p>
<p>SS5.5.4 Environment and Society - Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).</p>	<p>2 - Proposed benchmark provides more direction and specificity.</p>	<p>SS4.3.1 Students describe the importance of major resources, industries, and economic development of the local community and Wyoming (Standard 3). SS4.5.4 Students describe relationships among people and places, and the environmental context in which they take place.</p>

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
<p>Standard 5 – People, Places, and Environments – Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.</p>	<p>0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment</p>	<p>Standard 3 – Production, Distribution, and Consumption</p> <p>Standard 5 – People, Places, and Environment</p>
Grades 6th – 8th		
<p>SS8.5.1 Spatial - Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.</p>	<p>2 - Proposed benchmark provides more direction and specificity.</p>	<p>SS8.5.1 Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS8.5.2 Students apply the themes of geography to topics being studied. SS8.5.3 Students demonstrate an ability to organize and process spatial information; i.e., You Are Here maps of various areas.</p>
<p>SS8.5.2 Physical Place and Region - Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.</p>	<p>1 - Proposed benchmark provides more direction and specificity.</p>	<p>SS8.5.1 Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS8.5.2 Students apply the themes of geography to topics being studied. SS8.5.3 Students demonstrate an ability to organize and process spatial information; i.e., You Are Here maps of various areas.</p>
<p>SS8.5.3 Human Place and Movement - Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement</p>	<p>1 - Proposed benchmark provides more direction and specificity.</p>	<p>SS8.3.1 Students communicate how economic considerations influence personal, local, state, national, and international decision-making (Standard 3). SS8.5.1 Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS8.5.2 Students apply the themes of geography to topics being</p>

patterns.		studied. SS8.5.3 Students demonstrate an ability to organize and process spatial information; i.e., You Are Here maps of various areas.
SS8.5.4 Environment and Society - Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.	2 - Proposed benchmark provides more direction and specificity.	SS8.5.1 Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS8.5.2 Students apply the themes of geography to topics being studied. SS8.5.3 Students demonstrate an ability to organize and process spatial information; i.e., You Are Here maps of various areas.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
<p>Standard 5 – People, Places, and Environments – Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.</p>	<p>0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment</p>	<p>Standard 5 – People, Places, and Environments</p>
Grades 9th – 12th		
<p>SS12.5.1 Spatial - Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.</p>	<p>2 - Proposed benchmark provides more direction and specificity.</p>	<p>SS11.5.1 Students interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS11.5.2 Students analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals. SS11.5.3 Students demonstrate an ability to organize and process information about people, places, and environments.</p>
<p>SS12.5.2 Physical Place and Region - Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.</p>	<p>2 - Proposed benchmark provides more direction and specificity.</p>	<p>SS11.5.1 Students interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS11.5.2 Students analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals. SS11.5.3 Students demonstrate an ability to organize and process information about people, places, and environments.</p>
<p>SS12.5.3 Human Place and Movement - Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and</p>	<p>2 - Proposed benchmark provides more direction and specificity.</p>	<p>SS11.5.1 Students interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS11.5.2 Students analyze how physical characteristics of the earth and human interactions with the environment have</p>

technology affect humans' sense of place.		affected the development of societies, cultures, and individuals. SS11.5.3 Students demonstrate an ability to organize and process information about people, places, and environments.
SS12.5.4 Environment and Society - Analyze how environmental changes and modifications positively and negatively affect communities and the world both economically and socially.	2 - Proposed benchmark provides more direction and specificity.	SS11.5.1 Students interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments. SS11.5.2 Students analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals. SS11.5.3 Students demonstrate an ability to organize and process information about people, places, and environments.

Social Studies Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 6 – Technology, Literacy, and Global Connections – Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	N/A
Grades K – 2nd *Grade Band of current standards is K-4. Proposed standards are K-2 and 3-5.		
SS2.6.1 Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).	0 – New benchmark and standard	
SS2.6.2 Distinguish between fiction and non-fiction.	0 – New benchmark and standard	
SS2.6.3 Use digital tools to learn about social studies concepts.	0 – New benchmark and standard	
Grades 3rd – 5th		
SS5.6.1 Use various media resources in order to address a question or solve a problem.	0 – New benchmark and standard	
SS5.6.2 Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).	0 – New benchmark and standard	
SS5.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). https://www.iste.org/standards/nets-for-students	0 – New benchmark and standard	
SS5.6.4 Identify the difference between primary and secondary sources.	0 – New benchmark and standard	

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Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 6 – Technology, Literacy, and Global Connections – Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	N/A
Grades 6th – 8th		
SS8.6.1 Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.	0 – New benchmark and standard	
SS8.6.2 Distinguish among fact, opinion, and reasoned judgment in a text.	0 – New benchmark and standard	
SS8.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). https://www.iste.org/standards/nets-for-students	0 – New benchmark and standard	
SS8.6.4 Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.	0 – New benchmark and standard	
Grades 9th – 12th		
SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.	0 – New benchmark and standard	
SS12.6.2 Assess the extent to which the reasoning and evidence in a text supports the author's claims.	0 – New benchmark and standard	
SS12.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). https://www.iste.org/standards/nets-for-students	0 – New benchmark and standard	
SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing	0 – New benchmark and standard	

Physical Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Movement – The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 1 – Movement Note: Current P.E. Benchmarks are set at grade 4. The Standards Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students. Therefore, the current benchmarks will be stated in both grade 2 and grade 5 benchmarks.
Grades K – 2nd		
PE 2.1.1 – Students demonstrate fundamental locomotor skills. PE 2.1.5 – Students identify critical elements of fundamental locomotor skills.	3 identical	PE 4.1.1 – Students demonstrate and identify locomotor skills to include walking, running, leaping, hopping, jumping, skipping, galloping, and sliding; and chasing, fleeing and dodging.
PE 2.1.2 – Students demonstrate fundamental body control skills. PE 2.1.7 – Students identify critical elements of fundamental manipulative skills.	3 identical	PE 4.1.3 – Students demonstrate and identify body control skills including turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling.
PE 2.1.3 – Students demonstrate developing control of fundamental manipulative skills. PE 2.1.6 – Students identify critical elements of fundamental body control skills.	3 identical	PE 4.1.2 – Students demonstrate and identify object control skills to include throwing, catching, kicking, trapping, striking, volleying, ball rolling, and dribbling.
PE 2.1.4 – Students demonstrate fundamental movement concepts related to space, effort, and relationships. PE 2.1.8 – Students identify critical elements of fundamental movement concepts related to space, effort, and relationships.	3 identical	PE 4.1.4 – Students demonstrate and identify movement concepts that reflect an understanding of effort (time, force, flow), space (location, direction, level, pathway, extensions), and relationships (with objects, with people).

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Movement – The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 1 – Movement Note: Current P.E. Benchmarks are set at grade 4. The Standards Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students. Therefore, the current benchmarks will be stated in both grade 2 and grade 5 benchmarks.
Grades 3rd – 5th		
PE 5.1.1 – Students combine locomotor and body control skills into movement patterns.	3 does not give specific activities	PE 4.1.1 – Students demonstrate and identify locomotor skills to include walking, running, leaping, hopping, jumping, skipping, galloping, and sliding; and chasing, fleeing and dodging. PE 4.1.3 – Students demonstrate and identify body control skills including turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling.
PE 5.1.2 – Students demonstrate a combination of body control skills.	3 does not give specific activities	PE 4.1.3 – Students demonstrate and identify body control skills including turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling.
PE 5.1.3 – Students apply fundamental manipulative skills in a variety of physical activities.	3 does not give specific activities	PE 4.1.2 – Students demonstrate and identify object control skills to include throwing, catching, kicking, trapping, striking, volleying, ball rolling, and dribbling.
PE 5.1.4 – Students demonstrate and apply basic tactics and principles of movement.	3 does not give specific movements	PE 4.1.4 – Students demonstrate and identify movement concepts that reflect an understanding of effort (time, force, flow), space (location, direction, level, pathway, extensions), and relationships (with objects, with people).
PE 5.1.5 – Students explain critical elements of locomotor skills.	2 beyond identifying, students now have to explain	PE 4.1.1 (shown above)
PE 5.1.6 – Students explain critical elements of body control skills.	2 same as above	PE 4.1.3 (shown above)
PE 5.1.7 – Students explain critical elements of fundamental manipulative skills.	2 same as above	PE 4.1.2 (shown above)
PE 5.1.8 – Students explain basic tactics and principles of movement.	2 same as above	PE 4.1.4 (shown above)

Physical Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Movement – The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 1 – Movement
Grades 6th – 8th		
PE 8.1.1 – Students demonstrate movement skills and patterns in a variety of activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)	3 does not list specific activities	PE 8.1.1 – Students demonstrate skills in: a. rhythms or dance, b. modified team activities, c. regulation or individual or dual activities, and lifetime activities.
PE 8.1.2 Students demonstrate critical elements of specialized manipulative skills in modified team activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)	2 specific to (b) modified team activities	PE 8.1.2 – Students explain critical skill elements or skill cues or key observation points associated with each of: a. rhythms or dance, b. modified team activities , c. regulation or individual or dual activities, and lifetime activities.
PE 8.1.3 – Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.	2 specific to (c)	PE 8.1.2 (c) (shown above) c. regulation or individual or dual activities, and lifetime activities .
PE 8.1.4 – Students apply tactical concepts and performance principles in modified team activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)	2 specific to (b) goes beyond rules and strategies	PE 8.1.3 – Students demonstrate an understanding of rules and strategies associated with: a. rhythms or dance, b. modified team activities , c. regulation or individual or dual activities, and lifetime activities.
PE 8.1.5 – Students apply tactical concepts and performance principles in individual, dual, or lifetime activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)	2 specific to (c) same as above	PE 8.1.3 (c) (shown above) c. regulation or individual or dual activities, and lifetime activities .

PE 8.1.6 – Students compare and contrast skills used for different movement patterns. *(CCSS ELA-Literacy RST.6-8.3,4,9)	2 more than explain, students now compare & contrast	PE 8.1.2 (shown above)
PE 8.1.7 – Students analyze critical elements of specialized skills in a variety of activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)	2 more than explain, students now analyze	PE 8.1.2 (shown above)
PE 8.1.8 – Students analyze the use of strategies and tactics in a variety of physical activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)	2 more than demonstrate, students now analyze	PE 8.1.3 (shown above)

Physical Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Movement – The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 1 – Movement
Grades 9th – 12th		
PE 12.1.1 – Students demonstrate combined movement skills and patterns in specialized settings. *(CCSS ELA-Literacy RST.9-12.3,4,9)	3 does not list specific activities	PE 11.1.1 – Students demonstrate movement skills as they would be employed in: <ol style="list-style-type: none"> a. rhythms or dance, b. regulation or form team activities, c. regulation or form individual or dual activities, and lifetime activities.
PE 12.1.2 – Students demonstrate specialized manipulative skills in team activities. *(CCSS ELA-Literacy RST.9-12.3,4,9)	2 specific to (b) team activities	PE. 11.1.2 – Students demonstrate an understanding of critical skill cues of skills employed in: <ol style="list-style-type: none"> a. rhythms or dance, b. regulation or form team activities, c. regulation or form individual or dual activities, and lifetime activities.
PE 12.1.3 – Students demonstrate specialized skills in individual, dual, or lifetime activities. *(CCSS ELA-Literacy RST.9-12.3,4,9)	2 specific to (c)	PE. 11.1.2 (show above) <ol style="list-style-type: none"> c. regulation or form individual or dual activities, and lifetime activities.
PE 12.1.4 – Students apply specialized tactical concepts and performance principles in team activities. *(CCSS ELA-Literacy RST.9-12.3,4,9)	2 specific to (b) team activities	PE 11.1.3 – Students demonstrate an understanding of rules and strategies in: <ol style="list-style-type: none"> a. rhythms or dance, b. regulation or form team activities, c. regulation or form individual or dual activities, and lifetime activities.

<p>PE 12.1.5 – Students apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.</p> <p>*(CCSS ELA-Literacy RST.9-12.3,4,9)</p>	<p>2 specific to (c)</p>	<p>PE 11.1.3 (shown above) c. regulation or form individual or dual activities, and lifetime activities.</p>
<p>PE 12.1.6 – Students evaluate specialized skills used by self/others in team activities.</p> <p>*(CCSS ELA-Literacy RST.9-12.3,4,7,9)</p>	<p>2 specific to (b) more than demonstrate, students now evaluate</p>	<p>PE. 11.1.2 (show above) b. regulation or form team activities,</p>
<p>PE 12.1.7 – Students evaluate specialized skills used by self/others in individual, dual, or lifetime activities.</p> <p>*(CCSS ELA-Literacy RST.9-12.3,4,9)</p>	<p>2 specific to (c) students now evaluate</p>	<p>PE. 11.1.2 (show above) c. regulation or form individual or dual activities, and lifetime activities.</p>
<p>PE 12.1.8 – Students evaluate the use of specialized strategies and tactics in a variety of physical activities.</p> <p>*(CCSS ELA-Literacy RST.9-12.3,4,9)</p>	<p>2 students now evaluate</p>	<p>PE 11.1.3 (shown above) – Students demonstrate an understanding of rules and strategies in...</p>

Physical Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Fitness – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 2 – Fitness Note: Current P.E. Benchmarks are set at grade 4. The Standards Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students. Therefore, the current benchmarks will be stated in both grade 2 and grade 5 benchmarks.
Grades K – 2nd		
PE 2.2.1 – Students identify current levels of personal health-related fitness.	3 more than demonstrate, students now identify	PE 4.2.1 – Students demonstrate an understanding of fitness and the principles that govern fitness.
PE 2.2.2 – Students identify the health benefits of physical activity.	3 more than demonstrate, students now identify	PE 4.2.2 – Students demonstrate an understanding of the health benefits of being physically active.
PE 2.2.3 – Students identify the principles, components, and practices of health-related fitness.	2 parallel concept and skill and expanded with practice element	PE 4.2.1 (shown above) PE 4.2.2 (shown above)
PE 2.2.4 – Students engage in a variety of physical activities that will enhance health-related fitness	3 identical except components of fitness are not listed	PE 4.2.3 – Students participate in a variety of physical activities for enhancing the development of muscular strength, muscular endurance, cardiovascular endurance, and flexibility.

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Standard 2 – Fitness – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 2 – Fitness Note: Current P.E. Benchmarks are set at grade 4. The Standards Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students. Therefore, the current benchmarks will be stated in both grade 2 and grade 5 benchmarks.
Grades 3rd – 5th		
PE 5.2.1 – Students assess current levels of personal health-related fitness.	3 more than demonstrate, students now assess	PE 4.2.1 – Students demonstrate an understanding of fitness and the principles that govern fitness.
PE 5.2.2 – Students define the health benefits of physical activity.	3 more than demonstrate, students now define	PE 4.2.2 – Students demonstrate an understanding of the health benefits of being physically active .
PE 5.2.3 – Students explain the principles, components, and practices of health-related fitness.	2 parallel concept and skill and expanded with practice element	PE 4.2.1 (shown above) PE 4.2.2 (shown above)
PE 5.2.4 – Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	3 more than participate, students now engage	PE 4.2.3 – Students participate in a variety of physical activities for enhancing the development of muscular strength, muscular endurance, cardiovascular endurance, and flexibility.
PE 5.2.5 – Students recognize valid characteristics of fitness-related products, technology and resources.	0 modern addition to standards	

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Standard 2 – Fitness – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 2 – Fitness
Grades 6th – 8th		
PE 8.2.1 – Students create and monitor a personal plan using current levels of fitness and physical activity. *(CCSS ELA-Literacy WHST.6-8.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.6-8.3)	2 more than explain & assess, students now create & monitor	PE. 8.2.1 – Students explain and assess their personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
PE 8.2.2 – Students differentiate the health benefits associated with a variety of physical activities. *(CCSS ELA-Literacy WHST.6-8.7,8,9) (CCSS ELA-Literacy RST.6-8.4)	0 new benchmark; students compare and analyze benefits	
PE. 8.2.3 – Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals. *(CCSS ELA-Literacy RST.6-8.4)	3 nearly identical 3 nearly identical	PE 8.2.2 – Applying principles of fitness (FITT, warm-up/cool-down, progression, overload), students select and describe lifetime physical activities that enhance health related fitness. PE 8.2.3 – Students create personal fitness goals .
PE 8.2.4 – Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	3 identical	PE 8.2.5 – Students participate in a variety of physical activities that will enhance health-related physical fitness .
PE 8.2.5 – Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy. *(CCSS ELA-Literacy WHST.6-8.4,6,7,8,9) (CCSS ELA-Literacy RST.6-8.4,8,9)	3 identical	PE 8.2.4 – Students recognize and explain valid characteristics of products and technology related to fitness literacy .

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Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Fitness – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 2 – Fitness
Grades 9th – 12th		
PE 12.2.1 – Students create, monitor, and evaluate a personal plan using current levels of fitness and physical activity. *(CCSS ELA-Literacy WHST.9-12.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.9-12.3)	3 more than understand, students now need to create, monitor, & evaluate	PE 11.2.1 – Students demonstrate an understanding of personal fitness programs and their personal fitness status .
PE 12.2.2 – Students evaluate the health benefits of a variety of physical activities *(CCSS ELA-Literacy WHST.9-12.7,8,9) (CCSS ELA-Literacy RST.9-12.4)	3 more than demonstrate, students now need to evaluate	PE 11.2.2. – Students demonstrate an understanding of health and fitness benefits derived from various physical activities .
PE 12.2.3 – Students create, monitor, and evaluate a plan applying the principles and components of health-related fitness. *(CCSS ELA-Literacy WHST.9-12.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.9-12.4)	2 more than understand, students now need to create, monitor, & evaluate	PE 11.2.1 (shown above)
PE 12.2.4 – Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).	3 nearly identical	PE 11.2.4 – Students participate in a variety of physical activities that will enhance health-related physical fitness .
PE 12.2.5 – Students will use criteria to critique fitness-related products, technology, and resources related to fitness literacy. *(CCSS ELA-Literacy WHST.9-12.4,6,7,8,9) (CCSS ELA-Literacy RST.9-12.4,8,9)	3 more than knowledgeable, students now need to critique	PE 11.2.3 – Students will be knowledgeable consumers of fitness products and services.

Physical Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Personal and Social Behavior – The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 3 – Personal and Social Behavior Note: Current P.E. Benchmarks are set at grade 4. The Standards Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students. Therefore, the current benchmarks will be stated in both grade 2 and grade 5 benchmarks.
Grades K – 2nd		
PE 2.3.1 – Students know and follow procedures and safe practices.	3 nearly identical, etiquette is removed	PE 4.3.1. – Students recognize and use safety principles and follow the rules, procedures , and etiquette in physical activity settings.
PE 2.3.2 – Students demonstrate socially responsible behavior in physical activity settings.	3 not as specific as previously 3 nearly identical	PE 4.3.2 – Students demonstrate sportsmanship, cooperation, teamwork, and conflict resolution in physical activity settings. PE 4.3.3 – Students demonstrate an understanding of individual differences and similarities in physical activity settings.
PE 2.3.3 – Students exhibit persistence when participating in a variety of physical activities.	0 new benchmark	
PE 2.3.4 – Students discover that physical activities promote self-expression and positive social interaction.	2 not as detailed as previously 3 nearly identical	PE 4.3.4 – Students demonstrate respect for individual differences and similarities in others in physical activity settings. PE 4.3.5 – Students recognize that physical activity provides opportunities for enjoyment, challenge, self-expression , and social interaction .

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Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Personal and Social Behavior – The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 3 – Personal and Social Behavior Note: Current P.E. Benchmarks are set at grade 4. The Standards Committee chose to break out the elementary grades to better fit the abilities of both primary and intermediate elementary students. Therefore, the current benchmarks will be stated in both grade 2 and grade 5 benchmarks.
Grades 3rd – 5th		
PE 5.3.1 – Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity setting.	3 more than recognize, students now understand the purpose	PE 4.3.1. – Students recognize and use safety principles and follow the rules, procedures , and etiquette in physical activity settings.
PE 5.3.2 – Students interact and communicate positively with others.	3 not as specific as previously 2 more than understand, students need to interact and communicate	PE 4.3.2 – Students demonstrate sportsmanship, cooperation, teamwork, and conflict resolution in physical activity settings. PE 4.3.3 – Students demonstrate an understanding of individual differences and similarities in physical activity settings.
PE 5.3.3 – Students participate in and explain physical activities that promote self challenge and enjoyment.	0 new benchmark	
PE 5.3.4 – Students participate in physical activities that promote self-expression and social and group interaction.	2 not as detailed as previously 3 nearly identical	PE 4.3.4 – Students demonstrate respect for individual differences and similarities in others in physical activity settings. PE 4.3.5 – Students recognize that physical activity provides opportunities for enjoyment, challenge, self-expression , and social interaction .

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Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Personal and Social Behavior – The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 3 – Personal and Social Behavior
Grades 6th – 8th		
PE 8.3.1 – Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.	3 more than recognize and use, students now develop and apply	PE 8.3.1 – Students recognize and use safety principles and follow the rules, procedures , and etiquette in physical activity settings .
PE 8.3.2 – Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.	3 less specific to give classroom teachers more flexibility 3 nearly identical	PE 8.3.2 – Students demonstrate sportsmanship, cooperation, and teamwork in physical activity settings. PE 8.3.3 – Students demonstrate respect for individual differences and similarities in others in physical activity settings.
PE 8.3.3 – Students engage in challenging experiences that develop confidence and independence. *(CCSS ELA-Literacy WHST.6-8.10)	0 new benchmark	
PE 8.3.4 – Students engage in physical activities that promote self-expression and provide opportunities for social and group interaction. *(CCSS ELA-Literacy WHST.6-8.10)	3 identical	PE 8.3.4 – Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenge, self-expression , and social interaction .

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Proposed Content Standard & Benchmarks	Alignment Rating with Comments	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Personal and Social Behavior – The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	0 = None 1 = Weak 2 = Partial 3 = Strong	Standard 3 – Personal and Social Behavior
Grades 9th – 12th		
PE 12.3.1 – Students demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings.	3 more than apply, students now demonstrate leadership	PE 11.3.1 – Students apply safety principles and follow the rules, procedures, and etiquette in physical activity settings.
PE 12.3.2 – Students initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.	3 more than demonstrate, students now initiate responsibly & positively	PE 11.3.2 – Students demonstrate sportsmanship, cooperation, and teamwork in physical activity settings.
PE 12.3.3 – Students use physical activity to promote personal growth, goal setting, and enjoyment. *(CCSS ELA-Literacy WHST.9-10.10)	3 nearly identical	PE 11.3.4 – Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenge , self-expression, and social interaction.
PE 12.3.4 – Students pursue physical activities that promote self-expression and provide opportunities for social and group interaction. *(CCSS ELA-Literacy WHST.9-10.10)	3 more than demonstrate, students now pursue	PE 11.3.3 – Students demonstrate respect for individual differences and similarities in others in physical activity settings. PE 11.3.4 – (shown above) *self-expression, and social interaction.

Career and Vocational Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Career Development and Readiness: Students demonstrate career planning and employability skills.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 1 – Resources Standard 6 – Careers
Grades K – 5th		
CV5.1.1 Students identify and describe various occupations.	2 Proposed benchmark also requires “description.”	CV4.6.1 Students identify various occupations
CV5.1.2 Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.	3 Identical benchmarks	CV4.6.3 Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.
CV5.1.3 Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks.	2 Proposed standard also requires students to “demonstrate” behaviors.	CV4.6.4 Students identify behaviors that contribute to the successful completion of workplace tasks.
CV5.1.4 Students complete tasks within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.	2 Proposed benchmark also requires “efficiency.”	CV4.1.1 Students complete tasks within an allotted time. CV4.1.3 Students acquire, store, organize, and use materials and space.

Career and Vocational Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 1 – Career Development and Readiness: Students demonstrate career planning and employability skills.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 1 – Resources Standard 6 – Careers
Grades 6th – 8th		
CV8.1.1 Career-aware students explore several career pathways including but not limited to outlook, salary, needed training, duties and lifestyle.	2 Proposed benchmark provides more direction and specificity.	CV8.6.1 Students explore careers
CV8.1.2 Career-aware students conduct an inventory of personal skills, aptitude and interests and identify career pathways that align with their results.	2 Proposed benchmark has combined and revised current benchmarks.	CV8.1.3 Students acknowledge and utilize individual skills and abilities. CV8.6.2 Students identify careers that align with individual strengths, interests, and coursework.
CV8.1.3 Career-aware students prepare a self improvement plan including secondary and postsecondary programs to gain desired knowledge and experience toward possible career opportunities.	0 New benchmark	
CV8.1.4 Career-aware students demonstrate an awareness of characteristics and skills necessary to enhance employability.	2 Proposed benchmark focuses on “enhancing” employability skills.	CV8.6.3 Students describe employability skills.

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Standard 1 – Career Development and Readiness: Students demonstrate career planning and employability skills.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 1 – Resources Standard 6 – Careers
Grades 9th – 12th		
CV11.1.1 College and career-ready students evaluate current knowledge and interests in order to set career goals.	2 Proposed benchmark also requires students to “set career goals”	CV11.6.1 Students interpret information from a variety of self-assessments to identify career interests, abilities, personal traits, and work values.
CV11.1.2 College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts.	1 Proposed benchmark requires students to research careers with an intended purpose.	CV11.6.2 Students locate and interpret career information and labor market trends from a variety of sources.
CV11.1.3 College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience.	2 Proposed benchmark provides more direction and specificity.	CV11.6.3 Students create, evaluate, and revise career plans.
CV11.1.4 College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.	2 Proposed benchmark has combined, revised, and expanded current benchmarks.	CV11.1.2 Students assess individual skills, evaluate, and adjust their performance accordingly. CV11.6.4 Students demonstrate skills to seek, obtain, maintain, and change jobs.

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Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Communication and Collaboration: Students develop the skills necessary to effectively lead, collaborate, and communicate.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 2 – Interpersonal Skills Standard 5 –Technology
Grades K – 5th		
CV 5.2.1 Students identify and practice compromise and conflict resolution skills.	3 Identical benchmarks	CV4.2.1 Students identify and practice compromise and conflict resolution skills.
CV5.2.2 Students share new concepts learned through peer teaching and presenting to a group.	2 Proposed benchmark provides more direction and specificity.	CV 4.2.2 Students share skills with others.
CV5.2.3 Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.	2 Proposed benchmark requires “respect and awareness.”	CV4.2.3 Students identify and actively participate in group roles and responsibilities. CV 4.2.4 Students recognize diversity in others.
CV5.2.4 Students apply safe, legal, and responsible use of information and technology as appropriate to the task.	2 Proposed benchmark requires further attention and awareness.	CV 4.5.2 Students practice responsible use and care of technology.

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Standard 2 – Communication and Collaboration: Students develop the skills necessary to effectively lead, collaborate, and communicate.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 2 – Interpersonal Skills Standard 3 – Information Standard 5 – Technology
Grades 6th – 8th		
CV8.2.1 Career-aware students effectively communicate using a variety of appropriate methods.	2 Proposed benchmark has combined and revised current benchmarks.	CV8.2.2 Students communicate using a variety of methods in the workplace setting. CV8.3.1 Students communicate workplace information in various formats.
CV8.2.2 Career-aware students successfully lead a group activity.	1 Proposed benchmark focuses on leadership.	CV8.2.4 Students share a learned skill.
CV8.2.3 Career-aware students actively participate as a team member to accomplish group goals while effectively working with diverse individuals/groups.	2 Proposed benchmark has combined and revised existing benchmarks.	CV8.2.4 Students participate as a member of a team to accomplish group goals. CV8.2.4 Students develop skills to work effectively with diverse individuals/groups.
CV8.2.4 Career-aware students apply safe, legal, and responsible use of information and technology as appropriate to the task.	2 Proposed benchmark requires further attention and awareness.	CV 8.5.2 Students apply safe and ethical practices in the workplace.

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Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 2 – Communication and Collaboration: Students develop the skills necessary to effectively lead, collaborate, and communicate.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 2 – Interpersonal Skills Standard 5 – Technology
Grades 9th – 12th		
CV11.2.1 College and career-ready students communicate clearly, effectively, and with reason.	2 Proposed benchmark requires mastered skills.	CV11.2.2 Students communicate using a variety of methods in a workplace setting.
CV11.2.2 College and career-ready students identify and model integrity, ethical leadership and effective management skills.	2 Proposed benchmark focuses on leadership and modeling behavior.	CV11.2.3 Students assume a leadership role in a group setting to accomplish group goals. CV11.2.4 Students demonstrate and/or teach a learned skill.
CV11.2.3 College and career-ready students work productively in teams while using cultural global competence.	2 Proposed benchmark also requires student work to be “productive.”	CV11.2.1 Students work with individuals/groups of diverse abilities and backgrounds in a workplace setting.
CV11.2.4 College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.	2 Proposed benchmark requires further attention and awareness.	CV11.5.4 Students apply safe and ethical practices when using workplace technologies.

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Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Critical Thinking and Problem Solving: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Standard 1 – Resources Standard 3 – Information
Grades K – 5th		
CV5.3.1 Students identify and define real-world problems and meaningful questions for investigation.	0 New benchmark	
CV5.3.1 Students plan and manage activities to develop a solution or complete a project.	2 Proposed benchmark focuses on finding “solutions.”	CV4.3.3 Students use a variety of methods to complete a task (e.g. oral, written, graphic, pictorial, and multimedia).
CV5.3.3 Students collect and analyze data to identify solutions and make informed decisions.	1 Proposed benchmark is more demanding, and focuses on finding “solutions.”	CV4.3.1 Students identify a variety of sources that provide workplace information. CV4.3.2 Students organize information using systematic methods (e.g. assignment book, alphabetizing, calendar, and database).
CV5.3.4 Students seek help from appropriate people (staff, students, parents, etc) and appropriate resources.	2 Proposed benchmark also requires students to consult “appropriate resources.”	CV4.1.4 Students seek or provide help when appropriate (staff, students, parents, etc.).

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Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Critical Thinking and Problem Solving: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 1 – Resources Standard 3 – Information Standard 4 – Systems
Grades 6th – 8th		
CV8.3.1 Career-aware students identify real-world problems and efficiently locate & effectively use various sources of information for informed decision making.	0 New benchmark	
CV8.3.2 Career-aware students demonstrate an awareness of the working process of business and political systems and how they affect specific careers.	2 Proposed benchmark greatly expands upon the concept of “systems.”	CV8.4.1 Students explain how systems operate and impact students’ lives. CV8.4.2 Students identify technical systems and explain how they are used in the workplace.
CV8.3.3 Career-aware students demonstrate an ability to explain and interpret solutions to problems using data and information compiled from a variety of reputable sources.	1 Proposed benchmark is more demanding, and focuses on finding and communicating “solutions.”	CV8.3.2 Students organize workplace information. CV8.3.1 Students locate and use various sources of workplace information.
CV8.3.4 Career-aware students plan, manage and complete projects in a timely and effective manner.	2 Proposed benchmark also requires “efficiency”	CV8.1.1 Students plan tasks using specific timelines that take into account constraints, priorities, and goals.

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Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 3 – Critical Thinking and Problem Solving: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 3 – Information Standard 4 – Systems Standard 5 –Technology
Grades 9th – 12th		
CV11.3.1 College and career-ready students identify and define authentic problems and significant questions for investigation.	1 Proposed benchmark requires students to use critical thinking skills to solve problems.	CV11.5.1 Students use workplace equipment to solve problems.
CV11.3.2 College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues.	2 Proposed benchmark greatly expands upon the concept of “systems.”	CV11.4.1 Students evaluate the quality and performance of a variety of systems. CV11.4.2 Students suggest modifications to existing systems and develop new or alternative ideas for systems to improve performance.
CV11.3.3 College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project.	1 Proposed benchmark is more demanding, and focuses on finding and communicating “solutions.”	CV11.3.1 Students acquire and evaluate workplace information. CV11.3.2 Students organize and update workplace information. CV11.3.3 Students interpret and communicate workplace information.
CV11.3.4 College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.	0 New benchmark	

Career and Vocational Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 4 – Technical Literacy: Students effectively read, evaluate, write, and communicate technical information.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 3 – Information
Grades K – 5th		
CV5.4.1 Students use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.	3 Nearly identical	CV4.3.3 Students use a variety of methods to complete a task (e.g. oral, written, graphic, pictorial, and multimedia).
CV5.4.2 Students read and comprehend a variety of sources that provide workplace information, including functional texts.	2 Proposed benchmark now requires students to “read and comprehend” texts.	CV4.3.1 Students identify a variety of sources that provide workplace information.
CV5.4.3 Students explain events, procedures, ideas, or concepts in technical texts, including what happened and why, based on specific information in the text. (*Adapted from CCSS RI.4.3)	2 Proposed benchmark requires students to understand and “explain” information in texts.	CV4.3.2 Students organize information using systemic methods (e.g. assignment book, alphabetizing, calendar, and database).
CV5.4.4 Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (*Adapted from CCSS RI.4.7)	0 New benchmark	

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Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 4 – Technical Literacy: Students effectively read, evaluate, write, and communicate technical information.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 3 – Information
Grades 6th – 8th		
CV8.4.1 Career-aware students produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (*CCSS W.9.4)	0 New benchmark	
CV8.4.2 Career-aware students demonstrate an ability to identify sources from which they locate, interpret, extract and summarize data in an ethical and appropriate manner.	2 Proposed benchmark is more challenging and provides more direction and specificity.	CV8.3.1 Students locate and use various sources of workplace information. CV8.3.2 Students organize workplace information.
CV8.4.3 Career-aware students demonstrate the ability to create compositions and presentations of technical data in both written and verbal formats.	2 Proposed benchmark is more challenging and provides more direction and specificity.	CV8.3.3 Students communicate workplace information in various formats.
CV8.4.4 Career-aware students integrate and translate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (*Adapted from CCSS R.CCR.7)	0 New benchmark	

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Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 4 – Technical Literacy: Students effectively read, evaluate, write, and communicate technical information.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 1 – Resources Standard 3 – Information Standard 5 – Technology
Grades 9th – 12th		
CV11.4.1 College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CCSS W.11.4)	0 New benchmark	
CV11.4.2 College and career-ready students determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in technical context. (*Adapted from CCSS RL.9.11)	0 New benchmark	
CV11.4.3 College and career-ready students acquire, manipulate, analyze, diagnose, and/or report information, using the appropriate technology.	2 Proposed benchmark has combined and revised current benchmarks.	CV11.3.1 Students acquire and evaluate workplace information. CV11.3.2 Students organize and update workplace information. CV11.3.3 Students interpret and communicate workplace information. CV11.3.4 Students use technology to process workplace information. CV11.1.1 Students prepare and analyze personal or business financial information.

<p>CV11.4.4 College and career-ready students precisely follow a complex multistep procedure when performing technical tasks. (*Adapted from CCSS RL.9.3)</p>	<p>2 Proposed benchmark does not limit the definition of "procedure."</p>	<p>CV11.5.2 Students demonstrate proper procedure for set-up, operation, and routine maintenance of workplace equipment.</p>
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Career and Vocational Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 5 – Technical Proficiency and Productivity: Students safely, ethically, and productively use existing and new technologies and systems.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 4 –Systems
Grades K – 5th		
CV5.5.1 Students explain the need for rules within organizational systems.	3 Nearly identical benchmark	CV4.4.2 Students explain the need for rules within organizational systems.
CV5.5.2 Students examine family, community, monetary, and school systems.	2 Proposed benchmark now requires students to “examine” systems.	CV4.4.1 Students identify components of family, community, and school systems in everyday life.
CV5.5.3 Students understand and apply the responsibilities of digital citizenship.	2 Proposed benchmark expands the meaning “responsibility” to “digital citizenship.”	CV5.4.2 Students practice responsible use and care of technology.
CV5.5.4 Students understand and appropriately use available technology systems.	2 Proposed benchmark also requires students to “understand” technology and use it “appropriately.	CV5.4.2 Students practice responsible use and care of technology.

Career and Vocational Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 5 – Technical Proficiency and Productivity: Students safely, ethically, and productively use existing and new technologies and systems.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 1 – Resources Standard 4 –Systems Standard 5 –Technology
Grades 6th – 8th		
CV8.5.1 Career-aware students identify technical and digital systems, how they are properly and ethically used and their relationship to other systems globally.	2 Proposed benchmark expands the definition and study of “technical systems.”	CV8.4.2 Students identify technical systems and explain how they are used in the workplace.
CV8.5.2 Career-aware students plan tasks recognizing human resources, financial and timeline constraints that take into account priorities and goals.	2 Proposed benchmark includes more direction and specificity.	CV8.1.1 Students plan tasks using specific timelines that take into account constraints, priorities, and goals.
CV8.5.3 Career-aware students demonstrate technical knowledge and skills by safely, ethically and appropriately acquiring, storing, organizing and using materials, tools, and workspace.	2 Proposed benchmark has combined and revised current benchmarks.	CV8.5.1 Students demonstrate technical knowledge and skills using appropriate technologies. CV8.5.2 Students apply safe and ethical practices in the workplace. CV8.1.3 Students acquire, store, organize, and use materials and work space.
CV8.5.4 Career-aware students demonstrate proficiency in selecting and utilizing technologies in the completion of tasks and projects.	2 Proposed benchmark also requires students to “demonstrate proficiency” and “complete projects.”	CV8.5.1 Students demonstrate technical knowledge and skills using appropriate technologies.

Career and Vocational Education Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard & Benchmarks	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard & Benchmarks
Standard 5 – Technical Proficiency and Productivity: Students safely, ethically, and productively use existing and new technologies and systems.	0 = No alignment 1 = Weak alignment 2 = partial alignment 3 = strong alignment	Standard 1 – Resources Standard 4 –Systems Standard 5 –Technology
Grades 9th – 12th		
CV11.5.1 College and career-ready students manage resources to develop, analyze, and implement systems and applications.	2 Proposed benchmark also requires “analysis” and focuses on application.	CV11.1.3 Students prioritize and manage time, materials, work space, and resources to set and achieve goals.
CV11.5.2 College and career-ready students productively complete tasks taking constraints, priorities and resources into account.	2 Proposed benchmark also requires students to work “productively.”	CV11.1.3 Students prioritize and manage time, materials, work space, and resources to set and achieve goals.
CV11.5.3 College and career-ready students safely and ethically use current industry-standard tools and emerging technologies.	2 Proposed benchmark has expanded the definition of “workplace technologies.”	CV11.5.4 Students apply safe and ethical practices when using workplace technologies.
CV11.5.4 College and career-ready students utilize technology to develop innovative solutions or products.	2 Proposed benchmark has combined and revised current benchmarks.	CV11.5.1 Students choose and utilize procedures, tools, or equipment, including computers and related technologies. CV11.4.2 Students suggest modifications to existing systems and develop new or alternative ideas for systems to improve performance.



DEPARTMENT OF EDUCATION

Leading the Drive to Top 5!

DISTRICT ASSESSMENT SYSTEM

Update



Timeline

May 2013 State Board Meeting

- Chapter 31 rules presented to the SBE
- District assessment system criteria included:
 - Alignment
 - Fairness
 - Consistency
 - Standard Setting
- Proposal for development of district assessment system (DAS) reporting guidelines presented and approved by the state board

Summer 2013

- Steering committee developed guidelines for reporting and review process

Timeline (continued)

August 2013 State Board Meeting (WEN)

- Draft DAS Guidebook presented to the SBE for consideration
 - SBE directed WDE to distribute to districts for review and feedback
 - SBE agreed WDE would implement comments to revise reporting and review process
 - In September 2013, WDE distributed Draft Guidebook to districts with open comment period through December 5, 2013
 - WDE plans to conduct pilot reporting and review process and present results to SBE in May or June 2014

September 2013 Select Committee Meeting

- Select committee expressed concern about additional work for districts and WDE related to DAS reporting and review.

Timeline (continued)

October 15, 2013 Report to the Select Committee

- Recommendations related to the DAS in response to the concerns voiced at the September Select Committee meeting
 - Considered additional annual assurance from districts declaring a comprehensive district assessment system is in place
 - Recommended revision of current statute to replace the annual review of the district assessment system to every five (5) years
 - Recommended the DAS Guidebook be revised to become guidance to the districts in developing high quality assessment systems

December 10, 2013 Select Committee Meeting

- Considered 14LSO-0156.W1 “State Education Accountability and Assessment” bill. Adopted with approved amendments.

House Bill 0028 (14LS00156.W1)

Summary of changes impacting DAS reporting and review (including but not limited to):

- Section 21-2-202 (a) (xxxii)
 - In school year 2014-2015, in conjunction with school district accreditation process, conduct a review every five (5) years to ensure alignment of the assessment system with state education standards;
 - The review and findings shall be reported to the board with deficiencies addressed through the state system of support
- Section 21-2-202 (f) (vi) and (vii)
 - The evaluation of a district's assessment system will take place in the school year immediately following any school year in which a school in the district has been designated as not meeting expectations
 - A representative appointed by the director may review and evaluate district assessment systems for alignment to the state education standards.

House Bill 0028 (continued)

Summary of changes impacting DAS reporting and review (including but not limited to):

- Section 21-2-304(a)(iv)
 - Language added requiring review and approval every five (5) years of each district's assessment system designed to determine the various levels of student performance as aligned with the uniform state standards;
 - Language added requiring the board to establish a process to ensure that district assessment systems are aligned with refined and revised standards within two full school years following adoption of the revised standards.
- Section 21-3-110(a)(xv) and (xxv)
 - (xv) - Language added requiring districts to report evidence of plan aligned to standards (curriculum and assessments)
 - (xxv) - Language added requiring districts to report evidence of compliance with the high school graduation standards

DAS Guidebook Feedback

Two themes emerged from the comments received from districts about the DRAFT DAS Guidebook:

- Districts felt the process was too complicated, required too much work, and was too similar to the Body of Evidence reporting and reviewing process.
- Districts questioned why we were moving forward with the process given the concern voiced by the Select Committee and the motions made during the September meeting in Newcastle to utilize existing systems (accountability and accreditation).

Current Statutory Requirements

W.S. 21-2-304 Duties of the state board of education

- Section 21-2-304 (a) (iv)
 - “... The state board shall through the department, annually review and approve each district’s assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements.”

W.S. 21-3-110 Duties of boards of trustees

- Section 21-3-110 (a) (xxiv)
 - “... The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304 (a) (iv) on its assessment system established under this paragraph.”

Proposal for Consideration

Forego the pilot process of reporting and reviewing district assessment system as outlined in the DRAFT DAS Guidebook

- Benefits
 - Does not unnecessarily burden the pilot districts and the WDE with work that will not be required if changes in the law (HB0028) are made during the 2014 legislative session.
- Timeline
 - After legislative session, evaluate final changes to DAS reporting and review requirements
 - Revise DAS Guidebook with the purpose of providing guidance to the districts in the development of a comprehensive district assessment system
 - Identify districts scheduled for accreditation visits in 2014-2015 and consider additional support needs

Proposal for Consideration (continued)

Forego the pilot process of reporting and reviewing district assessment system as outlined in the DRAFT DAS Guidebook

- Risks
 - Foregoes the opportunity to utilize the pilot reporting and review to inform, improve, and simplify the process if changes in the law (HB0028) are not made during the 2014 legislative session.
- Timeline
 - After legislative session, evaluate final changes to DAS reporting and review requirements
 - Revise DAS Guidebook to simplify the reporting and review process, conduct training workshops through the summer and fall to support districts
 - Facilitate the report development and submission by December 1, 2014
 - Identify review team and develop necessary training

ACTION SUMMARY REVIEW STATE BOARD of EDUCATION

November 2013

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Denver Children's Home-Bansbach Academy, Denver, Colorado on November 14, 2013. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

Denver Children's Home is located at 1501 Albion Street, Denver, Colorado. Denver Children's Home's educational program (the Bansbach Academy) is designed for youth ages ten through eighteen who need either day or residential treatment in an on-grounds school. Denver Children's Home is an enrolled Psychiatric Residential Treatment Center with the Wyoming Department of Health and holds a "Permanent Child Care License" issued from the Colorado Department of Human Services. Denver Children's Home is accredited through the Council on Accreditation. Bansbach Academy will have a NCA/AdvancED accreditation visit within the next two months; educational monitoring and training is coordinated through the "Office of Facility Schools" of the Colorado Department of Education.

Denver Children's Home (DCH) is a non-profit organization providing clinical and educational interventions. "L.I.F.E.", an educational program component for the dually diagnosed youth ages 10-18 with developmental and mental health disabilities. "L.I.F.E." means **L**ife/career skills that simulate skills necessary to attend school, live in a home of their own, maintain a job, and contribute to their community; **I**ndependent living skills teaches management of details of daily life and taking care of one's needs; **F**unctional academics curriculum teaches skills which allow students to succeed in real life situations at home, school, work, and the community (each student's curriculum is based on the IEP the specific outcome needs outlined in the IEP); **E**ssential social skills focuses on relationship development, effective communication, and problem solving skills necessary to function. DCH/Bansbach Academy has seven certified teachers, one certified substitute and a certified administrator; certification is authorized by the Colorado Department of Education.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Denver Children's Home as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION

December 2013

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Lakemary Psychiatric Residential Treatment & Specialized Learning Center (Lakemary Center) on December 12, 2013. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:

Lakemary Center personnel have been working with Wyoming Medicaid to become an approved out-of-state Psychiatric Residential Treatment Facility (PRTF) provider. Lakemary Center is located at 100 Lakemary Drive, Paola, Kansas. Lakemary Center's educational program is designed for children and adolescents ages six through twenty-one (6-21) years. Each student has an Individualized Education Program (IEP) with specialized curriculum, therapy, behavior, and transition supports according to each student's needs. Lakemary Center works closely, and partners, with Kansas University, Pittsburg State University, and Fort Scott Community College for internships and teaching college courses. Each teaching staff is expected to hold a Masters degree in Special Education (two of the sixteen will receive their Masters in May); paraprofessionals receive the same training and information as teachers concerning the education and safety of their students, especially those diagnosed with Autism Spectrum Disorder (ASD). Teachers are certified by the Kansas State Board of Education. Currently, there are no Wyoming court ordered youth served by the facility, but placement possibilities increase as procedural steps are completed.

Key Facts:

- Lakemary Center is accredited and authorized to operate by the Kansas State Department of Education.
- Lakemary Center is accredited by the Commission on Accreditation of Rehabilitation Facilities International (CARF International) and licensed by the Kansas Department for Aging and Disability Services as a Kansas PRTF provider.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Lakemary Psychiatric Residential Treatment & Specialized Learning Center as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

ACTION SUMMARY REVIEW STATE BOARD of EDUCATION

December 2013

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Northern Illinois Academy, Aurora, Illinois on December 9, 2013. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND and KEY FACTS:

Northern Illinois Academy has been identified and enrolled as a Psychiatric Residential Treatment Facility (PRTF) with Wyoming Medicaid since January 1, 2013. Northern Illinois Academy is located at 998 Corporate Blvd, Aurora, Illinois. Northern Illinois Academy's educational program is designed for individuals ages six through twenty-one (6-21) diagnosed with developmental disorders and those diagnosed with severe socio-emotional disorders. Some examples of treatment programs include autism spectrum disorder; psychiatric disorders such as bipolar, mood, post traumatic stress and anxiety disorders; learning disabilities significantly impacting social-emotional and cognitive functioning; youth involved with juvenile justice systems due to mental health issues. Northern Illinois Academy has a teaching staff of ten; all hold an "Educator Certification" authorized by the Illinois State Board of Education. Currently, there are no Wyoming court ordered youth served by the facility, but placement possibilities increase as procedural steps are completed. (as of December 2013, there is a possibility of one referral)

Northern Illinois Academy's corporate ownership is Sequel Youth Services, the same corporation that owns Normative Services, Inc (NSI) located in Sheridan, Wyoming. Similar activities and philosophy are incorporated at Northern Illinois Academy as is found at NSI; so much in fact that the current Executive Director of Northern Illinois Academy was at NSI two years ago in the same capacity.

Northern Illinois Academy is accredited by the Joint Commission as a Behavioral Health Care Program; has a Food Establishment Permit issued by the Kane County Health Department; is licensed by the State of Illinois Department of Children and Family Services as a Child Care Institution; is also certified by the State of Illinois Department of Children and Family Services as a Medicaid Mental Health Services Provider

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Northern Illinois Academy as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

ACTION SUMMARY REVIEW STATE BOARD of EDUCATION

November 2013

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed Sorenson's Ranch School, Koosharem, Utah on November 21, 2013. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:

Sorenson's Ranch School is located at 410 North 100 East, Koosharem, Utah. Sorenson's Ranch School's focus is towards youth ages twelve through nineteen (12-19) with issues such as ADD, ADHD, Reactive Attachment Disorder (RAD), Oppositional Defiant Disorder (ODD), substance abuse and more. Sorenson's Ranch School is a family owned (second generation) facility that advertises itself as "...comparable to what many people refer to as a wilderness camp or boot camp" that combines behavior modification with counseling, support, and consistency. A point-and-level system is utilized to assist the student and family in reunification and reintegration back into the community. Sorenson's Ranch School is a diploma granting school; the teachers follow the Utah State Department of Education curriculum guidelines. Teaching staff is certified through the authorization of the Utah State Board of Education/Utah State Office of Education. Parents/guardians have electronic access to the school's information and may access their child's grades or progress monthly and the staff works at weekly phone conversations home to report progress as another option for communication. Wyoming currently has one Court Placed Student attending Sorenson's Ranch School.

Key Facts:

- Sorenson's Ranch School is accredited by the Northwest Accreditation Commission of the AdvancED Accreditation Commission.
- Sorenson's Ranch School is licensed by the State of Utah Department of Human Services Office of Licensing to provide Residential Treatment, Outpatient Treatment, Child Placing-Foster, and Day Treatment.
- Sorenson's Ranch School is also accredited by the Joint Commission for the Behavioral Health Care Accreditation Program.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Sorenson's Ranch School as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION

November 2013

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Southern Peaks Regional Treatment Center, Canon City, Colorado on November 18, 2013. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND and KEY FACTS:

Southern Peaks Regional Treatment Center is working with Wyoming Medicaid to become an approved out-of-state Psychiatric Residential Treatment Facility (PRTF) provider. Southern Peaks Regional Treatment Center is located at 700 Four Mile Parkway, Canon City, Colorado. Southern Peaks Regional Treatment Center is a residential treatment program for males and females, ages 10 – 21 with accreditation for the Behavioral Health Care Accreditation Program through the Joint Commission. It also is designated as a Residential Child Care Facility by the Colorado Department of Human Services, Office of Behavioral Health. The four treatment tracks include male behavioral health, female behavioral health, sexual misconduct treatment for boys, and sexual misconduct treatment for girls. Four additional and accessible services include substance abuse treatment, *Medicine Bear Native American Youth* program, the *Haven Program for Exploited Youth*, and the PATH (Preliminary Assessment and Therapeutic) 30 Day Assessment Program. Included within these services are components such as working with dogs, the “Insight” and “RENEW” components that the Southern Peaks Regional Treatment Center designed in accordance with the standards and guidelines promulgated by the Colorado Sex Offender Management Board. Southern Peaks Regional Treatment Center’s Phoenix Academy is the Colorado Department of Education (CDE) licensed on-site school with grades 7 through 12. Teaching staff is licensed through the CDE and each classroom has a paraprofessional. Certification is authorized by the Colorado Department of Education. Currently, there are no Wyoming court ordered youth served by the facility, but placement possibilities increase as procedural steps are completed. (as of 1-2-14, two are being considered for referral)

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Southern Peaks Regional Treatment Center as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:
