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.

May 7, 2013		
	Committee Meetings Organized by Committee Chairs	
May 8, 2013 Wyoming Oil & Gas Conservation Commission 2211 King Blvd, Casper		
	Breakfast on Your Own	
8:00 am to 8:30 am	State Board of Education • Call to order	
	• Approval of agenda	Tab A
	• Minutes April 25, 2013 Teleconference	Tab B
	• Treasurer's report	Tab C
8:30 am to 10:30 am	Discussion Items: Wyoming Accountability in Education Act Progress and Updates	
	• Accountability Model- Mike Flicek	Tab D
	• Professional Judgment Panel- Paige Fenton Hughes	Tab E
	• Assessment Systems- Deb Lindsey	Tab F
	• Multiple Measures for High School Graduation- Paige Fenton Hughes	Tab G
	• Systems of Support- Jim Rose	Tab H
10:30 am to 10:45 am	Break	
10:45 am to 12:00 pm	Continuation of Discussion Items: Phase II • Outreach- Paige Fenton Hughes & Jim Rose WDE Updates- Jim Verley	
	SBE and Director Search Update- Paige Fenton Hughes	Tab I
	Next State Board Meeting	

12:00 pm to 12:30 pm	Lunch	
12:30 pm to 1:30 pm	Committee Reports: • Supervisory Committee- Kathy Coon • Legislative Committee- Sue Belish • Search Committee- Sue Belish • Advisory Committee- Sue Belish • P-16- Belenda Willson	
1:30 pm to 2:30 pm	Action Items: • Chapter 31 Rules- Julie Magee • Frontier Middle School Restructuring Plan- NCSD #1	Tab J Tab K
2:30 pm to 2:45 pm	Break	
2:45 pm to 3:45 pm	Continuation of Action Items: • Alternative Schedules- Dianne Frazer • Chapter 21-22 Revisions- Dianne Frazer • Travel Regulations- Chelsie Bailey	Tab L Tab M Tab N
3:45 pm to 4:30 pm	Other issues, concerns, discussion, public comment:	
6:00 p.m.	Dinner hosted at the home of Walt and Chris Wilcox	
May 9, 2013 Wyoming Oil & Gas Conservation Commission 2211 King Blvd, Casper		
	Breakfast on Your Own	
8:00 am to 10:00 am	Presentation from Scott Marion and Chris Domaleski on current accountability work	Tab O
10:00 am to 10:15 am	Break	
10:15 am to 12:00pm	Continuation of presentation from Scott Marion and Chris Domaleski on current accountability work	
12:00 pm	Luncheon for State Board and Select Committee	

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: May 8, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the May 8, 2013 State Board of Education meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Chelsie Bailey
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

Wyoming State Board of Education Agenda

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ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: May 8, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on April 25, 2013.

SUPPORTING INFORMATION ATTACHED:

- Minutes of April 25, 2013

PREPARED BY: Chelsie Bailey
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
April 25, 2013
Teleconference

Wyoming State Board of Education members present:, Ron Micheli, Pete Gosar, Belenda Willson, Cindy Hill, Kathy Coon, Sue Belish, Walt Wilcox, Scotty Ratliff, Hugh Hageman, & Joe Reichardt

Members Absent: Jim Rose & Ken Rathbun

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Bailey, WDE; Gary Ray, Ray & Associates; Kathy Scheurman, WEA; and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 11:33 a.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Joe Reichardt moved to approve the agenda as presented, seconded by Sue Belish; the motion carried.

APPROVAL OF MINUTES

Minutes from the April 8, 2013, State Board of Education teleconference meeting were presented for approval.

Pete Gosar moved that the minutes be approved; seconded by Hugh Hageman, the motion carried.

FLIGHT INVOICE FOR MARCH 2013 MEETING

Pete Gosar,Treasurer for the Board, requested a motion that the Board approve payment o the flight invoice for the March meeting in Rock Springs for the sum of $3,000. Joe Reichardt moved the motion, seconded by Sue Belish; the motion carried.

Trustee Gosar suggested that in the future, if the Board agrees to use to plane that payment of the flight is automatically assumed in the agreement. There were no objections to using that process.

FINALIZE DIRECTOR PROFILE

Gary Ray from Ray and Associates reviewed the Director Profile and flyer with the Board. He discussed how the firm developed the profile using the surveys they received from the Board, the public and other stakeholders.

Scotty Ratliff moved to approve the director profile and flyer presented by Ray and Associates, seconded by Sue Belish; the motion carried.

INTERVIEW DATES & PROTOCOLS FOR INTERIEWS

Gary Ray and the Board discussed possible dates and protocols for the Director interviews.

Sue Belish moved that the first round of screening candidates on May 29 would include State Board members in an executive session, seconded by Joe Reichardt; the motion carried.

Scotty Ratliff moved that in the second round of screening the candidates are aware that some of the interview process will be public. The interviews will consist of an open and executive session, Sue Belish seconded; the motion carried.

Kathy Coon moved that in the second round of screening the Board will offer an open meeting for input from the public, seconded by Scotty Ratliff; the motion carried.

The interview dates will be May 29 for the first round of screening and May 31-June 1 for the second round, in Cheyenne.

Paige Fenton Hughes, SBE Coordinator, suggested that the Board consider an additional meeting for accreditation and updates on accountability. Scotty Ratliff requested that the Board handle those and other pending issues on May 30, 2013 in Cheyenne.

Chairman, Ron Micheli, asked that members try to attend the Select Committee on Statewide Education Accountability after the Board adjourns on May 9, 2013 in Casper.

Ron Micheli moved to adjourn the meeting, seconded by Pete Gosar; the motion carried.

The State Board of Education adjourned at 12:47 p.m.

The next State Board of Education meeting will be a teleconference on May 8-9, 2013.

DRAFT

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: May 8, 2013

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending April 29, 2013 shows a balance of $142,261.42

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending April 29, 2013

PREPARED BY: Chelsie Bailey
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

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

BUDGET TITLE & COMPLETE BUDGET CODING: 13-001-005-6101-610

OBJECT CODES		ORIGINAL	DECREASE	INCREASE	NEW TOTAL
103	Salaries - Permanent				
104	Salaries - Temporary				
105	Benefits				
	SUB-TOTAL				
202	Equipment Repair & Maintenance				
203	Teleconference	0.00		1,000.00	**1,000.00**
204	Communications				
207	Professional Development & Training	34,258.00	2,000.00		**32,258.00**
208	Advertising				
221	Travel In-State				
222	Travel Out-of-State				
227	Travel Out-of-State				
230	Supplies-Safety-Security				
231	Supplies-Office, Printing				
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				**0.00**
271	Awards				
292	Maintenance Agreements	0.00	0.00	1,000.00	**1,000.00**
	SUB-TOTAL	**34,258.00**	**2,000.00**	**2,000.00**	**34,258.00**
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				
	SUB-TOTAL	**0.00**	**0.00**	**0.00**	**0.00**
	GRAND TOTAL	**34,258.00**	**2,000.00**	**2,000.00**	**34,258.00**

Funding Source:

Additional Funds? **YES** **NO**

Approval Signatures:

Unit Director **Date**

Internal Budget **Date**

Program Manager **Date**

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
Personal Services (100 series)				
Salaries (0104)	0.00	0.00	0.00	0.00
Employer Paid Benefits (0105)	0.00	0.00	0.00	0.00
Supportive Services (200 series)				
Teleconference (0203.07)	2,500.00	2,584.75	0.00	(84.75)
Communications Direct Freight (0204.06)	4,025.00	303.22	0.00	3,721.78
Professional Development & Training (0207)	34,258.00	1,092.00	0.00	33,166.00
Advertising (0208)	2,000.00	0.00	0.00	2,000.00
State Board, In-State Travel Reimbursement (0221)	51,127.00	33,978.99	0.00	17,148.01
State Board, Out-of-State Travel Reimbursement (0222)	23,125.00	2,939.13	0.00	20,185.87
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	2,971.16	0.00	439.84
Food & Food Service Supplies (0234.00)	1,000.00	107.40	0.00	892.60
Supplies - Education & Recreational (0236)	672.00	0.00	0.00	672.00
Intangible Assets (0240)	300.00	261.61	0.00	38.39
Office, Institutional & Househould Equipment & Furnishings (0241)	200.00	179.00	0.00	21.00
Data Processing & Other Computer Equipment (0242)	5,000.00	662.55	0.00	4,337.45
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 Ta	7,152.00	0.00	0.00	7,152.00
Awards, Prizes (0271.0)	0.00	0.00	0.00	0.00
Maintenance Agreements (0292.0)	0.00	1,000.00	0.00	(1,000.00)
Data Processing Charges (0400 series)				
A&I Telecommunications (0420)	4,603.00	2,656.14	0.00	1,946.86
Professional Services (0900 series)				
Contract Services (0901)	59,571.00	8,106.63	0.00	51,464.37
TOTAL	**200,045.00**	**57,783.58**	**0.00**	**142,261.42**

when budgets were moved from Agency 500 to Agency 206 system would not accept the $84.75 credit in this object so Deb Johnson moved the $84.75 to 0207.

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

DATE	DESCRIPTION	AMOUNT
TOTAL		**0.00**

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

DATE	DESCRIPTION	AMOUNT
TOTAL		**0.00**

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

DATE	DESCRIPTION	AMOUNT
10-Jul-2012	Leader Technologies-Teleconference Fees	34.70
10-Aug-2012	Leader Technologies-Teleconference Charges	79.73
10-Aug-2012	Leader Technologies-Teleconference Fees	168.28
10-Aug-2012	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-2013	Leader Technologies-Teleconference Charges	59.58
14-Jan-2013	Leader Technologies-Teleconference Charges	60.82
14-Jan-2013	Leader Technologies-Teleconference Charges	65.52
14-Jan-2013	Leader Technologies-Teleconference Charges	222.34
11-Feb-2013	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
TOTAL		**2,584.75**

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

DATE	DESCRIPTION	AMOUNT
5-Jul-2012	FEDEX-Shipping-793639585360	20.24
10-Jul-2012	FEDEX-Shipping- 793601206746	8.24
10-Jul-2012	FEDEX-Shipping- 793601220956	11.52
10-Jul-2012	FEDEX-Shipping- 798531810060	12.22
10-Aug-2012	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-2013	FEDEX-Shipping-iPad-s. Ratliff- 794185007385	19.76
11-Feb-2013	FEDEX-Shipping- 794519903682	11.53
11-Feb-2013	FEDEX-Shipping- 794520080657	12.86
11-Feb-2013	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
TOTAL		**303.22**

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

DATE	DESCRIPTION	AMOUNT
10-Jul-2012	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Jul-2012	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Aug-2012	CONSTANT CONTACT.CO-Online Subscription	20.00
12-Sep-2012	MATTHEW BENDER &CO-WY Education Laws 2012	432.00
11-Feb-2013	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
TOTAL		**1,092.00**

2-Apr-13	WSBA As		600.00

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

DATE	DESCRIPTION	AMOUNT
TOTAL		**0.00**

WYOMING DEP
State Board of E
FY13 Biennium
State Board In-S

DATE
16-Jul-2012
16-Jul-2012
23-Jul-2012
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2-Aug-2012
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10-Apr-13

TOTAL

ARTMENT OF EDUCATION
Education
Budget
State Travel Reimbursement (0221)

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

H. Hageman - Lodging/Evanston, WY	192.24
H. Hageman - Mileage/Evanston, WY	456.21
K. Coon - M&IE/Casper-Evanston-Casper, WY	89.50
K. Coon - Mileage/Casper-Evanston-Casper, WY	115.44
K. Coon - Lodging/Casper-Evanston-Casper, WY	192.24
M. Williams - M&IE/Evanston, WY	89.50
M Williams - Lodging/Evanston, WY	192.24
P. Gosar - Mileage/Cheyenne-Evanston-Cheyenne, WY	54.39
P. Gosar - M&IE/Cheyenne-Evanston-Cheyenne, WY	89.50
P. Gosar - Lodging/Cheyenne-Evanston-Cheyenne, WY	192.24
S. Ratliff - M&IE/Evanston, WY	89.50
S. Ratliff - Lodging/Evanston, WY	192.24
S. Belish - M&IE/Casper, WY	104.00
S. Belish - Lodging/Casper, WY	166.32
S. Belish - Mileage/Casper, WY	179.82
W. Wilcox - M&IE/Evanston, WY	89.50
W. Wilcox - Lodging/Evanston, WY	192.24
C. Bailey - M&IE/Evanston, WY	89.50
C. Bailey Lodging/Evanston, WY	192.24
R. Micheli - Mileage/Evanston-FtBridger-Evanston-FtBridger-Evanston	96.57
S. Belish - M&IE/Riverton-Evanston-Riverton	120.75
S. Belish - Lodging/Riverton-Evanston-Riverton	275.40
S. Belish - Mileage/Riverton-Evanston-Riverton	480.63
G. Reichardt - Mileage/Cheyenne, WY	77.70
G. Reichardt - Mileage/Casper, WY	120.99
005MV8013 Motor Pool - State Board December 2012 Billing	308.00
S. Belish - M&IE/Cheyenne, WY	207.00
S. Belish - Mileage/Cheyenne, WY	377.40
S. Belish - Lodging/Cheyenne, WY	388.04
K. Coon - M&IE/Cheyenne, WY	69.00
K. Coon - Lodging/Cheyenne, WY	93.20
K. Coon - Mileage/Cheyenne, WY	155.40
S. Belish - M&IE/Cheyenne, WY	115.00
S. Belish - Lodging/Cheyenne, WY	167.86
S. Belish - Mileage/Cheyenne, WY	377.40
Flight Cheyenne to Jackson	1,187.50
Cheyenne to Casper and E	2,625.00
S. Belish - M&IE/Cheyenne, WY	115.00
S. Belish - Lodging/Cheyenne, WY	167.86
S. Belish - Mileage/Cheyenne, WY	377.40
B. Willson - M&IE/Cheyenne, WY	104.00
B. Willson - Lodging/Cheyenne, WY	169.40
B. Willson - Mileage/Cheyenne, WY	342.99
D. Mann-Tavegia - M&IE/Cheyenne, WY	132.00
D. Mann-Tavegia -Lodging/Cheyenne, WY	254.10
D. Mann-Tavegia -Mileage/Cheyenne, WY	259.74
G. Reichardt - Mileage/Cheyenne, WY	77.70
G. Reichardt -Mileage/Cheyenne, WY	77.70
G. Reichardt -M&IE/Cheyenne, WY	104.00
G. Reichardt -Lodging/Cheyenne, WY	169.40
H. Hageman - M&IE/Cheyenne, WY	104.00

H. Hageman - Mileage/Cheyenne, WY	115.44
J. Micheli - M&IE/Cheyenne, WY	104.00
J. Micheli - Mileage/Cheyenne, WY	366.30
K. Coon - M&IE/Cheyenne, WY	104.00
K. Coon - Mileage/Cheyenne, WY	155.40
K. Coon - Lodging/Cheyenne, WY	169.40
P. Gosar - Mileage/Cheyenne, WY	54.39
P. Gosar - M&IE/Cheyenne, WY	104.00
S. Ratliff - M&IE/Cheyenne, WY	69.00
S. Ratliff -Lodging/Cheyenne, WY	84.70
S. Ratliff -Mileage/Cheyenne, WY	299.70
W. Wilcox - M&IE/Cheyenne, WY	104.00
W. Wilcox - Lodging/Cheyenne, WY	154.00
W. Wilcox - Mileage/Cheyenne, WY	197.58
Nov 02 Flight Chey-Evanston-Casper-Chey (Reichardt, Gosar,Williams,Masters,Fenton-Hughes,Wilcox,Coon)	2,500.00
B. Willson - M&IE/Cheyenne, WY	108.00
B. Willson - Lodging/Cheyenne, WY	169.40
B. Willson - Mileage/Cheyenne, WY	349.18
G. Reichardt - Mileage/Cheyenne, WY	79.10
G. Reichardt - Mileage/Cheyenne, WY	79.10
J. Micheli - M&IE/Cheyenne, WY	69.00
J. Micheli -Lodging/Cheyenne, WY	79.20
J. Micheli -Mileage/Cheyenne, WY	372.90
K. Coon - M&IE/Cheyenne, WY	108.00
K. Coon - Mileage/Cheyenne, WY	158.20
K. Coon - Lodging/Cheyenne, WY	169.40
P. Gosar - Mileage/Cheyenne, WY	55.37
S. Ratliff - M&IE/Cheyenne, WY	69.00
S. Ratliff - Lodging/Cheyenne, WY	77.00
S. Ratliff - Mileage/Cheyenne, WY	305.10
S. Belish - M&IE/Cheyenne, WY	69.00
S. Belish - Lodging/Cheyenne, WY	77.00
S. Belish - Mileage/Cheyenne, WY	384.20
S. Belish - M&IE/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	132.00
S. Belish - Mileage/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	234.21
S. Belish - Lodging/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	265.52
H. Hageman - Mileage/Cheyenne, WY	117.52
B. Willson - M&IE/Casper-Rock Springs-Casper, WY	115.50
B. Willson - Mileage/Casper-Rock Springs-Casper, WY	146.90
B. Willson - Lodging/Casper-Rock Springs-Casper, WY	158.00
K. Coon - M&IE/Casper-Rock Springs-Casper, WY	115.50
K. Coon -Mileage/Casper, WY	117.52
K. Coon -Mileage/Casper-Rock Springs-Casper, WY	117.52
K. Coon -Lodging/Casper-Rock Springs-Casper, WY	158.00
K. Rathbun - M&IE/Casper-Rock Springs-Casper, WY	115.50
K. Rathbun - Lodging/Casper-Rock Springs-Casper, WY	158.00
K. Rathbun - Mileage/Casper-Rock Springs-Casper, WY	222.62
L. Millin - M&IE/Rock Springs, WY	115.50
L. Millin - Lodging/Rock Springs, WY	158.00
M. Williams - M&IE/Rock Springs, WY	115.50
M. Williams - Lodging/Rock Springs, WY	158.00
P. Gosar - M&IE/Rock Springs, WY	115.50

P. Gosar - Lodging/Rock Springs, WY	158.00
P. Gosar - Mileage/Rock Springs, WY	233.91
S. Ratliff - M&IE/Rock Springs, WY	115.50
S. Ratliff -Mileage/Casper, WY	135.60
S. Ratliff -Lodging/Rock Springs, WY	158.00
S. Ratliff -Mileage/Rock Springs, WY	160.46
S. Belish - M&IE/Casper-Rock Springs-Casper, WY	115.50
S. Belish - Lodging/Casper-Rock Springs-Casper, WY	158.00
S. Belish - Mileage/Casper, WY	183.06
S. Belish - Mileage/Casper-Rock Springs-Casper, WY	183.06
W. Wilcox - M&IE/Rock Springs, WY	115.50
W. Wilcox - Lodging/Rock Springs, WY	158.00
C. Bailey - M&IE/Rock Springs, WY	115.50
C. Bailey - Lodging/Rock Springs, WY	158.00
J. Micheli - Mileage/Rock Springs, WY	80.23
J. Micheli - M&IE/Rock Springs, WY	115.50
J. Micheli - Lodging/Rock Springs, WY	158.00
Motor Pool - 206MV9571	623.00
	33,978.99

2-Apr-13	C. Bailey -	115.50
2-Apr-13	C. Bailey -	158.00
2-Apr-13	J. Micheli -	80.23
2-Apr-13	J. Micheli -	115.50
2-Apr-13	J. Micheli -	158.00

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
TOTAL		**2,939.13**

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**

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-2012	Office Depot-Office Supplies	16.12
10-Jul-2012	Office Depot-Office Supplies	33.08
10-Jul-2012	Office Depot-Office Supplies	40.54
10-Jul-2012	Office Depot-Office Supplies	205.47
10-Aug-2012	Office Depot-Office Supplies	13.10
10-Aug-2012	Office Depot-Office Supplies	13.99
10-Aug-2012	Indoff Inc-Business Cards-P. Fenton-Hughes	15.85
10-Aug-2012	Office Depot-Office Supplies	30.30
10-Aug-2012	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 Ol"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 Ol"Printshop-SpiralBinding of LawBooks-SBoE	6.48
5-Dec-2012	Office Max-Refund of Sales Tax Charged in Error	-8.83
14-Jan-2013	Office Depot-Office Supplies	15.19
14-Jan-2013	Office Depot-Office Supplies	22.22
23-Jan-2013	G. Reichardt, D. Mann-Tavegia	186.00
11-Feb-2013	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
TOTAL		**2,971.16**

2-Apr-13	Printing-Name T	34.30

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

DATE	DESCRIPTION	AMOUNT
13-Nov-12	WM SUPERCENTER	41.96
11-Feb-2013	WALMART-Food SuppliesFor SBE Meeting	6.21
11-Feb-2013	WALMART-Food For SBE Meeting	59.23
TOTAL		**107.40**

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

DATE	DESCRIPTION	AMOUNT
		0.00
TOTAL		**0.00**

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Intangible Assets (0240)

DATE	DESCRIPTION	AMOUNT
16-Jul-2012	Apple iTunes Store-Air Sharing Apps.-13	64.87
16-Jul-2012	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**

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Office, Warehouse, Institutional & Household Equipment & Furnishings (0241)

DATE	DESCRIPTION	AMOUNT
14-Aug-2012	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-2012	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-2013	WALMART-iPad-S. Ratliff	399.00
TOTAL		**662.55**

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

DATE	DESCRIPTION	AMOUNT
TOTAL		**0.00**

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

DATE	DESCRIPTION	AMOUNT
7/10/2012	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

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Equipment Rental (0252)

DATE	DESCRIPTION	AMOUNT
TOTAL		

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Awards & Prizes (0257.01 Monetary/Taxable 0257.02 Non Monetary/Not Taxable)

DATE	DESCRIPTION	AMOUNT
TOTAL		**0.00**

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Awards & Prizes (0271)

DATE	DESCRIPTION	AMOUNT
TOTAL		**0.00**

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	State Board of Education Yearly E-Mail Account Billing: 3/11	1,000.00
TOTAL		**1,000.00**

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

DATE	DESCRIPTION	AMOUNT
18-Aug-2012	Telecommunications	630.52
26-Sep-2012	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-2013	Telecommunications	417.49
26-Feb-2013	Telecommunications	282.06
26-Apr-2013	IET Telecommunications	265.86
TOTAL		**2,656.14**

BMS not updated so item did not appear. Will be there tomorrow, but since we are moving offices and Cheslie 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-2012	Catering for SBoE Mtg Apr 25-27, 2012	626.00
16-Aug-2012	Catering for SBoE Mtg-Gillette Apr 2, 2012	215.00
28-Aug-2012	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-2013	Catering for SBoE Mtg Sep 25-27, SnowKingResortInc	2,945.00
3-Jan-2013	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
TOTAL		**8,106.63**

2-Apr-13	Catering Servic	382.50

WYOMING ACCOUNTABILITY IN EDUCATION ACT

SCHOOL PERFORMANCE RATING MODEL

(May 2, 2013)

INDICATORS BY GRADE

Indicators are a function of grade in school.

- Grade Three through Grade Eight School Indicators
  - Achievement
  - Growth
  - Equity measured by growth
- Grade Nine through Twelve Indicators
  - Achievement
  - Readiness
  - Equity measured by achievement gap

The readiness indicators for grade nine through 12 will only be applied to those schools from which students may earn a high school diploma. Some junior high schools have a grade nine. The grade nine readiness indicators will not be used for school performance ratings at these schools. Some high schools have grades ten through 12. The grade nine readiness indicators will not be used for school performance ratings at these schools.

Some schools have grade configurations that include both grades nine through 12 and grades eight and lower (e.g., schools with grades K-12). These schools will have two school performance levels computed initially; one for grades eight and below and one for grades nine through 12. The school will be assigned to the performance level that is the lower of the two computed performance levels.

INDICATORS AND INDICATOR SCORES

ACHIEVEMENT

There will be one overall *school achievement score* for each school that includes the performance in all tested grades and content areas at each school. The score will be the percent of tested students who scored proficient or above on the achievement tests used in Wyoming. The current achievement tests include:

- The Proficiency Assessment for Wyoming Students (PAWS)
  - Reading in grades 3 through 8
  - Math in grades 3 through 8
  - Science in grades 4 and 8
- Student Assessment of Writing Skills (SAWS) in grades 3, 5, and 7

- The ACT
    - Reading test in grade 11
    - Mathematics test in grade 11
    - Science test in grade 11
    - Writing Test in grade 11

An illustration of how school achievement scores will be computed is presented in Table 1. Assume the hypothetical school represented in Table 1 was an elementary school with grades kindergarten through six with 20 students per grade level. Science would only be tested in grade 4 at this school. Because fewer students were tested in science, exceptionally high or low performance on the science test would have less impact on the school achievement score than would exceptionally high or low performance on either the reading tests or the math tests[1].

Table 1. Illustration of Computation of a School Achievement Score.

Content	Count of Tested Students	Count of Proficient Students	School Achievement Score
Math	80	65	
Reading	80	60	
Writing	40	25	
Science	20	12	
Column Totals	220	162	162/220 = 73.6%

School achievement scores (i.e., the total percent proficient on all achievement tests) will be used for assigning schools to one of three categories on the achievement indicator: (a) exceeding targets, (b) meeting targets, or (c) below targets. A professional judgment panel (PJP) of education stakeholders will establish school achievement score cut points that will be used to assign schools to these three categories.

GROWTH

Growth refers to a change in the achievement within students as they progress from year to year. In order to compute growth scores, students must have at least two consecutive years of state test scores. Since the Wyoming state test is first administered in grade three, growth will first be measured in grade four. Growth will be computed separately for reading and for math on the Wyoming state test for students in grades four through eight.

The method used to measure growth will produce student growth percentiles[2] (SGPs) that indicate how an individual student's growth compared with that of all Wyoming students in the same grade that had similar scores in previous years. SGPs range from 1 to 99 with lower scores

[1] Weighting for different tested content areas will be a function of the number of students taking a test in each content area. This weighting reflects the policy maker decisions about which grade-by-content areas to test. For example, when federal policy makers passed NCLB, they required testing in reading and math in seven grades but they required testing in science only in just three grades. As a result, more students take reading and math tests than science test and reading and math will carry more weight on the achievement indicator than science.

[2] See Betebenner, D. W. (2008). *Norm- and criterion-referenced student growth.* Available at http://www.nciea.org.

indicating lower growth and higher scores indicating higher growth. This measure of growth is independent of the achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high a student's test scores in past years were, they still may earn any of the SGPs from 1 to 99.

The median SGP at a school is the SGP that half of the students at the school scored above and half scored below. Median SGPs have the same meaning for any group. As such, they could be computed separately for each grade and content area at a school. Separate median SGPs for each grade and content area at a school should be computed and reported to assist schools with their improvement efforts. The most accurate median to represent total growth at a school across all grades and both content areas, however, would be the median of all SGPs at the school regardless of grade or content area. That *school median SGP* will be used as the school's growth score.

Growth at each school will further be placed into one of three categories: (a) exceeding target, (b) meeting target and (c) not meeting target. A professional judgment panel will determine cut points for the median SGPs that separate these three categories from one another. The professional judgment panel will be informed in their work by the distribution of the SPGs of students who scored below proficient in a previous year but who scored proficient or above in the current year. In addition, the professional judgment panel will be informed in their work by the distribution of SPGs of students who scored proficient or above in a previous year but who scored below proficient in the current year.

EQUITY

An important goal of WAEA is to "minimize achievement gaps" [Wyoming Statute 21-2-204(b)(vi)]. During the 2013 session of the Wyoming legislature more specificity was added to the definition of equity for the purpose of accountability [Wyoming Statute 21-2-204(c)(vii)]. As a result there will be two methods used to measure equity in Wyoming schools. The method used for a particular school will depend upon whether there are measures of student growth available to the school. Measures of student growth will be available to schools with students in grades four through eight. An alternative measure of equity will be required in schools that do not have a measure of growth. Currently there are a number of schools that serve students in grade three but do not have students in grades four or higher. These schools will use the alternative measure of equity. In addition, high schools that serve students in the grades nine through 12 do not, at this time, have measures that permit the measurement of growth.

Consolidated Subgroup. When a school has growth measures, a consolidated subgroup consisting of all students who were below proficient during the previous year on the state test in math and/or reading will be used in the measurement of equity. Because the previous year's test performance defines this group, educators will know who is in this group at the beginning of each new school year. This will permit educators to be strategic about planning to improve outcomes for students in this subgroup.

When a school does not have growth measures, the school will typically not have prior year achievement scores for use in the identification of a consolidated subgroup. The consolidated subgroup at these schools will consist of those students who performed below proficient on the current year's test in math and/or reading.

Equity for Schools with Growth Scores. For schools that have growth scores (i.e., SGPs) on the state test, a *growth to standard* approach is used for the measurement of equity. Specifically, adequate growth percentiles (AGPs) are computed for all students. For students in the consolidated subgroup, an AGP represents the minimum SGP that the students needs for the current year in order to be considered to be *on track* to reach proficiency within three years. The equity indicator, therefore, for schools with growth scores will be the percent of students in the consolidated subgroup who obtain SGP scores that are at or above their AGP score. The professional judgment panel will determine the percentages of students meeting this criterion that will result in schools being considered as exceeding targets, meeting targets or not meeting targets.

Equity for Schools without Growth Scores. There will be two components used in the measurement of equity at schools without growth measures. The first component will be the current year achievement gap between the consolidated subgroup at the school and the statewide performance of all students. The second component will be the improvement in that achievement gap from the prior year to the current year[3]. The current year achievement gap at each school will be placed into one of three categories; large gap, typical gap and small gap. Small gaps, of course, are more positive than large gaps. The improvement to gap size at each school will also be placed into one of three categories; least improvement, typical improvement and most improvement. Most improvement would be more positive than least improvement. The equity performance level for these schools will then be determined based upon the cell in a three-by-three decision table in which a school's performance placed them. The decision table with achievement gap on one side and improvement on the other side is illustrated in Table 2.

Table 2. Illustration of the Decision Table for Achievement Gap Equity.

	Achievement Gap		
Gap Improvement	Large Gap	Typical Gap	Small Gap
Least Improvement			
Typical Improvement			
Most Improvement			

Schools with scores that placed them in the cell in Table 2 for large gap/least improvement would be placed in the not meeting target category for equity. Schools with scores that placed them in the small gap/most improvement cell would be placed in the exceeding target category for equity. Schools with scores that placed them in the typical gap/most improvement cell would be placed in the meeting target category for equity. The equity category placements for schools with performance that placed them into the other cells in Table 2 will be established by the professional judgment panel who will be informed by impact data.

[3] In order to compute an improvement score consolidated subgroups will be needed for both the current year test performance and the previous year test performance.

The size of the achievement gap will be a measure of the distance of the consolidated subgroup's mean test score from that of the statewide mean test score for all students. Because each grade in school will have a different mean scale score and variance, the scale scores for each student will be converted into standardized *z* scores. These scores will be computed for both reading and math as follows.

Step 1. State average scale scores and standard deviations will be computed for each grade in reading and math.

Step 2. A standardized *z* score will be computed for current test results in reading and math for each student in the consolidated subgroup in the content area(s) where they were not proficient on the previous year's state assessment. Table 3 presents an illustration of the standardized *z* score computation.

Table 3. Illustration of Student Standardized *z* Score Computation.

Grade 5				
Student Scale Score Mean	State Scale Score Mean	State Scale Score Standard Deviation	Student *z* Score Computation	Student *z* Score
656	680	59	$\frac{(656 - 680)}{59}$	-0.41

These student level standardized *z* scores will be computed for the current year and for the previous year. These scores are then averaged for all students in the consolidated subgroup for the two years. The average of all standardized *z* scores in both reading and math for all students in the consolidated subgroup for the current year will be the achievement gap scores. All schools with these scores will then be ranked. Schools ranked in the bottom third of this group will be placed in the large gap category, schools ranked in the middle third will be placed in the typical gap category and schools ranked in the top third will be placed in the small gap category.

The gap improvement score will be obtained by subtracting the school's mean standardized *z* score for the consolidated subgroup from the current year from their mean standardized *z* score from the previous year's consolidated subgroup. The difference that results is the school's improvement score. Schools will then be ranked by their improvement scores. Schools that rank in the bottom third of this group will be placed in the least improvement category, schools that rank in the middle third will be placed in the typical improvement category and schools that rank in the top third will be placed in the most improvement category.

READINESS

Readiness will be measured at all schools from which students may earn a high school diploma. There are four subindicators for readiness. The subindicators fall within two categories of subindicators. Two of the subindicators are leading indicators and two of the subindicators are

lagging indicators. Improvement on the leading indicators would be expected to lead to improvement on the lagging indicators over time.

- Leading Indicators
  - Readiness as measured on tests in the ACT suite of tests (i.e., ACT Explore in grade 9, ACT Plan in grade 10 and the ACT in grade 11)
  - Readiness defined as the percent of students earning enough grade nine credits to be on track for graduation
- Lagging Indicators
  - Actual Graduation Rate
  - Hathaway Scholarship Eligibility Level (i.e., of all graduates)

There will be a score range from zero to 100 on each subindicator. The subindicator scores will be combined into one overall readiness score for each school. Table 4 provides an illustration of possible weights for each subindicator and for each category of subindicators.

Table 4. Illustration of Possible Weights for Readiness Subindicators and Categories of Subindicators*.

Leading Indicators		Lagging Indicators	
Tested Readiness	Grade 9 Credits	Graduation Rate	Hathaway Eligibility
30%	10%	30%	30%
40%		60%	

ACT Suite of Readiness Tests. Scores on the ACT Explore in the spring of grade nine, the ACT Plan in the spring of grade ten and the ACT in grade 11 will provide test evidence of readiness. An index has been developed for each of the three tests that will be used as the Wyoming measure of tested readiness. ACT composite test scores are presently used in Wyoming as one source of information that determines a student's level of eligibility for Hathaway Scholarships. The ACT composite score cut points used for Hathaway Scholarship eligibility informed the development of the Wyoming accountability tested readiness index. Specifically the ACT composite cut point for the lowest level of Hathaway Scholarship eligibility became the lowest cut point for Wyoming accountability. The ACT composite cut point for the highest level of Hathaway Scholarship eligibility became the highest cut point for Wyoming accountability. Finally, an ACT composite cut point for a middle level of Hathaway Scholarship eligibility became the middle cut point for Wyoming accountability. Table 5 presents the Wyoming ACT readiness score ranges and associated index values that resulted from this process.

Table 5. ACT College Readiness Index Score Ranges.

Wyoming ACT Readiness Levels	Composite Score Ranges			Index Points
	ACT Explore Grade 9	ACT Plan Grade 10	ACT Test Grade 11	
Level 1	1-14	1-15	1-16	0
Level 2	15-17	16-18	17-20	30
Level 3	18-20	19-21	21-24	65
Level 4	21-25	22-32	25-36	100

Table 6 shows the percentage of grade 11 Wyoming students who obtained ACT composite scores that fell within each identified score range on the ACT test during the spring 2012 census testing.

Table 6. Percentage of Grade 11 Wyoming Students Tested on the ACT During Spring 2012 with Scores at Each Index Level.

ACT Readiness Level	Percent of Sample	Cumulative Percentage
Level 1	32	32
Level 2	30	62
Level 3	23	85
Level 4	15	100

Next, Table 4.9 in the *Technical Manual Plan* provides observed ACT scores from fall of grade 12 for students who also had Plan scores from spring of grade ten. The frequency distributions from this matrix of scores were used to identify the score point on the Plan that was a mid point in the score range associated with the ACT cut points represented in Table 6 above. The Plan score ranges in Table 6 were constructed using those corresponding Plan composite scores as cut points.

Finally, Table 4.19 of the *Technical Manual Explore* provides observed Plan composite scores from fall of grade 10 for students who also had Explore scores from the spring of grade nine. The frequency distributions from this matrix of scores were used to identify the score point on the Explore that were a mid point in the score range associated with the Plan cut points represented in Table 6 above. The Explore score ranges in Table 5 above were constructed using those corresponding Explore cut points.

A school will be assigned 0 points for each student at a school who performs at level 1, 30 points for each student who performs at level 2, 65 points for each student who performs at level 3 and 100 points for each student who performs at level 4. A school will receive one overall readiness score for student performance on all tests from the ACT suite that are administered at the school. The school's score will be the mean index score for all students across all tests from this suite that are administered at the school. As such, school scores on this subindicator will range from the lowest possible score of 0 to the highest possible score of 100.

Tested readiness for students who take the alternate assessment will be based upon the number of subject area tests on which they are proficient or better. Specifically, a school will be assigned 100 index points for each student who earns a proficient or better score on all four subject area tests on the alternate assessment. A school will be assigned 65 index points for all students who earn a proficient or better score on three of the four subject area tests on the alternate assessment. A school will be assigned 30 index points for all students who are proficient on one or two of the four subject area tests on the alternate assessment. A school will be assigned 0 points for all students who are proficient on none of the four subject area tests on the alternate assessment.

Grade Nine Credits Earned. Grade nine may or may not be part of the grade configuration for all Wyoming schools from which students may receive a diploma. Some high schools serve students in grades ten through 12 while others serve students in grades nine through 12. Grade nine credits earned will be an indicator for all schools from which students may receive a diploma, regardless of the grade configuration of the school. The number of credits a student has when entering grade ten is a leading indicator for success in high school regardless of where the student attended school for grade nine. Therefore, high schools have an interest in and can choose to have some role in how well students are performing in grade nine even when grade nine is housed in a feeder school rather than in the high school itself.

Some students earn grade nine credits during a summer session. In order to be able to credit schools for ninth grade credits earned in the summer, the grade nine credits earned indicator will lag one year. In this respect it will be similar to the long standing practice in Wyoming of lagging the reporting of graduation rate for accountability purposes by one year so that students who graduate following the successful completion of required courses during the summer session are included in a school's graduation rate. When grade nine is housed at the high school, grade nine credits earned will be computed for all students who were enrolled in that school at the end of grade nine. When grade nine is housed in feeder schools, grade nine credits will be computed for all students enrolled at the high school on October 1st of the year after they first attended grade nine[4].

A school's score for grade nine credits will be the percentage of students that earned one fourth of the credits required to earn a diploma by the end of grade nine.

Graduation Rate. Graduation rate will be measured using a graduation rate index that is applied at the student level. Table 7 illustrates the graduation rate index. The point values in Table 7 are for illustration only. The professional judgment panel will assign the actual point values for the index. The index points are assigned to the students who meet the criteria for each student result in Table 7. The school's score for graduation rate will be the mean of student index points.

[4] A potential negative unintended consequence could be associated with this particular business rule. Specifically, a district may choose to retain students in grade nine in a junior high if they do not have all credits needed to be considered "on-track" for high school completion. An additional unintended consequence would be a practice of becoming more lenient about awarding credits in grade nine. A choice by the professional judgment panel to place less weight on this readiness indicator compared to the other readiness indicators could mitigate the likelihood of the potentially negative changes in practice.

Table 7. Graduation Rate Index.

Criteria Numbers	Student Result	Points*
1	Diploma Earned in Four Years	100
2	Diploma Earned in More than Four Years	85
3	Certificate of Completion**	85
4	Continued Enrollment***	25
5	Dropout	0

*Points are for illustrative purpose only. The professional judgment panel will assign the points.
**For students on individual education plans who worked on alternate standards.
***Continued enrollment after the student's grade nine cohort had been in school for four years.

Students meet criterion one from Table 7 when they receive their high school diploma four years after they first entered grade nine. These students are assigned 100 points each. Any student who receives a high school diploma but who first entered grade nine more than four years earlier is awarded the points for criterion two in Table 7. Students meeting criterion three will be those students who are on an individual education plan (IEP) that stipulate they are working on alternate standards. These students are not eligible for a diploma since their IEP teams had determined that their disability made working on alternate standards more appropriate than working on regular state standards. Criterion four from Table 7 applies to students who first entered grade nine more than four years ago but remain enrolled in school on October 1st of a following school year. When computing the school index score the drop-outs will be assigned zero points and they will be included in the computation of the mean student index score for the school. Students who will count as drop-outs will be those who were the grade nine drop-outs three years ago, the grade ten drop-outs two years ago, the grade eleven drop-outs one year ago and the current year grade 12 drop-outs.

Hathaway Scholarship Level. There are four Hathaway scholarship levels in Wyoming. Eligibility for each level is based upon three criteria: (a) unweighted high school grade point average, (b) a minimum ACT or Work Keys score and (c) successful completion of the success curriculum. The scholarship levels and the eligibility criteria are presented in Table 8.

Table 8. Hathaway Scholarship Eligibility Levels and Criteria.

	Scholarship Level			
Criteria	Provisional	Opportunity	Performance	Honors
High School Minimum GPA	2.5	2.5	3.0	3.5
Minimum ACT*	17**	19	21	25
High School Curriculum	Success***	Success	Success	Success

*ACT can be the student's best ACT score which may not be from the census administration in grade 11.
**Or a WorkKeys score of at least 12.
***Successful completion of a success curriculum defined by the Wyoming Department of Education.

Hathaway Scholarship eligibility will be measured using an index for the purpose of computing school performance levels under WAEA. The index is presented in Table 9.

Table 9. Hathaway Scholarship Eligibility Index.

Student Eligibility Level	Points
Not Eligible	0
Provisional	25
Opportunity	50
Performance	75
Honors	100

The school's score will be the mean of student points for the graduating class at the school. The possible scores for a school will range from 0 to 100.

Combining Subindicators into a School Readiness Score. The minimum possible score on each of the four readiness subindicators will be zero. The maximum possible score on each of the four subindicators will be 100. The subindicator scores for each school will be multiplied by the weights established by the professional judgment panel that are illustrated in Table 4 above. Table 10 illustrates the computation of a school total readiness score for a hypothetical school.

Table 10. Illustration of Computation of Total School Readiness Score.

Subindicator	Hypothetical Score for a School	Example Subindicator Weight	(School Score * Weight)
ACT Suite Index	55	.30	16.5
Grade 9 Percent On Track	72	.10	7.2
Graduation Rate Index	67	.30	20.1
Hathaway Eligibility Index	58	.30	17.2
School Readiness Score (Sum of Subindicator Weighted Scores) =			61.2

SCHOOL PERFORMANCE LEVEL ASSIGNMENT

The indicator category scores will be combined to arrive at a school performance level designation for each school in Wyoming with the use of decision tables. Table 11 presents the decision table for schools with grades three through eight.

Table 11. Decision Table for Assigning School Performance Levels for Schools with Grades Three through Eight.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below			
	Growth Meeting			
	Growth Exceeding			
Equity Meeting	Growth Below			
	Growth Meeting			
	Growth Exceeding			
Equity Exceeding	Growth Below			
	Growth Meeting			
	Growth Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (i.e., *not meeting, partially meeting, meeting* and *exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

Table 12 presents the decision table for schools with grades nine through 12.

Table 12. Decision Table for Assigning School Performance Levels for Schools with Grades Three through Eight.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			
Equity Meeting	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			
Equity Exceeding	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (i.e., *not meeting, partially meeting, meeting* and *exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

There will be some schools that have only two indicators. For example, many schools will not have a consolidated subgroup that meets the minimum *n* requirement. These schools will not have an equity indicator. When schools have only two indicators a decision table line the one illustrated in Table 13 will be used for determining the school performance level.

Table 13. Illustration of a Decision Table for Assigning School Performance Levels when a School has Only Two Indicators.

	Achievement Below	Achievement Meeting	Achievement Exceeding
Growth (or Readiness) Below			
Growth (or Readiness) Meeting			
Growth (or Readiness) Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels will be assigned to schools with each pattern of indicator performance.

PARTICIPATION RATE

Rules for minimum participation rate are important to assure that test results used as accountability indicators are representative of the performance of students receiving instruction at a school. Non participation in testing is unlikely to be randomly distributed among students attending a school. Non participation is more likely to be systematic. When a sample of non participants in testing at a school is systematic (e.g., when the students who are non participants are those likely to have low test scores), selection bias occurs and the validity associated with using those scores in school performance computations is called into question (Marion & Domaleski, 2012). The accountability conclusions about school performance will not match actual school performance.

Participation rate is computed for (a) all enrolled students and (b) all enrolled students who were below proficient in the prior year on each assessment that is used in computing Wyoming school performance levels. The students who were below proficient in the prior year serve as a consolidated subgroup[5]. They are students with high needs and it is important that they not be systematically excluded from testing. All schools are expected to meet the minimum annual participation rate of 95 percent for both student groups. When a school fails to meet the minimum participation rate on any test involved in computing school performance levels the school will be assigned to the school performance level that is one level below the computed performance level.

Any school that fails to meet an annual percentage rate of at least 90 percent on any test that is used in the assignment of Wyoming school performance levels will be declared “unscoreable”. Consequences for schools that are unscoreable will align with those for schools that fall within the school performance level of not meeting expectations and these schools will be reported as not meeting expectations.

[5] For the purpose of computing participation rate, students who score below proficient on the subject-area tests of the ACT in grade 11 will comprise the consolidated subgroup. For the purpose of computing participation rate on the Explore and Plan, students who perform at the Level 1 of the readiness index will comprise the consolidated subgroup.

Computing Participation Rates

Participation rates on each test used in computing school performance levels are calculated by dividing the number of students participating on the assessment by the total number of enrolled students in the school on the day that is the midpoint of the testing window.

Any student for whom there is not an assessment result or for whom there is an invalid assessment score will be counted as "not participating" on the particular test. An exception is a small number of students who have not participated on the test due to expulsions, out-of-state placements or fragile medical conditions. These students are not included in the calculation of school participation rates. An additional exception is students who are English learners who have been in the country for less than one year who are exempt from the reading and writing tests. Participation rates are calculated separately for each content area and test including the college readiness tests.

Exemptions

In rare instances, districts may petition the Wyoming Department of Education for an exemption from testing for students with the most significant cognitive disability who are assessed on the alternate assessment when they move into the school from another school district after the beginning of the alternate assessment window. Students moving between schools within a district are not eligible for an exemption. Eligibility for an exemption should not be based on the disability category, the amount of time for which the students receives service, the location or delivery of service or the level of functioning of the student.

The Wyoming Department of Education will consider the amount of time left in the testing window to prepare for and administer the assessment. There must be evidence that the amount of time left in the testing window is not adequate to allow for a valid administration. The Wyoming Department of Education may consider evidence about the individual student's response time when demonstrating academic knowledge if such evidence is provided. For approved exemptions the performance of the student is not considered in participation rate computations or in school performance level computations.

FULL ACADEMIC YEAR

Student mobility varies across schools. Students sometimes move into a school just prior to testing. When computing school performance levels, it is reasonable to include only students who were present at the school for a full academic year (Marion & Domaleski, 2012). It is possible to exclude the performance of students who have recently arrived at the school from the school performance level computations.

"Full academic year" will be defined for Wyoming accountability as being enrolled in the same school on October 1 and on the day that is the midpoint of the testing window for each test used in the computation of school performance levels. Students who were not at the school for the full academic year will be excluded from school performance level computations.

MINIMUM *n* FOR ACCOUNTABILITY

For accountability decisions, the minimum number of students in the consolidated subgroup is 20. For schools with a consolidated subgroup of less than 20 the performance of the consolidated subgroup over multiple years will be considered. Subgroup performance will be considered over two years. If that results in 20 students in the consolidated subgroup equity would be measured for those combined years. If not subgroup performance will be considered over three years. If there are not 20 students in the subgroup over three years, equity will not be measured at the school.

Wyoming has a sizable number of schools with fewer than 20 tested students in an all students group. For the all students group at a school the minimum n size will be six. Schools with fewer than six tested students in any one year will be reviewed based on average performance over the previous two or three years depending upon which leads to at least six tested students being available.

STUDENTS TESTED ON ALTERNATE ASSESSMENTS

Students on individual education plans who are working on alternate standards will be required to test on an alternate assessment. Students on alternate standards who do not test will be considered as not tested for the participation rate computations. Student performance on alternate assessments will be counted for school performance level determinations.

SCHOOLS WITHOUT TESTED GRADES

In Wyoming there are schools with primary grade configurations that do not serve a tested grade. These schools are “paired” with a school that includes a tested grade for purposes of accountability. For example, several LEAs have organized their elementary schools so that students attend grade K-2 in one building and then move to a different building for grades 3-5. In this case, the AYP results for the 3-5 school are used to hold the K-2 school accountable as well. The rationale for this is that the teachers in the two different schools need to be communicating across buildings to plan their curricular and instructional sequences for the successful transition of students between schools. Holding both schools equally accountable for the 3-5 school results should help foster this communication.

Table 14 is a list of Wyoming schools that do not contain any of the currently assessed grades and the school with which they are paired for accountability purposes. This table will be updated each year.

Table 14. Accountability School Pairings for Schools without Tested Grades.

School ID	School Name	Grades Served	Accountability Related School	School ID
0501002	Douglas Primary School	K-2	Douglas Intermediate School	0501010
0801007	Lincoln Elementary	K-2	Trail Elementary	0801006
1101021	Lebhart Elementary	K-2	Fairview Elementary	1101013
1601003	Libbey Elementary	K-2	West Elementary	1601005
2001010	Jackson Elementary	K-2	Colter Elementary	2001009
2104001	Mountain View Elementary	K-2	Fort Bridger Elementary	2104002
2301003	Newcastle Elementary	K-2	Gertrude Burns Intermediate	2301001
0701007	North Elementary	K-1	Gannett Peak Elementary	0701008
0725001	Ashgrove Elementary School	K-2	Rendezvous Elementary School	0725007
0725005	Aspen Park Elementary School	K-2	Rendezvous Elementary School	0725007
0725003	Jackson Elementary School	K-2	Rendezvous Elementary School	0725007

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: May 8, 2013

ISSUE: Professional Judgment Panel

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to direct Paige Fenton Hughes and Mackenzie Williams to finalize a contract with Mike Beck for the facilitation of the Professional Judgment Panel in an amount not to exceed $40,000.

SUPPORTING INFORMATION ATTACHED:

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

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

WYOMING

State Board of Education

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Sundance

GERALD REICHARDT
Wheatland

JIM ROSE
Interim Director

WALT WILCOX
Casper

BELENDA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: PJP Recommendations

The following is the statutory requirement which guides the work of the state board with regard to the Professional Judgment Panel:

Reconvene the Wyoming education accountability professional judgment panel established under 2012 Wyoming Session Laws, Chapter 101, Section 5(b)(ii), expanded as deemed necessary by the department and the state board to include additional and alternative members beyond those members specified under law. The professional judgment panel shall be used by the department in developing and establishing target performance levels specified under W.S. 21-2-204(e)…

My recommendation is we use the following procedure to repopulate the PJP:

1. Set a date for the meetings as soon as possible.
2. Send correspondence to all PJP members from last year to discern if they are interested in continuing as a member of the PJP and to find out if they are still in the same positions as they were last year.
3. Send correspondence to all who applied to be a member of the PJP and determine if they are interested in being considered again this year and if they are still in the same positions.
4. Allow others to apply to be a member of the PJP.
5. After we hear back from present PJP members, determine what positions are open (including a new position for a person representing student services).
6. Use the SBE committee structure to choose new PJP members.
7. Once membership is determined, finalize meeting plans and correspond with PJP members.

My recommendation is we contract with Mike Beck to facilitate the PJP for the following reasons:

1. He works well with Scott Marion, Chris Domaleski, and Mike Flicek.
2. He has the background on and understanding of the Wyoming accountability model. He can "hit the ground running," so to speak.
3. He has developed a rapport with the PJP members and the select committee members.
4. If we contract with Mike again, we can get the process moving much more quickly and avoid last-minute situations like we had last year.

With a tight timeline and Mike Beck's unique background and qualifications, I feel this would be the best way to move forward.

State Assessment in 2015: Smarter Balanced Assessment Consortium

Wyoming State Board of Education

May 8, 2013

Wyoming Department of Education

EA116

"Notwithstanding [existing statute], the state board and the department of education shall investigate options available to the state for future assessment system development. The state board, through the department, shall periodically report to the select committee on statewide education accountability regarding the status of assessment development, investigation of options available to the state and the impact of existing law governing statewide assessments on future assessment development. The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development."

Wyoming Department of Education

Next Generation Assessments

The U.S. Department of Education funded two consortia of states to develop new assessments aligned to college- and career-ready standards

- Rigorous assessment of progress toward "college and career readiness"
- Common cut scores across all Consortium states
- Provide both achievement and growth information
- Valid, reliable, and fair for all students, except those with "significant cognitive disabilities"
- Administer online
- Use multiple measures
- Operational in 2014-15 school year

Purpose of the Smarter Balanced Assessment Consortium (SBAC)

- To develop a comprehensive and innovative assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that…
- …students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching
- The assessments shall be operational across Consortium states in the 2014-15 school year

SBAC: Consortium of States

- 26 members representing over 39% of K-12 students
- 21 Governing States, 4 Advisory States, 1 Affiliate Member
- Washington state is fiscal agent
- WestEd provides project management services

Wyoming Department of Education

Smarter Balanced Assessment Consortium

Wyoming Department of Education

Smarter Balanced Assessment Consortium

State-Led Governance

States Join SBAC as Governing or Advisory States

- Governors
- Education Chief
- State Legislatures
- State Boards of Education

State Reps Serve on Executive Committee

- 2 Elected Co-Chairs
- 4 Reps elected by Governing States
- Lead Procurement State (WA)
- Higher Ed Reps

Smarter Balanced Staff

WestEd, Project Mgmt Partner

Work Groups and Advisory Committees

Wyoming Department of Education

Governing / Advisory

- States join the Consortium at no cost until assessments are delivered in 2015
- Governing states influence direction of Consortium; they vote on matters of importance (e.g. blueprints), take leadership roles in SBAC, and are invited to participate in various activities (teacher PD, state-level item-writing, scientific pilot)
- Change from Advisory to Governing gives Wyoming a voice in the Consortium work

SBAC Work Groups

- Formative Assessment Practices and Professional Learning/Transition to Common Core State Standards
- Item Development/Performance Tasks
- Technology Approach/Reporting
- Test Administration/Student Access
- Validation and Psychometrics/Test Design

Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness

Summative Assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Teacher resources for **Formative Assessment Practices** to improve instruction

Interim Assessments
Flexible, open, used for actionable feedback

All students leave high school college and career ready

Wyoming Department of Education

Smarter Balanced Assessment Consortium

Balanced Assessment System

ELA/Literacy and Mathematics, Grades 3 – 8 & High School

School Year — Last 12 Weeks of the Year

DIGITAL LIBRARY of formative tools, processes and exemplars; released items and tasks; curriculum unit models; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools

Optional Interim Assessment
Computer Adaptive & Performance Tasks

Optional Interim Assessment
Computer Adaptive & Performance Tasks

Summative Assessment for Accountability
Computer Adaptive & Performance Tasks

Scope, sequence, number, and timing of interim assessments is locally determined.

Wyoming Department of Education

Smarter Balanced Assessment Consortium

Assessment Components

Summative Assessment (Computer Adaptive)

- Assesses the full range of Common Core in English language arts and mathematics for students in grades 3–8 and 11 (interim assessments can be used in grades 9 and 10)
- Measures current student achievement and growth across time, showing progress toward college and career readiness
- Can be given once or twice a year (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a variety of question types: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

Assessment Components

Interim Assessment (Computer Adaptive)

- Optional comprehensive and content-cluster assessment to help **identify specific needs of each student**
- Can be administered **throughout the year**
- Provides **clear examples** of expected performance on Common Core standards
- Includes a **variety of question types:** selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible** for instruction and professional development – **Could replace MAP and save districts approximately $10/student**

Assessment Components

Formative Assessment Practices

- Research-based, **on-demand tools and resources for teachers**
- Aligned to **Common Core**, focused on increasing student learning and enabling differentiation of instruction
- **Professional development** materials include model units of instruction and publicly released assessment items, formative strategies

Formative Practices, Professional Learning and Implementation

Understand the CCSS

- Teams of teachers from each state will:
  - Participate in identifying formative assessment practices and curriculum resources to put in Digital Library
  - Participate on a committee to complete voluntary alignment review of publishers' materials to the content specifications and develop a "Consumers Report" to upload to the Digital Library
- National content experts to develop 54 (3 ELA and 3 math per grade) formative assessment practices exemplar modules that provide model products for Smarter Balanced teachers (housed in Digital Library)
- Existing CCSS curriculum projects are adapted to align with the Smarter Balanced content specifications (and uploaded to the Digital Library)

Formative Practices, Professional Learning and Implementation

Improve Teaching and Learning

- Provide comprehensive support for formative assessment, including instructional modules aligned with CCSS
- Training modules help teachers focus their instruction on the CCSS and develop teaching practices that support more in-depth learning
- Enhance assessment literacy by training teachers to use formative assessment tools and interim assessment to determine next steps in instruction
- Provide supports for students to manage their own learning

Formative Practices, Professional Learning and Implementation

Understand the Test

- Produce high-quality test manuals that include administration guidelines and supports for teachers and students
- Support administration of test consistent with its purpose and intended use of data
- Offer trainings on how to administer the test, provide accommodations, use reporting system and other applications
- Enhance assessment literacy by providing well articulated training on interpreting assessment results
- Support connections with pre-service teachers

CAT Advantages

- *Increased Precision*: provides accurate measurements of student growth over time
- *Tailored for Each Student*: item difficulty is based on student responses
- *Increased Security:* larger item banks mean that not all students receive the same questions
- *Shorter Test Length*: fewer questions compared to fixed form tests
- *Faster Results*: turnaround time is significantly reduced

Assessment Blueprints

Mathematics

- Concepts and Procedures
- Problem Solving
- Modeling and Data Analysis
- Communicating Reasoning

Literacy

- Reading
- Writing
- Speaking/ Listening
- Research

Wyoming Department of Education

SBAC Sample Items

- Grade 4 Literacy: Reading
  http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm

- Grade 4 Math: Problem-Solving
  http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm

Higher Education Collaboration

- Involved 175 public and 13 private systems/institutions of higher education in application
- Two higher education representatives on the Executive Committee
- Higher education lead in each state and higher education faculty participating in work groups
- ***Goal**: The high school assessment qualifies students for entry-level, credit-bearing coursework in college or university*

College Content Readiness *(draft)*

- **English Language Arts/Literacy**
  Students who perform at the College Content-Ready level in ELA demonstrate reading, writing, listening, and research skills necessary for *introductory courses* in a variety of disciplines and have *knowledge and skills for entry-level, transferable, credit-bearing English and composition courses*
- **Mathematics**

  Students who perform at the College Content-Ready level in math demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for *introductory courses* in a variety of disciplines and have *knowledge and skills for entry-level, transferable, credit-bearing mathematics and statistics courses*

Framework for Readiness

Level	Description	Implications for Grade 12 and College Placement
2	Student needs support to meet college content-readiness standard.	States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following Fall). Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.
1	Student needs substantial support to meet college content-readiness standard.	States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12. Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.

Framework for Readiness

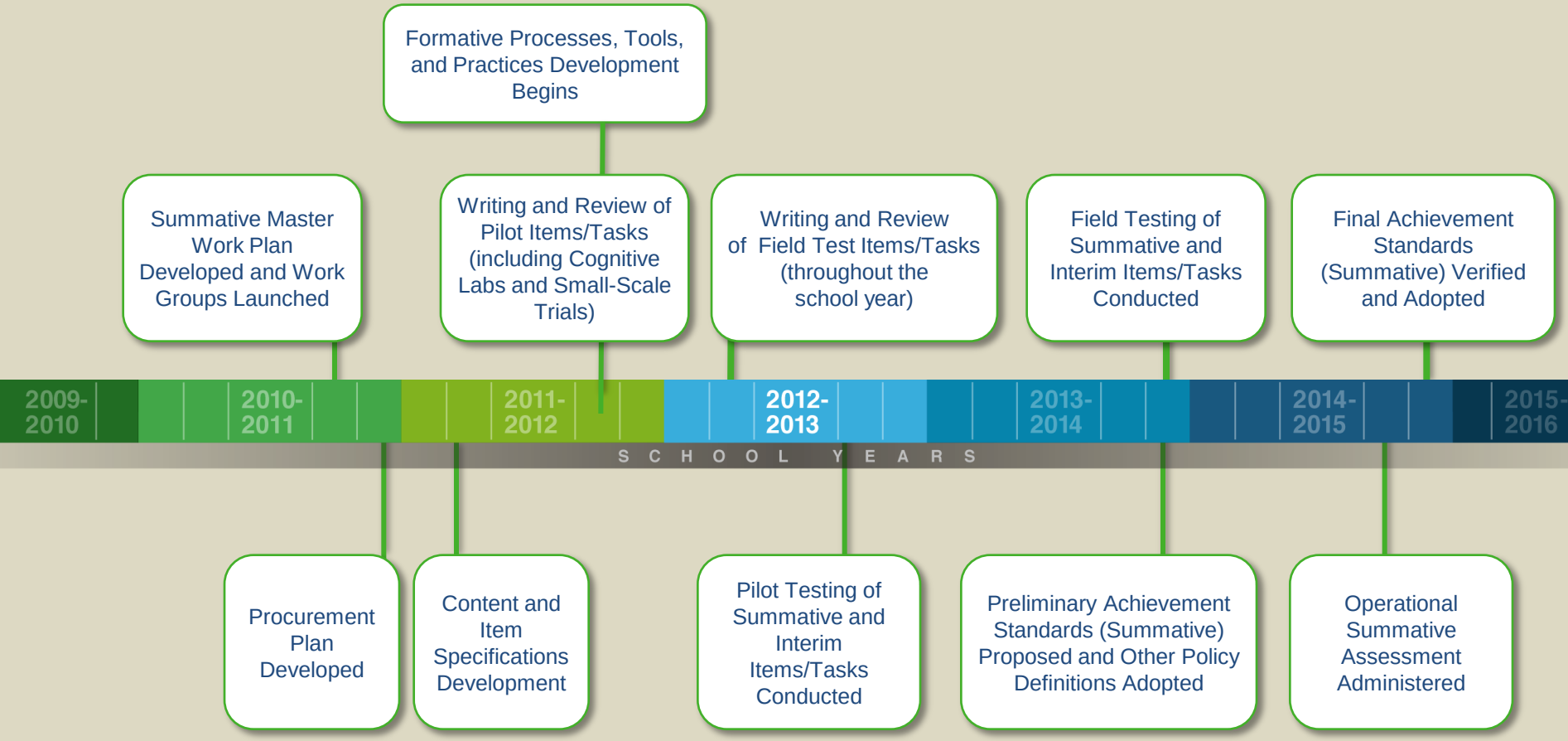
Level	Description	Implications for Grade 12 and College Placement
4	Student is exempt from developmental course work.	Within each state, higher ed and K-12 may require students to satisfactorily complete prescribed Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials would determine appropriate courses and standards for satisfactory completion). Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.
3	Student is exempt from developmental course work, contingent on evidence of continued learning in Grade 12.	Within each state, higher ed and K-12 determine appropriate evidence of continued learning (such as test scores or course grades). For students who demonstrate evidence of continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level. Colleges also may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses for students who fail to demonstrate sufficient evidence of continued learning in Grade 12.

K-12 Teacher Involvement

- Support for implementation of the Common Core State Standards (2011-12)
- Write and review items/tasks for the pilot test (2012-13) and field test (2013-14)
- Development of teacher leader teams in each state (2012-14)
- Evaluate formative assessment practices and curriculum tools for inclusion in digital library (2013-14)
- Score portions of the interim and summative assessments (2014-15 & beyond)

Wyoming Department of Education

Timeline



Wyoming Department of Education

Timeline -- 2009-10

- **December 2009:** States from Hawaii to Kansas collaborate to create dynamic interim and formative assessments that could be scaled to a common summative assessment
- **March 2010:** At the Next Generation K-12 Assessment Systems meeting, the Consortium joins forces with a collaboration of New England states and West Virginia working to create a balanced assessment system
- **April 2010:** ED announces availability of funds for assessment development
- **June 2010:** SBAC submits grant to ED

Timeline – 2010-11

- **October 2010:** ED awards grant to SBAC
- **October 2010:** Wyoming signs MOU to become an Advisory state in SBAC

- **July 2011:** Governing States approve master work plan for summative assessment

Wyoming Department of Education

Timeline – 2011-12

- **Fall 2011:** SBAC releases content specifications in mathematics and English language arts/literacy
- **January 2012:** Information technology systems architecture available, providing a roadmap for how the SBAC technology vision will be realized
- **March 2012:** Technology readiness tool available to assist with transition to online assessments
- **April 2012:** SBAC awards contract for item writing for the Pilot Test and small-scale trials
- **May 2012:** SBAC awards item authoring and item pool application contract

Timeline – 2011-12

- **Spring 2012:** Development of item and task specifications; accessibility and accommodations guidelines; and bias and sensitivity guidelines for assessment system
- **June 2012:** Governing States approve the Formative Assessment Master Work Plan, which outlines the development of a digital library of resources
- **August 2012:** Advisory committees on English language learners and students with disabilities convened
- **Summer/Fall 2012:** Teachers from Governing States help write pilot items and tasks, review for alignment with CCSS, and check for bias/sensitivity; cognitive labs and small-scale trials are conducted
- **September 2012:** SBAC awards test delivery system contract

Timeline – 2012-13

- **September 2012:** SBAC holds twice-yearly Collaboration Conference, bringing together K-12 state leads, higher education leads, work groups, and contractors
- **October 2012:** SBAC releases online, interactive sample of items and performance tasks
- **November 2012:** Governing States approve preliminary blueprint for summative assessment
- **November 2012:** SBAC awards contract for the development of online reporting system
- **November 2012:** SBAC releases draft initial achievement level descriptors and college content-readiness policy

Timeline – 2012-13

- **December 2012:** SBAC releases technology strategy framework and system requirements specifications. The framework provides minimum hardware specifications and basic bandwidth calculations
- **Winter 2013:** Teachers and teacher educators from Governing States recruited to develop digital library of formative assessment tools and practices
- **Early 2013:** Begin development of Exemplar Instructional Modules across grades in ELA/literacy in collaboration with State Networks of Educators in Governing States (through May 2014)

Timeline – 2012-13

- **February – May 2013:** Pilot Test of assessment items and performance tasks; research sample includes 10 percent of public school students in Governing States
- **Winter/Spring 2013:** Planning for long-term sustainability of the SBAC
- **Spring 2013:** Teacher teams from Governing States write Field Test items and tasks, review for alignment with CCSS, and check for bias (through fall 2013)
- **Spring 2013:** Pilot Test scoring/sensitivity
- **Spring 2013:** Development of Field Test items and tasks; reporting system developed

Timeline – 2013-14

- **Summer/Fall 2013:** Field Test items and tasks are reviewed for content and bias/sensitivity
- **Spring 2014:** SBAC conducts Field test of summative and interim assessment items and performance tasks
- **Spring 2014:** Field test is scored
- **Summer 2014:** Preliminary standard-setting is held

Timeline -- 2014-15

- **Summer/Fall 2014:** Training materials available for all users on interpreting interim and summative assessment reports, searching resources, and using collaboration tools in the Digital Library
- **Fall 2014:** SBAC interim assessments and Digital Library ready for use
- **Spring 2015:** States administer summative assessment during last 12 weeks of the school year
- **Summer 2015:** Final achievement standards for the summative assessment verified and adopted

Technology Framework

Operating System	Minimum SBAC Requirements for Current Computers	Recommended SBAC Minimum for New Purchases
Windows	Windows XP (service pack 3)	Windows 7
	Pentium 233 MHz processor	1 GHz processor
	128 MB RAM	1 GB RAM
	52 MB hard drive free space	80 GB hard drive or at least 1GB of hard drive space available
Mac OS X	Mac OS X 10.4.4	Mac OS X 10.7+
	Mac with Intel x86 or PowerPC G3 (300 MHz) processor	1GHz processor
	256 MB RAM	1GB RAM
	200 MB hard drive free space	80 GB hard drive or at least 1GB of hard drive space available
Linux	Linux	Linux (Ubuntu 11.10, Fedora 16)
	(Ubuntu 9-10, Fedora 6)	1 GHz processor
	Pentium II or AMD K6-III	1 GB RAM
	233 MHz processor	80 GB hard drive or at least 1GB of hard drive space available
	64 MB RAM	
	52 MB hard drive free space	
iOS	iPads 2 running iOS6	iPads 3+ running iOS6
Android	Android-based tablets running Android 4.0+	Android-based tablets running Android 4.0+
Windows	Windows-based tablets running Windows 9+	Windows-based tablets running Windows 9+
	(excluding Windows RT)	(excluding Windows RT)
Chrome OS	Chromebooks running Chrome OS (v19)+	Chromebooks running Chrome OS (v19)+

Wyoming Department of Education

Technology Readiness

- SBAC has deployed a Technology Readiness Tool to help states plan for SBAC
- Assesses current capacity in each school across the states
- Compares capacity to required technology
  - Devices
  - Device to tester ratio
  - Network infrastructure
  - Staff and personnel
- WY will release the Tool this Spring and will provide readiness data ASAP

Sustainability

- Current organizational host/fiscal agent is the state of Washington
- Future hosting organization will be the UCLA National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
- Procurement will be via RFP, preferably with multiple states, to achieve greater economies of scale (approx 1M students)
- Initial discussion with some western states has been held to determine interest in collaborating on procurement

SBAC Costs

- Package (summative, interim, & formative) = approx $27.30 per pupil
  $9.55 SBAC fee + $17.75 vendor fee
- Summative only = approx $22.50
  $6.20 SBAC fee + $16.30 vendor fee
- Available for purchase: additional assessments in high school grades

SBAC Costs

- Summative only cost is approximately 1/3 of current cost of PAWS ($23 vs $76)
- Entire package of integrated assessments and resources is less than ½ the current cost of PAWS ($28 vs $76)
- Entire package could also relieve districts of cost of on-line, adaptive assessments (approx $10 per pupil)
- Grade 11 cost is approximately ½ that of ACT Plus Writing ($23 vs $47.50)

Benefits of SBAC

- *Balanced:* summative, interim, and formative tools/resources – digital library
- *Aligned*: deeper coverage of standards with multiple item types, including CAT multiple choice, constructed response, and extended response/ performance tasks
- *Cost effective:* at under $30/student, it's less than ½ the current cost

Benefits of SBAC

- Returns results to schools two weeks after testing window
- Permits state to state comparisons
- Facilitates cross-state collaboration (partnership w/other states)
- Eases peer review of assessment system
- Improves test security with online administration

Benefits of SBAC

- Measures growth over time with interim and summative integrated scale
- Provides resources for school staff to improve teaching and learning and foster school improvement
- Ensures local control of instructional programs and curriculum while establishing common performance outcomes
- Supports WAEA by providing measures of achievement, growth, and college and career readiness

2015 Statutory Impact

- Separate reading and writing assessments
- Writing assessment in grades 3, 5 and 7 only
- Multiple choice items only in reading and math
- High school assessment system

Other Assessments

- Ongoing need for annual science assessments in grades 4, 8, and 11
- Ongoing need for annual alternate assessments for students with significant cognitive disabilities (1%)
- Ongoing need for annual assessments of English proficiency for English learners

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: May 8, 2013

ISSUE: Multiple Measures for High School Graduation

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to finalize a contract with Chad Buckendahl to develop a recommended set of guidelines for measures or multiple measures for the completion of high school graduation requirements in an amount not to exceed $60,000

SUPPORTING INFORMATION ATTACHED:

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

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

WYOMING

State Board of Education

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Wheatland

JIM ROSE
Interim Director

WALT WILCOX
Casper

BELENDA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Measure or Multiple Measures Recommendations

The following is the statutory requirement which guides the work of the state board with regard to developing guidelines for the purposes of determining completion of high school graduation requirements:

Beginning school year 2014-2015, and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district's measure or measures.

We used to have Body of Evidence to address the need to measure the completion of high school graduation requirements. When Body of Evidence was no longer required, we were asked to study the possibility of using an end-of-course system. The board decided against recommending end-of-course exams, and the select committee supported the board's recommendation. The language I shared above requires us to develop guidelines for districts in developing this measure or measures, and then to work with the WDE to design a system to share information with and provide support to districts in implementing the guidelines.

My recommendation is we use the following procedure to address this statutory requirement:

1. Because of our incredibly tight timeline, and because he has an excellent background for this project, contract with Chad Buckendahl to essentially extend the work he began last year with end-of-course study.
2. Reconvene our thought leader group that advised Chad on last year's project, expand the group a bit, and include those members of the steering committee for the UW Assessment MOU who want to join us.
3. Use the thought leader group to advise Chad and his team as he drafts some possible guidelines for the board's consideration.
4. Use the work of the 2010 BOE study and the EOC study from last year to inform the work.

We need to have a recommendation for these guidelines included in our October 15, 2013 report to the legislature. Then, once we complete that task, we can partner with the WDE to determine what the information and support pieces for district will look like.

WYOMING STATEWIDE SYSTEM OF SUPPORT

5-2-13 Draft

Plans and Planning

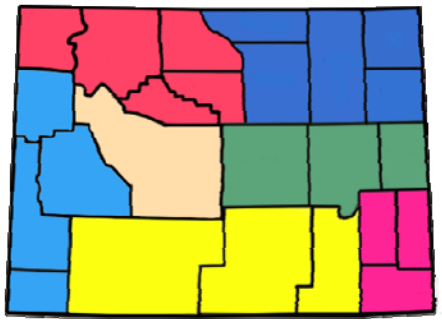
Improvement Plans - Schools that are not meeting or partially meeting expectations under the Wyoming Accountability in Education Act and schools that are designated as focus and priority schools under the Elementary and Secondary Education Act will address how they are meeting the turnaround principles as well as any other plan requirements. These schools will use an online, indicator-based system to meet these and any additional plan requirements. Plans will be monitored by liaisons or coaches. All schools may use the online system to address their various plan requirements.

Communication Plans - Schools sharing effective practices will explain how they are addressing chosen indicators as their school communication plan.

Resourcing Plans - Schools that are requesting resources will address indicators aligned to the Wyoming funding model and provide rationale for funding based on research-based practices.

Representative Assistance

Coaches - The WDE will provide seven liaisons or coaches that serve the following regions:



External Evaluation Teams - The WDE will develop a process for evaluating school needs using external teams

External Providers - School improvement companies and consultants may be used at the district expense to address specific indicators in schools. External providers may be paid by the WDE to provide WDE staff development and statewide capacity building for Wyoming educators.

Wyoming Comprehensive Framework of Effective Practices

Curriculum

CU-01 - Implementing a Standards-Aligned Curriculum (TP)
CU-02- Following a Written Curriculum Guide
CU-03 - Monitoring the Teaching of Standards
CU-04 - Aligning the Curriculum Vertically and Horizontally
CU-05 - Improving Language Arts/Reading (TP)
CU-06 - Improving Mathematics (TP)

Instruction

IN-01 - Organizing Instructional Teams
IN-02 - Providing time for Instructional Teams
IN-03 - Collaboratively Developing Instructional Units
IN-04 - Using learning Data to Plan Instruction
IN-05 - Using Pre/Post Test Results to Inform Instruction, Intervention and Enrichment
IN-06 - Addressing the Needs of Students with Disabilities
IN-07 - Addressing the Needs of Other Subgroups
IN-08 - Addressing the Needs of Low-Performing Students
IN-09 - Developing Lesson Plans
IN-10 - Recording Student Mastery
IN-11 - Differentiating Instruction
IN-12 - Providing Extra Time Opportunities (TP)
IN-13 - Providing for Gifted and Talented Students
IN-14 - Providing for English Language Learners
IN-15 - Improving the Quality of Instructional Practice (TP)
IN-16 - Using a Variety of Instructional Modes
IN-17- Increasing Student Depth of Knowledge
IN-18 - Using Technology to Accelerate Learning
IN-19 - Interacting Instructionally with Students
IN-20 - Interacting Managerially with Students
IN-21- Interacting Socially with Students
IN-22 - Reinforcing Classroom Rules and Procedures

Assessment

AS-01 - Using Assessment Data to Inform Instruction (TP)
AS-02 - Maintaining an Assessment System
AS-03 - Analyzing Data (TP)
AS-04 - Training Staff in the Use of Data

Leadership

LE-01 - Developing a Culture of High Expectations
LE-02 - Engaging Stakeholders in Support of the Mission
LE-03 - Evaluating Teachers and Leaders
LE-04 - Implementing the District Instructional Framework
LE-05- Replacing the Principal if Necessary (TP)
LE-06 - Recruiting and Rewarding Effective Staff (TP)
LE-07 - Providing Instruction by Highly Qualified Staff

Leadership (continued)

LE-08 - Monitoring Instructional Practice
LE-09 - Providing Instructional Leadership
LE-10 - Providing Common Grading and Reporting Practices
LE-11 - Protecting Instructional Time

Planning

PL-01 - Focusing on Learning for All Students
PL-02 - Defining the Mission, Belief Statement and Goals
PL-03 - Committing to Shared Values and Beliefs
PL-04 - Conducting a Needs Assessment
PL-05 - Developing a Communication Plan
PL-06 - Evaluating Plan Implementation
PL-07 - Implementing a Leadership Team and Instructional Teams
PL-08 - Analyzing and Verifying Student Learning Using Data
PL-09 - Writing School Improvement Plans
PL-10 Communicating Learning Information

Professional Development

PD-01 - Implementing and Maintaining Staff Collaboration
PD-02 - Engaging Staff in Mentoring, Coaching and Induction
PD-03 - Increasing Human Capital through Professional Development (TP)

Student Engagement

SE-01 - Addressing At-Risk Students/Graduation Rate
SE-02 - Increasing Student Leadership
SE-03 - Improving Staff/Student Relationships

Environment

EN-01 - Maintaining a Safe and Orderly Environment (TP)
EN-02 - Enhancing Media Skills
EN-03 - Maintaining and Improving the Technology Infrastructure
EN-04 - Addressing Non-Academic Factors That Impact Student Achievement (TP)
EN-05 - Addressing the Academic and Career Counseling Needs of Students

Family and Community

FC-01 - Partnering with Families and Community (TP)
FC-02 - Assisting with Transitions (if applicable)
FC-03 - Maintaining a Parent Involvement Policy

District Support

DS-01 - Ensuring Unified District Governance
DS-02 - Ensuring Appropriate District and School Leadership
DS-03 - Providing Operational Flexibility and Support (TP)
DS-04 - Integrating State, Federal and Local Services
DS-05 - Allocating Resources to Increase Student Performance
DS-06 - Providing Ongoing Support for School Reform

Key Indicators - Addressing the key indicators will meet the plan requirements for Federal 1003g School Improvement Grants, Title 1 Schoolwide (ESEA sec. 1114), Title 1 Targeted Assistance (ESEA Sec. 1115), the Wyoming Accountability in Education Act and other Wyoming statutes with plan requirements. The resourcing plan indicators are from the Wyoming funding formula. The 14 Turnaround Principle (TP) indicators are required of Title 1 Focus and Priority Schools. The indicators align to the AdvancED® accreditation indicators.

CURRICULUM

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
CU-01 **KEY**	Implementing a Standards-Aligned Curriculum	District and/or school align curriculum, instruction, and assessment with state standards. (2002)	X		X						AE3.1	X
CU-02 **KEY**	Following a Written Curriculum Guide	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.					X	X	X		AE3.1	
CU-03 **KEY**	Monitoring the Teaching of Standards	A system is in place for assessing and monitoring student achievement relative to state standards. (3182)	X					X	X		AE3.1	
CU-04 **KEY**	Aligning the Curriculum Vertically and Horizontally	There is horizontal articulation across grade levels and vertical articulation between grades maintained by ongoing, regular discussions and curriculum mapping among all teachers. (2207)				X					AE3.2	X
CU-05 **KEY**	Improving Language Arts/Reading	A school-wide area of need has been identified in language arts by reviewing data for All Students and is reflected in instructional plans.	X	X	X	X		X			AE-SIP	
CU-06 **KEY**	Improving Mathematics	A school-wide area of need has been identified in math by reviewing data for All Students and is reflected in instructional plans.	X	X	X	X		X			AE-SIP	

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KEY INDICATORS – Are required in an annual written plan by state or federal statute, dependent on the individual school. The non-key indicators are included for the purposes of school improvement and may or may not align to statute. However, they are not requirements for annual written plans. These indicators are from the Academic Development Institute (ADI). They align to, but are not required for AdvancED® accreditation.

INSTRUCTION

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
IN-01	Organizing Instructional Teams	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.					X				AE3.5	
IN-02	Providing time for Instructional Teams	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.					X				AE3.5	
IN-03	Collaboratively developing instructional units	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.					X				AE3.5	
IN-04	Using learning data to plan instruction	Instructional Teams use student learning data to plan instruction.					X				AE3.5	
IN-05	Using pre/post test results to inform instruction, intervention and enrichment	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).					X				AE3.5	
IN-06 **KEY**	Addressing the Needs of Students with Disabilities	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (2790)	X	X				X	X		AE3.12	
IN-07 **KEY**	Addressing the Needs of Other Subgroups	Instructional Teams assess the learning needs of all student subgroups and address those needs in their instructional plans.						X	X		AE3.12	
IN-08 **KEY**	Addressing the Needs of Low-Performing Students	The school employs a Response to Intervention (RTI) or similarly effective approach for diagnosis, intervention and monitoring	X	X				X	X	X	AE3.12	
IN-09	Developing Lesson Plans	All teachers develop weekly lesson plans based on aligned units of instruction.					X				AE3.3	
IN-10	Recording Student Mastery	All teachers maintain a record of each student's mastery of specific learning objectives.					X				AE3.3	
IN-11	Differentiating Instruction	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.		X			X				AE3.3	

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IN-12 **KEY**	Providing Extra Time Opportunities	The school provides all students extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs) to keep them on track for promotion. (2798)	X	X	X			X	X	X	AE3.12	X
IN-13 **KEY**	Providing for the Needs of Gifted and Talented Students	All students demonstrating prerequisite content mastery are given access to higher-level courses. (2359)	X							X	AE3.12	
IN-14 **KEY**	Providing for the Needs of English Language Learners	The school provides appropriate support and interventions for English language learners (2257)		X					X	X	AE3.12	
IN-15 **KEY**	Improving the Quality of Instructional Practice	All teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students (3168)		X	X			X			AE3.3	X
IN-16	Using a Variety of Instructional Modes	All teachers use a variety of instructional modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework).					X				AE3.3	
IN-17	Increasing Student Depth of Knowledge	All teachers use questioning and discussion techniques to promote higher order thinking skills. (2421)		X							AE3.3	
IN-18	Using Technology to Accelerate Learning	All teachers incorporate the use of technology in their classrooms when it enhances instruction. (252)								X	AE3.3	
IN-19	Interacting Instructionally with Students	All teachers interact instructionally with students (explaining, checking, giving feedback).					X				AE3.3	
IN-20	Interacting Managerially with Students	All teachers interact managerially with students (reinforcing rules, procedures).					X				AE3.3	
IN-21	Interacting Socially with Students	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).					X				AE3.3	
IN-22	Reinforcing Classroom Rules and procedures	All teachers reinforce classroom rules and procedures by positively teaching them.					X				AE3.3	

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ASSESSMENT

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
AS-01 **KEY**	Using Assessment Data to Inform Instruction	All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure all students meet or exceed proficiency. (381)		X	X			X			AE3.6	X
AS-02	Maintaining an Assessment System	Multiple assessment strategies, including formative assessment, are implemented across all content areas. (2504)	X								AE5.1	
AS-03 **KEY**	Analyzing Data	Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes. (3170)			X	X					AE5.2	
AS-04	Training Staff in the Use of Data	The school routinely provides training for teachers and other school staff to collect, analyze, and act upon student learning data.									AE5.3	

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LEADERSHIP

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
LE-01	Developing a Culture of High Expectations	School leadership builds on a climate of support and respect to challenge school staff to make deeper changes in their own practice and broader connections to students and the school community that support increased student achievement for all students. (2198)				X					AE2.4	
LE-02	Engaging Stakeholders in Support of the Mission	School staff create and maintain connections between the school community and the broader community to support student learning. (3174)	X								AE2.5	
LE-03 **KEY**	Evaluating Teachers and Leaders	District and school have a rigorous and transparent evaluation system with input from teachers and principals that includes evidence of student achievement and growth. (1991)	X								AE2.6	X
LE-04 **KEY**	Implementing the District Instructional Framework	Educator evaluations and support systems incorporate the elements of the district's framework of educator effectiveness. (3172)	X			X					AE3.6	
LE-05 **KEY**	Replacing the Principal if Necessary	The principal who led the school prior to commencement of the transformation model has been replaced. (2147)	X		X							X
LE-06 **KEY**	Attracting and Retaining High Quality, Effective Staff	The District/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)			X			X			AE4.1	X
LE-07 **KEY**	Providing Instruction by Highly Qualified Staff	All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified. (2119)	X					X	X		AE4.1	
LE-08	Monitoring Instructional Practice	The principal monitors curriculum and classroom instruction regularly. (58)		X			X				AE3.4	
LE-09	Providing Instructional Leadership	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.		X		X	X				AE3.4	

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LE-10	Providing Common Grading and Reporting Practices	All teachers systematically report to parents the student's mastery of specific standards-based objectives.					X				AE3.10	
LE-11	Protecting Instructional Time	School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary. (289)									AE4.2	

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PLANNING

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
PL-01	Focusing on Learning for All Students	The school's mission and belief statements focus specifically on student learning, including raising the bar for all students and closing achievement gaps. (2160)		X							AE1.1	
PL-02	Defining the Mission, Belief Statement and Goals	A collaborative process is established that involves teachers and administrators in defining the school's mission, belief statements, and goals.									AE1.1	
PL-03	Committing to Shared Values and Beliefs	Staff members are aware of the school's mission and belief statements and make decisions guided by them.									AE1.2	
PL-04 **KEY**	Conducting a Needs Assessment	School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness	X					X			AE1.3	
PL-05 **KEY**	Developing a Communication Plan	Representatives of all stakeholder role groups from the school community collaborate to develop, to evaluate, and to continuously improve the school's systematic communications plan.	X								AE1.3	
PL-06 **KEY**	Evaluating Plan Implementation	School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.		X				X	X		AE1.3	
PL-07	Implementing a Leadership Team and Instructional Teams	School leadership has established team structures for a Leadership Team and teacher Instructional Teams with scheduled meetings and clear and specific duties.	X								AE1.3	
PL-08 **KEY**	Analyzing and Verifying Student Learning Using Data	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	X	X				X			AE5.4	

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PL-09 **KEY**	Writing School Improvement Plans	The Leadership Team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives. (309)	X					X	X		AE1.3	
PL-10	Communicating Learning Information	School leaders regularly provide school improvement reports to school staff and community. (2183)									AE5.5	

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PROFESSIONAL DEVELOPMENT

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
PD-01	Implementing and Maintaining Staff Collaboration	School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs. (282)	X	X						X	AE3.7	
PD-02 **KEY**	Engaging Staff in Mentoring, Coaching and Induction	The Leadership Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving. (2753)	X	X						X	AE3.7	
PD-03 **KEY**	Increasing Human Capital through Professional Development	District/school provides all staff with high-quality, job-embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness. (1998)	X		X	X		X	X		AE3.11	

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STUDENT ENGAGEMENT

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
SE-01 **KEY**	Addressing At-Risk Students and Graduation Rate	An early warning system is used to identify students at risk for failure and dropping out; identified students are provided appropriate interventions. (2506)	X								AE3.9	
SE-02	Increasing Student Leadership	Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community. (266)		X							AE3.9	
SE-03 **KEY**	Improving Staff/Student Relationships	Teachers and principals build structures and procedures for monitoring the impact that adult actions have on student success. (2928)				X					AE3.9	

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ENVIRONMENT

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
EN-01 **KEY**	Maintaining a Safe and Orderly Environment	The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations. (3161)	X		X	X					AE4.3	
EN-02	Enhancing Media Skills	School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas. (816)	X								AE4.4	
EN-03	Maintaining and Improving the Technology Infrastructure	School leadership, with support from the district, provides the technology, training, and support to facilitate the school's data management needs. (2490)	X								AE4.5	
EN-04 **KEY**	Addressing Non-Academic Factors That Impact Student Achievement	The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions. (2374)			X			X			AE4.6	
EN-05 **KEY**	Addressing the Academic and Career Counseling Needs of Students	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising). (2367)	X					X			AE4.7	

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FAMILY AND COMMUNITY

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
FC-01 **KEY**	Maintaining Partnerships with Families and Community	The school engages families and communities as active partners in the educational process and provides specific guidance for families to support the school learning of their children.	X		X	X		X			AE3.8	X
FC-02 **KEY**	Assisting with Transitions	This school assists families and students with transitions, e.g., preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs; elementary to middle, middle to high school, post-high school. (2117)						X	X		AE3.8	
FC-03 **KEY**	Maintaining a Parent Involvement Policy	The school's Parent Involvement Policy engages parents in various aspects of school activities and governance and includes programs to help parents support the school learning of their children.						X	X		AE3.8	

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DISTRICT SUPPORT

Code	Correlate	Indicator	Alignment to Wyoming Statute	Accountability Framework	School Turnaround Principles	Wyoming Capacity Report	ADI High Leverage Indicators	Title 1 Schoolwide	Title 1 Targeted Assistance	Funding Model Recommendations	AdvancED Accreditation	School Improvement Grant
DS-01	Ensuring Unified District Governance	The school board and superintendent present a unified vision for school improvement. (2550)	X								AE2.1	
DS-02	Ensuring Appropriate District and School Leadership	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (2487)	X			X					AE2.2	
DS-03 **KEY**	Providing Operational Flexibility and Sustained Support	Sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates has been given to the school. (2152)			X						AE2.3	X
DS-04 **KEY**	Integrating State, Federal and Local Services	Federal, State, and local service programs are integrated and coordinated. (2118)						X	X		AE4.2	
DS-05 **KEY**	Allocating Resources to Increase Student Performance	District/school aligns allocation of resources (money, time, human resources) to school improvement goals. (2010)	X			X		X	X		AE4.2	
DS-06 **KEY**	Providing Ongoing Support for School Reform	District and school ensures that external partners deliver intensive, ongoing assistance to support school reform strategies. (2009)	X					X	X	X		X

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WYOMING

State Board of Education

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Casper

BELENDA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Monthly update

As you know, a great deal of our recent work has centered around the search for a permanent director of the WDE. Thanks to all of you for reviewing the criteria that now make up the position profile, and for all the time you've spent sharing insights with Gary and his team regarding this process. The search team has reached out to so many people across Wyoming, and we had excellent response to our survey. We have appreciated the willingness of Wyoming education stakeholders to help inform this process. At this point, we are moving steadily along according to our timeline. The position closes on May 15, and then Gary's team will begin the background search to narrow the field of candidates. Currently they are talking to candidates who have been recommended to them, some they are aware of from their national connections, and others who have inquired about the position.

Since the completion of the legislative session, I have appreciated the opportunity to work with the LSO staff, governor's office, and the WDE staff as we attempt to get a plan in place to ensure the statutory requirements we have to address are completed in a timely and thorough fashion. We look forward to keeping the board informed on a monthly basis about the progress that is being made on each element of our work so you can be fully informed and offer insights as we move forward. During the meeting, you'll have an opportunity to hear from everyone who has been and will be involved in this accountability effort. I believe you will note how much work has already been done, and that the plan to complete the work is comprehensive in its scope.

I look forward to our discussions in Casper.

District Assessment System: Proposal for Annual Review

Duties of the State Board of Education (W.S. 21-2-304(a)(iv)):

Establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's assessment system…Beginning 2014-2015, and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements…[and] 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.

Duties of the Board of Trustees (W.S. 21-3-110(a)(xxiv)):

Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas…components of the district assessment system shall be designed and used to determine the various levels of student performance and attainment of high school graduations…beginning school year 2014-2015, and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements.

Purpose

- The purpose of the K-12 District Assessment System (DAS) is to assess progress toward proficiency of the state standards in all nine content areas.
- For grades 9-12, determine "successful completion of high school graduation requirements" (EA 116, p. 15)
    - What defines a "successful" high school graduate? What does s/he know? What is s/he able to do?

Components

- MAP (beginning in 2013-2014)
    - Grade 1 = once per year (baseline data)
    - Grades 2-8 = twice per year
    - Summer School/Extended Day (21-13-334(h)(iv))
- Statewide Assessment
    - Grades 3-8 and 11
- Measure/Multiple Measures
    - The measure(s) used for DAS are determined by each school district

Guidance

- SBE "establish[es] guidelines for district development of this measure or measures" (EA 116, p. 5)
    - See Criteria section below
- SBE "provide[s] support to districts in developing each district's measure or measures" (EA 116, p.5)
    - Development of framework for measure/multiple measures (Paige Fenton-Hughes)

Criteria

- Propose elimination of *comparability* criteria. This is an issue every time the standards change, especially when full implementation of new standards can take 2-3 years. *Comparability* is not mentioned in Chapter 6 rules. *Consistency* will address the need for a DAS that is applied the same way within and between schools.
- Primary focus on *alignment*. Curriculum, instruction, and assessments should all be aligned to the Wyoming Content & Performance Standards prescribed by the State Board of Education. A two-way alignment ensures all assessments are aligned to the standards AND all standards are addressed through the DAS. To ensure cognitive complexity, the standards must be assessed multiple times and represent various depths of knowledge.
    - Narrative should describe process district went through to ensure DAS is *aligned* to state standards (including two-way alignment and cognitive complexity)
    - Evidence of a guaranteed and viable curriculum can be produced through curriculum maps, assessment samples, blueprints, etc.

(Criteria continued)

- *Fairness:* Multiple opportunities for students to demonstrate proficiency toward the standards. Allow accommodations based on IEP, 504, or other allowable accommodation to address needs of student subgroups.
    - Statement of Assurance and/or narrative describing process district went through to ensure DAS includes multiple opportunities for *all* students to demonstrate proficiency
- *Consistency:* Ensures DAS is applied consistently within and between schools across the district so as to yield reliable results regarding student performance.
    - Statement of Assurance and/or narrative describing process district went through to ensure *consistency* within and across schools
- *Standard-setting:* Cut-scores are established and tied to the proficiency standards outlined in the Wyoming Content & Performance Standards and, for grades 9-12, are related to high school graduation requirements.
    - Statement of Assurance
    - *Standard-setting*, along with the other three criteria, are reviewed during the accreditation process every five years

<u>Review</u>

- <u>Summer 2013</u>: No review, but the submission of the WDE663 is still required. A committee will meet over the summer to develop guidelines related to the four DAS criteria. These guidelines will include a clear definition of and rubric for meeting each of these criteria. The proposed guidelines will be presented to the State Board of Education for approval at the end of this summer.
- <u>Summer 2014</u>: Propose a review for volunteer pilot districts. The review will seek evidence of alignment toward newly revised standards (ELA, math, health; possibly FPA and FL). Additionally, Enrolled Act 116 (HB0091) states each district's DAS shall include MAP in grades 1-8. Therefore, districts can submit evidence of the required MAP administration.
- <u>Summer 2015 (and beyond)</u>: A report of the system outlined in EA 116 shall be submitted to the Board by August 1, 2015 and every year thereafter. It is our understanding that this review will include all standards in grades K-12. Chapter 6, Section 8(f)(iii)(D) states, "In order to improve *alignment*, *consistency*, and *fairness*, multiple measures in each of the common core of knowledge and skill areas, *but not necessarily every grade level*, shall be employed in the system" (emphasis added). Therefore, we propose the annual review of the DAS evaluate the following:
    - Process by which districts ensured their DAS is *aligned* to the state standards
    - Updates to previous years' documentation (after full phase-in of newly aligned DAS)
    - Statement of Assurance for *standard-setting, fairness,* and *consistency*
    - In-depth review every five years of *all* criteria (aligned with accreditation cycle)
    - Electronic review (see sample DAS Form)
    - In-house (WDE)

District Overview

Please provide a brief description of your school district. Include number of schools (elementary, middle/junior high, high school), demographics, mission statement (expand text box as needed).

Content Area:

Please explain the quality review process your district went through to ensure the District Assessment System is **aligned** (two-way alignment) to the Wyoming Standards for this content area. (expand text box as needed):

Please explain the quality review process your district went through to ensure your district assessment system represents **fairness** for all students and subgroups of students (expand text box as needed):

Please explain the quality review process your district went through to ensure the assessment system is applied **consistently** within and between schools across the district (expand text box as needed):

Please attach samples of assessments, blueprints, curriculum maps, rubrics, or any other documentation related to the measures described.

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Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements ~~and Content and Performance Standards~~

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. **Definitions.**

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

~~(f) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]~~

(~~g~~f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(~~h~~g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, "school years" is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(~~i~~h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

Section 5. **Wyoming Statutes.**

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. **Wyoming State Board of Education Policies and Regulations.**

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. **Common Core of Knowledge and Common Core of Skills.**

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of

knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

~~Section 8. **Uniform Student Content and Performance Standards.**~~

~~(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:~~

~~(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003and amended on November 19, 2008;~~

~~(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008.~~

~~(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.~~

~~(c) The above-referenced content and performance standards dated November 19, 2008 and September 23, 2011, are the most current editions.~~

~~(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.~~

Section ~~9~~ 8. **High School Diploma.**

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) Four (4) school years of English;

(ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under ~~Section 8~~ W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section ~~10~~ 9. ~~**Evidence**~~ **District Assessment System.**

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in ~~Section 8 of this chapter~~ W.S. 21-9-101 (b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard-setting~~, and comparability~~.

(i) Guidelines for each criterion shall be determined by the State Board of Education.

~~(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.~~

~~(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.~~

~~(iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the~~

~~assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.~~

~~(iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).~~

~~(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.~~

(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.

~~(b)~~(c) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

~~(c)~~(d) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

~~(d)~~(e) ~~A committee of peers shall review each district's assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education.~~ The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter ~~based upon the evaluation criteria identified in Section 10(a)~~. ~~This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.~~

~~(e)~~(f) All Wyoming school districts with a high school shall submit their assessment system documentation~~, as described in Section 10(d) of this chapter~~ to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1of each year.

~~(f)~~(g) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section ~~11~~ 10. **Effective Date for Graduation Requirements.**

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in ~~Section 9(a)~~ Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in ~~Section 8~~ W.S. 21-9-101(a) of this chapter as set forth in ~~Section 10~~ Section 9 of this chapter and who also completes the requirements set forth in ~~Section 9~~ Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in ~~Section 9(c)~~ Section 8(c) of this chapter.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. **Definitions.**

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

(f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, "school years" is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

Section 5. **Wyoming Statutes.**

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. **Wyoming State Board of Education Policies and Regulations.**

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. **Common Core of Knowledge and Common Core of Skills.**

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

Section 8. **High School Diploma.**

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) Four (4) school years of English;

(ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section 9. **District Assessment System.**

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101 (b). The assessment system described in this section shall be

designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard-setting.

(i) Guidelines for each criterion shall be determined by the State Board of Education.

(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.

(c) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

(d) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

(e) The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter.

(f) All Wyoming school districts with a high school shall submit their assessment system documentation to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1of each year.

(g) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section 10. **Effective Date for Graduation Requirements.**

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards

for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. **Definitions.**

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

Section 5. **Wyoming Statutes.**

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. **Wyoming State Board of Education Policies and Regulations.**

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. **Uniform Student Content and Performance Standards.**

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003and amended on November 19, 2008;

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008,~~and~~ September 23, 2011, and November 2, 2012 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. **Definitions.**

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

Section 5. **Wyoming Statutes.**

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. **Wyoming State Board of Education Policies and Regulations.**

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. **Uniform Student Content and Performance Standards.**

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003and amended on November 19, 2008;

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008,~~and~~ September 23, 2011, and November 2, 2012 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

NATRONA
COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak, Superintendent

DATE: February 25, 2013

SUBJECT: FMS Restructure Recommendation

RECOMMENDATION: I recommend the approval of the Frontier Middle School (FMS) Restructure Plan: Option 2 for submission to the Wyoming Department of Education.

RATIONALE: The Federal government requires the district to develop and submit for approval a restructuring plan because FMS did not make Adequately Yearly Progress (AYP) for the past five years. Unlike other middle schools, FMS receives Title I funds because it has a high rate of students receiving free or reduced lunch. AYP is a level of proficiency established by rules inside No Child Left Behind legislation and monitored by the Wyoming Department of Education.

Given the improvement in achievement demonstrated by FMS's students over the past few years, Option 2: Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress, was chosen as the option most appropriate to address the needs of the students. Since first missing AYP targets in math and language arts in 2007-08, FMS has experienced an overall staff replacement of 66%, with 53% being new hires and 13% being in-building changes. In the area of language arts, there has been a 100% staffing change since 2011. In the area of math, there has been a 100% staffing change since 2009. In addition to those staffing adjustments, a new principal was hired for the 2012-13 school year as an interim. The principal position will be reopened for hire for the 2013-2014 school year in order to honor this restructure plan. In addition, the restructuring plan addresses training of FMS's new staff.

The plan was made available for public comment on the Frontier Middle School website from January 31 – February 7, at the front office from February 11 – 20, and in the main office during parent teacher conferences on February 18, 2013. In addition, a parent/community meeting was held on February 6 and was discussed at the Board Work Session on February 11, 2013.

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□+Section 3 – Restructuring Plan

Required for those Title I Schools in School Improvement Status Year 4 (Corrective Action – Planning For Restructuring)

Members of Restructuring Planning committee and Titles/Positions

Member Name	Position	Content Area/Grade Level If applicable
Tammy Ray	FMS Principal	
Sharon Engling	FMS Teacher	7th Grade Language Arts
Trisha Buss	FMS Teacher	6th Grade Language Arts and Math
Jefferie Thielbar	FMS Teacher	7th and 8th Grade Science
James Herbst	FMS Teacher	7th and 8th Grade Social Studies
Scott Reinsbach	FMS Teacher	6th, 7th and 8th Grade Band
Kimberly Wilkinson	Parent	
Shellie Kirk	Parent	
Mark Mathern	Associate Superintendent for Curriculum and Instruction	
Angela Hensley	Title 1 Director	
Michele Haass	FMS Teacher	6th Grade Science and Social Studies
Doreen McGlade	District Teacher Mentor/NCEA Representative	
Jody Hagen	FMS Teacher	Special Education

PROPOSED RESTRUCTURING OPTION(S)

- ☐ **OPTION 1** Reopen as Charter School Process
- ■ **OPTION 2** Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
- ☐ **OPTION 3** LEA contracts with private management to govern the school
- ☐ **OPTION 4** Any other major restructuring of the school's governance

Description of the School's Plan for Restructuring

(Use additional sheets if necessary and/or attach supporting documentation)

Natrona County School District #1 (NCSD #1) has selected Option 2 - *Replace the staff members who are relevant to the failure to make Adequate Yearly Progress* - for the Frontier Middle School Restructuring Plan Proposal. The proposal will continue to support the current staff and interventions that have shown significant and positive growth in the areas of English Language Arts and mathematics as measured by PAWS and NWEA. Since the 2007-08 school year, Frontier Middle School (FMS) has experienced an overall staff replacement of 66%, with 53% being new hires and 13% as in-building changes. In the areas relevant to failure of meeting Adequate Yearly Progress (AYP) targets (English Language Arts and mathematics) there has been a 100% staffing change. In addition to those staffing adjustments, a new principal was appointed for the 2012-13 school year, and will be applying for the now-advertised principal position to continue and honor this restructuring work into the 2013-14 school year.

Inside the classroom, FMS will continue to utilize and integrate into systematic use a variety of high-yield, academic interventions. Literacy First Framework, Read 180, I Can Learn, System 44, and ALEKS show early indications of successfully supporting our students and staff in the areas of English Language Arts and mathematics. All staff is trained in their respective intervention areas, as well as in the process of Systemic Continuous Improvement (SCI). Coaches and consultants will continue to support FMS in the areas Continuous Classroom Improvement (CCI), improving learning in English Language Arts, and mathematics. Such focus has driven the FMS staff to embrace academy-style instruction and problem-based learning. This intentional shift not only aligns with the work being targeted at NCSD #1's secondary level, but maximizes student opportunities for applied, authentic learning experiences. Because students with IEPs still struggle to meet the AYP target, additional emphasis will be placed on inclusion as a best practice, allowing these students more access to the general education curriculum. Inclusion as a strategy will also allow this subgroup of students access to the new staff members in English Language Arts and mathematics.

To support learning in the classroom, FMS will continue to increase parent involvement through the *Go For It!* curriculum. *Go For It!* curriculum targets raising student achievement by improving parent involvement, increasing parent expectations, and increasing opportunities for increased parent-school partnerships. In addition, FMS has intentionally worked to increase student involvement in extended day learning opportunities by placing emphasis on career and college readiness. FMS has been experiencing an undeniable and exciting growth trend over the course of the past 5 years. We are confident that this growth is the result of current practices/interventions, all of which are supported and maintained by an appropriately trained and highly engaged staff. Our restructuring plan maintains what is working, but adds parent involvement, co-curricular opportunities, a focus on inclusion, and academy-based learning. ?

Description of how Stakeholder's were involved in Restructuring Plan

(If available, attach documentation to support these efforts)

Preparation for planning began with NCSD #1's administration collaborating via email and phone with Wyoming Department of Education (WDE) personnel. The Title I Director also met with Sandy Porter, WDE District Coach in preparation for the planning meetings. Stakeholders were notified of the restructure planning meeting via U.S. mail, Alert Now communication (automated phone message), school website, district website, and the parent and community video news-stream (upon entering the school). An informational and planning meeting was held on January 17, 2013 from 5:30-7:30 p.m. The Planning Committee met January 24, 25 and 28 to draft the plan. The plan then went out for parent comment. The Alert Now communication system was used to notify stakeholders of two public comment windows on January 31 - 7 and February 11 - 20. Members of the Planning Committee met on February 6, 7 and 19 to revise and finalize the plan based on public comment. A parent/community meeting was held on February 6, 2013 from 5:00-6:00 p.m. at the school to allow stakeholders to review the plan and give feedback. During parent-teacher conferences on February 18, 2013 parents were encouraged to review the plan and submit comment. Paper copies of the plan with comment pages and electronic versions were available to all attending parents. NCSD #1 Board of Trustees reviewed the plan on February 11, 2013, gave feedback as a part of the process, and approved the final plan on February 25, 2013.

(See agendas and sign-in sheets in appendix A)

Evidence to Support Option Selected

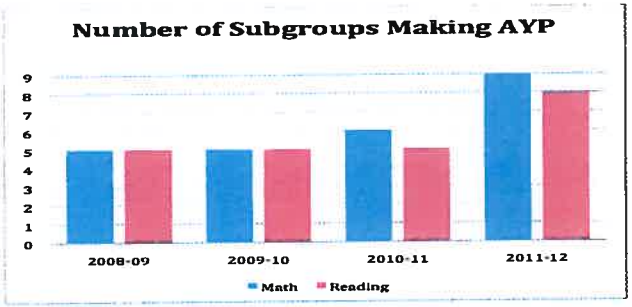
What data has been used to support selected option?

Since first missing AYP targets in math and language arts in 2007-08, FMS has experienced an overall staff replacement of 66%, with 53% being new hires and 13% being in-building changes. In the area of language arts, there has been a 100% staffing change since 2011. In the area of math, there has been a 100% staffing change since 2009. In addition to those staffing adjustments, a new principal was hired for the 2012-13 school year as an interim. The principal position will be reopened for hire in the 2013-2014 school year in order to honor this restructure plan.

(See Appendix B)

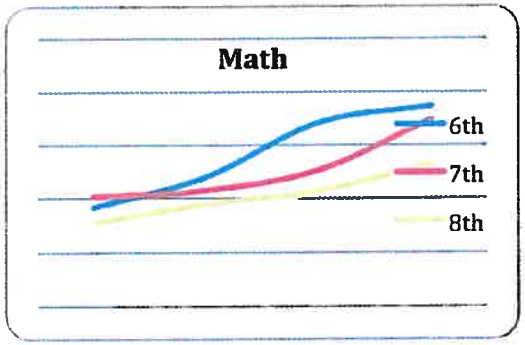
Adequate Yearly Progress (AYP)

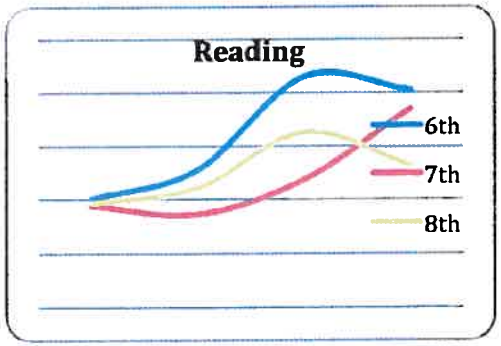
The trend data for Frontier Middle School (FMS) show drastic improvements in the past few years. In 2008-2010 Frontier Middle School made 10 out of 18 possible AYP targets. In 2010-2011, FMS made 11 out of 18, and in 2011-2012 FMS made 17 out of the 18 AYP targets. The target not met is in the area of language arts- special education subgroup.



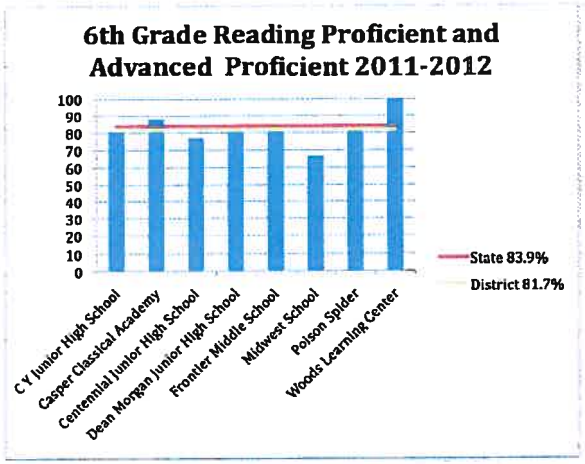
PAWS Percent Proficient and Advanced

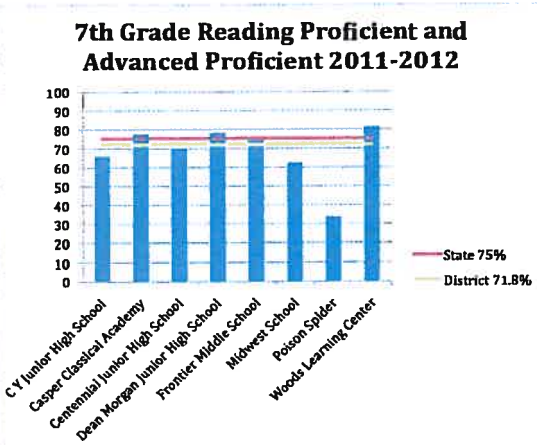
The percent of students proficient and advanced on PAWS shows an increasing trend in all grades in math and all but one grade in reading.

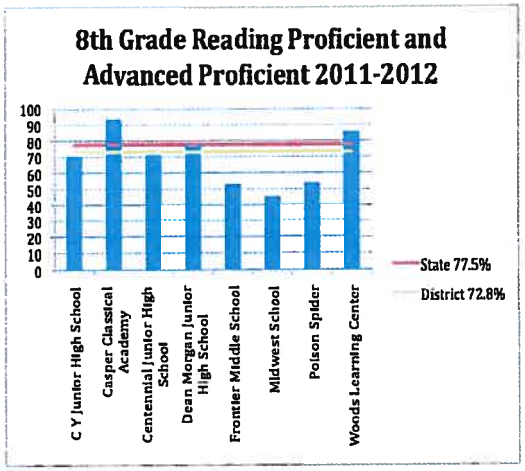




FMS is also comparable to other middle schools in the district. In 4 of the 6 areas of being proficient or advanced by grade level in reading and math, FMS meets or exceeds district and state averages







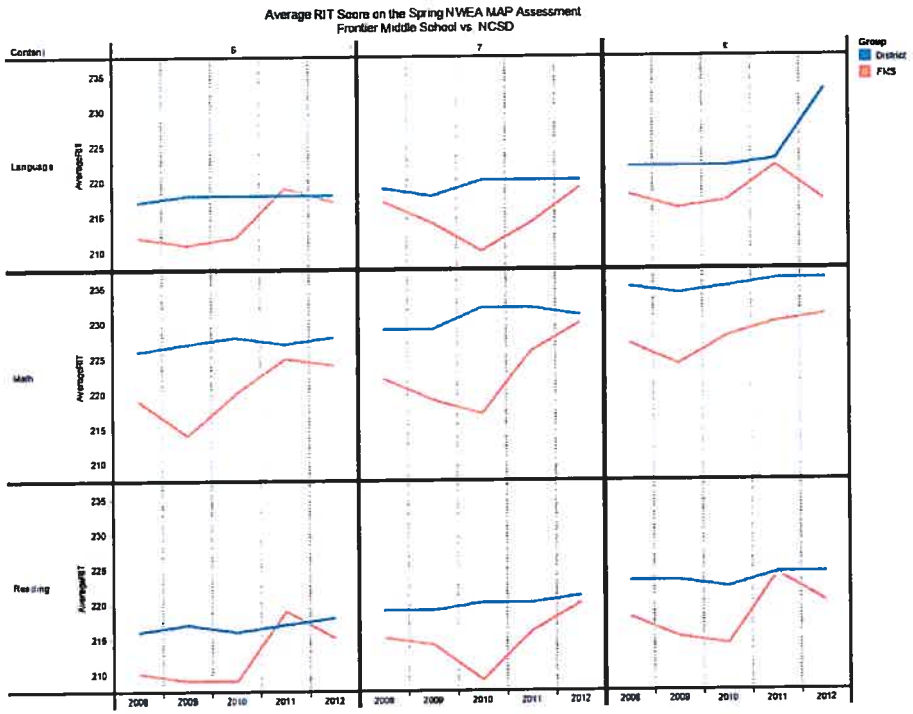
District Data Review (DDR)

The DDR process shows FMS improving from focus status in math and reading to an unclassified status (categories being focus, unclassified, and excelling). Using both PAWS and NWEA MAP data, the district provides a classification of all schools in the district. This classification is determined by a panel that reviews school data compared to the PAWS and a national comparison group using NWEA.

Frontier's DDR Status

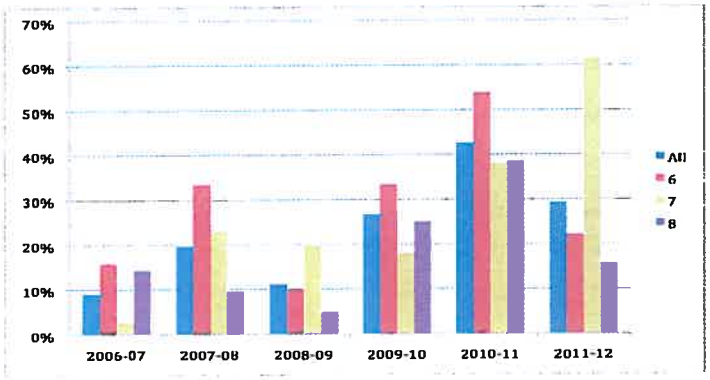
Math				Reading			
2009	2010	2011	2012	2009	2010	2011	2012
Focus	Focus	Focus	Unclassified	Focus	Focus	Focus	Unclassified

NWEA Growth Assessment data also shows increasing student achievement as FMS averages are meeting the district averages in most areas with impressive trajectory in many areas.



The percent of students receiving special education services who scored proficient in reading declined in 2011-12. This is an area of emphasis for the FMS team. Because students with IEPs still struggle to meet the AYP target, additional emphasis will be placed on inclusion as best practice, allowing these students more access to the general education curriculum. This will also allow this subgroup of students to access the new staff in English Language Arts and mathematics.

Percent of special education students proficient in reading



Professional Development Activities

PAST ACTIVITIES/ACTION (FALL 2008-SPRING 2012)
FMS has utilized high yield professional development opportunities since the school was first notified of not making AYP. Most of the interventions that were implemented in the past, continue to be presently used. The SCI model placed emphasis on both SCI and CCI. Literacy First provided training that focused on classroom best practices. Intense workshops, as well as small cohorts, provided instruction addressing the pedagogical needs of content and intensive area teachers.

Math coaching was provided for 2 years with monthly, day-long meetings led by an independent consultant, Pia Hanson-Powell. This training focused on classroom instruction to improve questioning and engagement of students.

Tech Tuesdays were implemented to provide weekly support for teachers on needs relating to technology. Part of the focus was to make certain that teachers were proficient in their use of Promethean Boards and other modes of technology in the classroom. In addition, *Tech Tuesdays* provided teachers with awareness of online programs that could supplement instruction and were pertinent to the success of students, such as finding websites or on-line programs that were conducive to successful testing, which supported district curriculum being taught.

FMS teachers were also provided the following professional development opportunities: Kagan Cooperative Learning Strategies; Understanding by Design (UBD), which focused on "backwards design" lesson planning; Professional Learning Communities (PLC) led by Tim Brown; and BEST, a Positive Behavior Support System, led by Jeff Sprague and Annemieke Golly for 4 days initially with additional support throughout the following years.

Tech Tuesday gradually became *Teaching Tuesday* where the focus became on the instructional needs of teachers for maximizing positive student outcomes. Examples of the topics discussed included: analyzing assessment data and reviewing comparative data with the support of the NCSD assessment director; calibrating scoring on district reading rubrics, and setting up schedules for administering practice sessions for the students so they were prepared for PAWS testing. These work sessions, regularly supported by the FMS Instructional Facilitator, were prescriptive and focused on the unique needs of the FMS campus.

CURRENT ACTIVITIES/ACTION (FALL 2012-SPRING 2013)
FMS continues to use district coaches to implement SCI and *Teaching Tuesdays* as tools for continuous improvement. FMS has implemented the character education/goal setting curriculum, *GO FOR IT!,* to help students and parents develop positive personal habits through teaching, modeling and promoting goal setting and personal responsibility. Parent and teacher trainings are being provided throughout the year.

The NCSD #1 Instructional Facilitators provide training and guidance for content area teachers on topics such as CCI, curriculum mapping, and Common Core State Standards (CCSS). The district has assigned two Instructional Facilitators and a Principal Coach to FMS to assist with on-going coaching.

A year-long SPED Teaming cohort enables classroom and special education teachers to team and maximize opportunities for student achievement, using inclusion methods and strategies.

District tutors and at-risk facilitators are provided training at cohort meetings to maximize their efficiency and effectiveness. The at-risk process successfully identifies students and offers them additional and appropriate support for academic and behavioral success.

The projection for the future is to continue Literacy First, *Teaching Tuesdays*, *GO FOR IT!* and the SCI work. Next steps will be implemented with the continuous improvement or Baldrige approach to make education more effective for student learning. Professional development will continue to be prescriptive, data-driven, and supported by district and outside personnel.

To begin implementing an academy-based approach for engaging students, FMS will place emphasis on Science/Technology/Engineering/Math (STEM) student events and opportunities. This will require training and exposure for participating staff. FMS will also be introducing the 8th Grade Cornerstone Project. This problem-based learning opportunity will be ongoing throughout the middle level career of students, culminating in a field experience relating to one of the four NCSD #1 academies. Students will participate in integrated activities where teachers collaborate to provide rich tasks and applied learning experiences. Star Lane teachers are currently providing support in the area of academy-style learning and instruction.

How is the District Supporting the Restructuring Plan?

What Systematic or District-Wide Improvement efforts are being implemented to support restructuring initiatives?

NCSD #1 has supported the replacement of staff at FMS by providing a rigorous application and selection process for all teacher and principal vacancies. The revised teacher and principal evaluations ensure all administrators and faculty meet high standards of accountability within a process based on systemic continuous improvement. In 2012, the principal of FMS was replaced with an interim principal. As a part of this restructuring plan and in accordance with past practice, NCSD will re-open this position for the 2013-2014 school year using the Targeted-Selection process in which a team of stakeholders is highly trained and involved in the selection process. Based on this team's feedback and the specific needs of FMS, the superintendent will select the most qualified candidate.

In addition to support with staffing at FMS, NCSD #1 will continue to provide quality professional development. This professional development includes providing a coach for the principal. This coaching will focus on leadership, specifically in the areas of strategic leadership and instructional leadership. FMS faculty are receiving intensive training and coaching in the Literacy First Framework as well as SCI. SCI is a district-wide initiative. Through the use of School Improvement Grant funds (SIG) and district supports, programs such as I Can Learn, Aleks, and Read 180 continue to aid teachers in differentiating instruction for all learners. NCSD #1 currently supports the implementation of Frontier's school-wide behavior protocols, PBIS (Positive Behavioral Interventions and Supports). District-level Instructional Facilitators visit FMS on a regular (weekly) basis to help with curriculum alignment and curriculum mapping. The district is currently supporting a co-teaching cohort to help special education teachers and content teachers work together to best meet the needs of all students in an inclusion classroom. This has been a major area of focus in our goal of helping IEP students meet AYP.

How will this plan support current School Improvement efforts within the school?

FMS's current school improvement efforts are focused in the areas of reading, mathematics, and the health/safety of students. All staff are trained in the appropriate intervention areas, allowing for effective tiered academic and behavioral interventions for students below grade level. FMS has implemented the following academic and behavioral interventions: Literacy First Framework, Monitored Independent Reading Progress (MIRP), tutoring, language labs (Read 180, Sourcebook, Intensive Phonics, System 44 and Rewards), progress monitoring, I Can Learn, ALEKS, PBIS-BEST, *Go For It!,* and Check and Connect. Additionally, all staff is trained and advancing in the processes of Systemic Continuous Improvement (SCI), specifically in Continuous Classroom Improvement (CCI) and Teacher and Student Partnership (TSP).

FMS has processes in place specifically designed to support students who are not proficient in the areas of ELA and mathematics. The school utilizes and follows the Natrona County School District At-Risk process, providing identified students with 1:1 tutoring and/or small group tutoring in addition to regular ELA and mathematics classes. All FMS staff are trained and receive ongoing coaching in these systemic and instructional interventions, resulting in optimal levels of efficiency and overall effectiveness.

In addition to the differentiated instructional processes and tiered interventions, FMS will continue to place emphasis on the value of co-curricular experiences and increasing student engagement, both in and outside of the school day. Extended day opportunities will continue to be supported and encouraged, along with opportunities for increased parent/family involvement through the *Go For It!* framework and curriculum. For the 2013-14 school year, FMS will be introducing an 8th grade Cornerstone Project requirement. With emphasis on academy learning and alignment to the NCSD Center for Advanced and Professional Studies (CAPS), FMS will increase engagement through authentic application and problem-based learning.

What data will be used to measure the success and monitor restructuring efforts?

(If available, attach documentation to support these efforts)

Monitoring results in order to adjust plans, strategies, and action steps is an important part of the continuous improvement process in place at FMS. In this process, AYP results, PAWS proficient and advanced results, DDR results, NWEA results, and PAWS comparison data are monitored carefully by goal teams and a leadership team. The statewide PAWS assessment, which currently measures reading, mathematics, and science is taken annually by students. The NWEA Growth Assessments measure reading, mathematics and language are taken three times a year (fall, winter and spring) and are used as formative as well as summative data Teams at the school will continue to monitor these data in order to measure success. The data are also used to guide decisions and school improvement planning through the use of the Plan-Do-Study-Act (PDSA) process and are reported to district-level administration.

FMS faculty will continue to use progress monitoring to identify growth trends with individual students not yet at grade level in the areas of English Language Arts and mathematics. Often times these students are a part of the special education subgroup and/or receiving Tier II and III tutoring services/interventions. Staff also track attendance, parent involvement and student behaviors that influence student achievement and success. Data are used to provide necessary and timely interventions.

FMS is actively engaged in SCI at the classroom level. CCI, Teacher Student Partnership (TSP), and Classroom Performance Excellence (CPE) are major components of this entire process. These three focus on creating and maintaining high performing learning systems at the classroom level. All FMS staff members participate in regular, district-provided professional development and coaching to support this continuous improvement model. FMS teachers and students use the PDSA process to measure and guide instruction and help students own their learning. District and school administrators will monitor the implementation and advancement of the systems approach at the classroom and school levels used at FMS. The data will be reported to the superintendent and associate superintendents in order to monitor the restructuring efforts.

NCSD #1 has implemented a district-wide curriculum initiative to implement the CCSS. This initiative includes training and coaching for all principals and teachers. This implementation of the CCSS will be followed by the district-wide implementation of an instructional model that is based on Academy Learning. As with SCI, district and school administrators will monitor the implementation and advancement of the curriculum and instruction initiatives. The data will be reported to the Superintendent and Associate Superintendents in order to monitor the restructuring efforts.

What resources will be used to support this plan?

The replacement of staff has and will continue to be a district-supported activity. FMS also receives Title I funding as a targeted-assisted school. Title I will continue to support offering supplements to the regular education program and Supplemental Educational Services to all FMS students. FMS has also been fortunate to receive a SIG each year of being eligible for those funds. SIG funds are used to provide intensive professional development, reduction of teacher-pupil ratio, academic interventions such as Saturday School, extended-day opportunities and additional tutoring. NCSD #1 offers many resources such as a principal coach, district Instructional Facilitators, tutors, mentors, and other support staff (counselors, psychologists, social workers, etc.). FMS will also continue to emphasize students' involvement in co-curricular activities using district funds. A partnership with the Center for Advanced and Professional Studies Academy cohort is currently being developed to expand upon FMS staff expertise with secondary level alignment in problem-based learning and instruction.

What are the major milestones or timelines for plan?
Identify some "quick wins" to be accomplished to achieve your goals

Spring 2013~NWEA Data Review

Spring 2013~Grow IEP PAWS subgroup in the area of ELA using tiered interventions, progress monitoring, inclusion, (access to grade level curriculum and grading alignment) and increased expectations.

Summer 2013~FMS will identify and invite their most at-risk students to attend the 2013 Summer JumpStart Program. These students will participate in 80 hours of engaging ELA and mathematic interventions. Students will be assessed using pre/post tests as recommended by the Wyoming Department of Education.

Summer 2013~Develop academy-style instructional and learning practices for 2013-14 school year.

Fall 2013~PAWS Data Review

Spring 2013 - Spring 2014~Mainstain and/or grow 2012 performance results for all PAWS subgroups by using ongoing high yield interventions.

Spring - Fall 2013~Celebrate gains in SCI as measured by data walks *ongoing

Spring 2013~Parent Involvement Initiative Review (parent participation rates) *ongoing

Spring 2013~Student-Led Conferences (parent participation rates) *ongoing

Fall 2013~ DDR; maintain "unclassified" status or grow to "excelling" status

Spring 2013~Comparative Data at the NCSD Middle Level *ongoing

Spring 2014~Classrooom Performance Excellence

Other Supporting Documentation

(Please list documents attached to support your plan here. Include attachments in submittal.)

Appendix A includes agendas and sign in sheets for all meetings of the planning process.

Appendix B includes staff lists and Principal posting.

Section 4 – Restructuring Plan Required Signatures Page

These signatures are only required for Title I schools in Year 4 of School Improvement, Corrective Action (Planning for Restructuring). Original Signatures required. Once the LEA has obtained their necessary signatures, this Signature Page needs to be sent to the WDE Title I Director so WDE and SBE approval can be secured.

LEA SIGNATURES	
Tamara [illegible]	2/25/13
School Principal (Name)	Date
[illegible]	2/25/13
LEA Superintendent (Name)	Date
LEA School Board Approval – YES (X) NO ( )	
Rita M. Walsh	2/25/13
LEA Board Chairperson (Name)	Date

Wyoming Department of Education Approval **– YES ( ) NO ( )**

_____ _____

Wyoming Superintendent of Public Instruction Date

Wyoming State Board of Education Approval **– YES ( ) NO ( )**

_____ _____

WSBE Chairperson Date

Frontier Middle School Restructure Planning Meeting

MEETING AGENDA

January 17,2013 5:30-7:30

PURPOSE: To create a restructure plan

Time	What	Action/Info/Discuss	Who	Next steps	Who
5:30-5:40	Introductions	Welcome/Mission and Norms of Leadership Team	Tammy		
5:40-6:00	Introduction to this process	School Improvement Stages/Requirements/Actions Taken – This process (comment periods, etc.)	Angela		
6:00-6:20	Data	Info/Discuss	Mark/Tammy		
6:20-6:30	Break		All		
6:30-7:20	Plan	Group work to answer questions	Angela		
7:20-7:30	Plus/delta/next steps		Tammy/Angela		

Next Meeting Dates:

FRONTIER MIDDLE SCHOOL

RISING TO THE CHALLENGE OF THE 21ST CENTURY

RE-STRUCTURE PLANNING MEETING

JANUARY 17, 2013

SIGN IN

Michele Haass	FMS Staff
Vickie Stetes	FMS Staff
Jody Hagen	FMS Staff
Shellie Kurt	FMS Parent (Grand)
Sharon Engling	FMS staff
Heather Ryan	FMS Staff
Chris Asay	FMS Staff
Doreen McGlade	NCSD Mentor Teacher
Scott Rambo	Teacher FMS
Mary Lovelace	FMS teacher
Laura Meyer	FMS staff
Kimberley Wilkinson	Parent FMS!
BRETT THIELBAR	FMS STAFF
JAMES HERBST	FMS STAFF
Trisha Buss	FMS Staff
Angela Hensley	Title I Director CSF

FMS Restructure Plan
Sign-in

Date: 1/24/13	
Purpose: Plan Work Sessions	

Name	Title
Angela Hinsley	Title I Director
Tamra [illegible]	FMS Principal
Brent Thielbar	Science Teacher 7+8
James Herbst	Social Studies 7+8
Heather Ryan	Math 7-8
Sharon Engling	7th LA
Kimberley Wilkinson	Parent

FMS Restructure Plan
Sign-in

Date: 1/28/13	
Purpose: Continued work on the plan	

Name	Title
Angela Hensley	Title I Director
Tamara [illegible]	FMS Principal

Frontier Middle School Restructure Planning Meeting

MEETING AGENDA

February 6, 2013 5:30-7:30

PURPOSE: Information/comment meeting

Time	What	Action/Info/Discuss	Who	Next steps	Who
5:00-5:10	Introductions	Welcome	Tammy		
5:10-5:20	Introduction to this process	School Improvement Stages/Requirements/Actions Taken – This process (comment periods, etc.)	Angela		
5:20-5:50	Review of Plan, Question Answer, Comments	Info/Discuss	Tammy		
7:20-7:30	Plus/delta/next steps		Tammy/Angela		

Next Meeting Dates:

FMS Restructure Plan
Sign-in

Date: [illegible]
Purpose: Public Information / Comment mtg

Name	Title
Tamera [illegible]	FMS Interim Principal
Angela [illegible]	Title I Director

FMS Restructure Plan
Sign-in

Date: 2/19/13
Purpose: Work Session

Name	Title
Heather Ryan	Math teacher
Sharon Engling	L.A. teacher

FMS Staff List 08-09

First Name	Last Name	Job	location
MICHELE	HAASS	6TH GRADE TEACHER	FRONTIER MIDDLE SCHOOL
GERMAINE	**WAGNER**	**6TH GRADE TEACHER**	**FRONTIER MIDDLE SCHOOL**
DANNA	**ANDERSON**	**CO PRINCIPAL**	**FRONTIER MIDDLE SCHOOL**
VERBA	**ECHOLS**	**CO PRINCIPAL**	**FRONTIER MIDDLE SCHOOL**
CHRISTOPHER	ASAY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTINE	DUNBAR	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
C	REINSBACH	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
PAUL	SEARCEY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
KORA	HUFFMAN	INDUSTRIAL ARTS/TECH ED	FRONTIER MIDDLE SCHOOL
JILL	FELBECK-JONE	INSTRUCTIONAL FACILITAT(	FRONTIER MIDDLE SCHOOL
ANNE	MARKEN	INSTRUCTIONAL FACILITAT(	FRONTIER MIDDLE SCHOOL
STEPHANIE	SHAFER	INSTRUCTIONAL FACILITAT(	FRONTIER MIDDLE SCHOOL
ANNE	**MARKEN**	**LANGUAGE ARTS TEACHE**	**FRONTIER MIDDLE SCHOOL**
CARL	**MYERS**	**LANGUAGE ARTS TEACHE**	**FRONTIER MIDDLE SCHOOL**
TED	**THEOBALD**	**LANGUAGE ARTS TEACHE**	**FRONTIER MIDDLE SCHOOL**
VICKIE	CAWTHRA	LIBRARIAN	FRONTIER MIDDLE SCHOOL
JOHN	**MCINTOSH**	**MATH TEACHER**	**FRONTIER MIDDLE SCHOOL**
WILLIAM	**OCHS**	**MATH TEACHER**	**FRONTIER MIDDLE SCHOOL**
JAMES	**RUSSELL**	**MATH TEACHER**	**FRONTIER MIDDLE SCHOOL**
JAMIE	**SHORT**	**MATH TEACHER**	**FRONTIER MIDDLE SCHOOL**
GAIL	KENNAH	NURSE	FRONTIER MIDDLE SCHOOL
DEBRA	GIBSON	PE TEACHER	FRONTIER MIDDLE SCHOOL
BRADLEY	NEELY	PE TEACHER	FRONTIER MIDDLE SCHOOL
JAMES	SANCHEZ	PE TEACHER	FRONTIER MIDDLE SCHOOL
BRANDI	JENSEN	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
BRANT	JUNGCK	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
TED	THEOBALD	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
JAMES	HERBST	SOCIAL STUDIES TEACHER	FRONTIER MIDDLE SCHOOL
ANNE	MARKEN	SOCIAL STUDIES TEACHER	FRONTIER MIDDLE SCHOOL
ERIC	MORTENSON	SOCIAL STUDIES TEACHER	FRONTIER MIDDLE SCHOOL
JESSICA	ANDERSON	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
ARDYTH	FRITTS	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
JODY	HAGEN	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
AMBER	HINTON	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
AMBER	HINTON	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
MARY	LOVELACE	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
TIMOTHY	STIRRETT	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
CHRISTINA	BAKER	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
AMANDA	CHRISTENSEN	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
MARJORIE	GREEN	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
JACQUELINE	HILL	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
AMBER	HINTON	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
STEPHEN	LOVELACE	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
MARIANN	PETTIT	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
RYAN	SHAEFFER	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
SHEILA	VILLANUEVA	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
CHRISTINA	WILLIAMS	VOCATIONAL ED TEACHER (	FRONTIER MIDDLE SCHOOL

FMS Staff List 09-10

First Name	Last Name	Job	location
MICHELE	HAASS	6TH GRADE TEACHER	FRONTIER MIDDLE SCHOOL
STEPHANIE	**SHAFER**	**6TH GRADE TEACHER**	FRONTIER MIDDLE SCHOOL
CHRISTOPHER	ASAY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTINE	DUNBAR	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
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DEBRA	GIBSON	HEALTH TEACHER	FRONTIER MIDDLE SCHOOL
KORA	HUFFMAN	INDUSTRIAL ARTS/TECH ED TCH	FRONTIER MIDDLE SCHOOL
JILL	FELBECK-JONES	INSTRUCTIONAL FACILITATORS	FRONTIER MIDDLE SCHOOL
TED	**THEOBALD**	**LANGUAGE ARTS TEACHER**	FRONTIER MIDDLE SCHOOL
VICKIE	CAWTHRA	LIBRARIAN	FRONTIER MIDDLE SCHOOL
JOHN	**MCINTOSH**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
WILLIAM	**OCHS**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
HEATHER	**RYAN**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
DANNA	**ANDERSON**	**MM PRINCIPAL**	FRONTIER MIDDLE SCHOOL
GAIL	KENNAH	NURSE	FRONTIER MIDDLE SCHOOL
DEBRA	GIBSON	PE TEACHER	FRONTIER MIDDLE SCHOOL
STACY	ROBISON	PE TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTINA	BAKER	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
BRANT	JUNGCK	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
JAMES	HERBST	SOCIAL STUDIES TEACHER	FRONTIER MIDDLE SCHOOL
CARL	MYERS	SOCIAL STUDIES TEACHER	FRONTIER MIDDLE SCHOOL
SHARON	DEVER	SPECIAL ED-SECONDARY TEACH	FRONTIER MIDDLE SCHOOL
ARDYTH	FRITTS	SPECIAL ED-SECONDARY TEACH	FRONTIER MIDDLE SCHOOL
JODY	HAGEN	SPECIAL ED-SECONDARY TEACH	FRONTIER MIDDLE SCHOOL
MARY	LOVELACE	SPECIAL ED-SECONDARY TEACH	FRONTIER MIDDLE SCHOOL
ROBERT	PETERSON	SPECIAL ED-SECONDARY TEACH	FRONTIER MIDDLE SCHOOL
TIMOTHY	STIRRETT	SPECIAL ED-SECONDARY TEACH	FRONTIER MIDDLE SCHOOL
JENIFER	ALBRANDT	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
JACQUELINE	HILL	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
JESSICA	JONES	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
STEPHEN	LOVELACE	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
RYAN	SHAEFFER	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
SHEILA	VILLANUEVA	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
CHRISTINA	WILLIAMS	VOCATIONAL ED TEACHER (NWC	FRONTIER MIDDLE SCHOOL

FMS Staff List 10-11

First Name	Last Name	Job	location
JENIFER	**ALBRANDT**	**6TH GRADE TEACHER**	FRONTIER MIDDLE SCHOOL
MICHELE	HAASS	6TH GRADE TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTOPHER	ASAY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTINE	DUNBAR	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
C	REINSBACH	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
PAUL	SEARCEY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
KORA	HUFFMAN	INDUSTRIAL ARTS/TECH E	FRONTIER MIDDLE SCHOOL
JILL	FELBECK-JONE	INSTRUCTIONAL FACILITAT	FRONTIER MIDDLE SCHOOL
ANNE	MARKEN	INSTRUCTIONAL FACILITAT	FRONTIER MIDDLE SCHOOL
ANNE	MARKEN	INSTRUCTIONAL FACILITAT	FRONTIER MIDDLE SCHOOL
SHELLEY	DIEHL	LIBRARIAN	FRONTIER MIDDLE SCHOOL
JOHN	**MCINTOSH**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
HEATHER	**RYAN**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
DANNA	**ANDERSON**	**MM PRINCIPAL**	FRONTIER MIDDLE SCHOOL
GAIL	KENNAH	NURSE	FRONTIER MIDDLE SCHOOL
BRADLEY	NEELY	PE TEACHER	FRONTIER MIDDLE SCHOOL
JEFFERIE	THIELBAR	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
JAMES	HERBST	SOCIAL STUDIES TEACHER	FRONTIER MIDDLE SCHOOL
ARDYTH	FRITTS	SPECIAL ED-SECONDARY T	FRONTIER MIDDLE SCHOOL
JODY	HAGEN	SPECIAL ED-SECONDARY T	FRONTIER MIDDLE SCHOOL
JANELLE	HAWORTH	SPECIAL ED-SECONDARY T	FRONTIER MIDDLE SCHOOL
MARY	LOVELACE	SPECIAL ED-SECONDARY T	FRONTIER MIDDLE SCHOOL
ROBERT	PETERSON	SPECIAL ED-SECONDARY T	FRONTIER MIDDLE SCHOOL
JACQUELINE	HILL	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
JESSICA	JONES	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
JESSICA	JONES	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
STEPHEN	LOVELACE	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
CHRISTINA	WILLIAMS	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL

FMS Staff List 11-12

First Name	Last Name	Job	location
TRISHA	**BUSS**	**6TH GRADE TEACHER**	FRONTIER MIDDLE SCHOOL
MICHELE	HAASS	6TH GRADE TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTOPHER	ASAY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTINE	DUNBAR	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
C	REINSBACH	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
PAUL	SEARCEY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
ZACHARY	TOLMAN	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
KORA	HUFFMAN	INDUSTRIAL ARTS/TECH ED	FRONTIER MIDDLE SCHOOL
JILL	FELBECK-JONE	INSTRUCTIONAL FACILITATC	FRONTIER MIDDLE SCHOOL
ANNE	MARKEN	INSTRUCTIONAL FACILITATC	FRONTIER MIDDLE SCHOOL
ANNE	MARKEN	INSTRUCTIONAL FACILITATC	FRONTIER MIDDLE SCHOOL
RYAN	**LAVINE**	**LANGUAGE ARTS TEACHE**	FRONTIER MIDDLE SCHOOL
SHELLEY	DIEHL	LIBRARIAN	FRONTIER MIDDLE SCHOOL
MARCIE	**MCNARE**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
HEATHER	**RYAN**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
DANNA	**ANDERSON**	**MM PRINCIPAL**	FRONTIER MIDDLE SCHOOL
KATIE	SHEPHERD	NURSE	FRONTIER MIDDLE SCHOOL
BRADLEY	NEELY	PE TEACHER	FRONTIER MIDDLE SCHOOL
JEFFERIE	THIELBAR	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
JAMES	HERBST	SOCIAL STUDIES TEACHER	FRONTIER MIDDLE SCHOOL
ARDYTH	FRITTS	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
JODY	HAGEN	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
MARY	LOVELACE	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
MONICA	STEVENS-KOP	SPECIAL ED-SECONDARY TE	FRONTIER MIDDLE SCHOOL
SHARON	ENGLING	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
SHARON	ENGLING	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
STEPHEN	LOVELACE	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL

FMS Staff List 12-13

First Name	Last Name	Job	location
TRISHA	**BUSS**	**6TH GRADE TEACHER**	FRONTIER MIDDLE SCHOOL
MICHELE	HAASS	6TH GRADE TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTOPHER	ASAY	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
CHRISTINE	DUNBAR	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
C	REINSBACH	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
BRENT	ROSE	FINE ARTS TEACHER	FRONTIER MIDDLE SCHOOL
KORA	HUFFMAN	INDUSTRIAL ARTS/TECH	FRONTIER MIDDLE SCHOOL
SHARON	**ENGLING**	**LANGUAGE ARTS TEAC**	FRONTIER MIDDLE SCHOOL
JILL	**FELBECK-JONE**	**LANGUAGE ARTS TEAC**	FRONTIER MIDDLE SCHOOL
SHELLEY	DIEHL	LIBRARIAN	FRONTIER MIDDLE SCHOOL
MARCIE	**MCNARE**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
HEATHER	**RYAN**	**MATH TEACHER**	FRONTIER MIDDLE SCHOOL
TAMARA	**RAY**	**MM PRINCIPAL**	FRONTIER MIDDLE SCHOOL
KATIE	SHEPHERD	NURSE	FRONTIER MIDDLE SCHOOL
BRADLEY	NEELY	PE TEACHER	FRONTIER MIDDLE SCHOOL
JEFFERIE	THIELBAR	SCIENCE TEACHER	FRONTIER MIDDLE SCHOOL
JAMES	HERBST	SOCIAL STUDIES TEACH	FRONTIER MIDDLE SCHOOL
KIMBERLY	AMADOR	SOCIAL WORKER	FRONTIER MIDDLE SCHOOL
ARDYTH	FRITTS	SPECIAL ED-SECONDAR\	FRONTIER MIDDLE SCHOOL
JODY	HAGEN	SPECIAL ED-SECONDAR\	FRONTIER MIDDLE SCHOOL
MARY	LOVELACE	SPECIAL ED-SECONDAR\	FRONTIER MIDDLE SCHOOL
SHARON	ENGLING	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
JILL	FELBECK-JONES	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
STEPHEN	LOVELACE	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL
MARCIE	MCNARE	TUTOR-SECONDARY	FRONTIER MIDDLE SCHOOL

NCSD No. 1 - Production

Position Description

Help

Job Title: Teacher Principal

Location: Administrator

Posted: 12/28/2012

Closing: 1/28/2013

Salary Range: $0.00

Job Summary: THE PRINCIPAL IS RESPONSIBLE FOR ALL ASPECTS OF THE BUILDING WHICH INCLUDE BUT ARE NOT LIMITED TO: INSTRUCTION; CURRICULUM; STAFF SUPERVISION AND EVALUATION; STAFF DEVELOPMENT; STUDENT DISCIPLINE; RECORD-KEEPING; PUBLIC RELATIONS; AND MAINTENANCE OF BUILDING AND GROUNDS.

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Wyoming Department of Education

School Restructuring Plan Guidance and Policy

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FOR QUESTIONS REGARDING THE RESTRUCTURING PLAN CONTACT:

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Laramie, WY 82070
bvanla@educ.state.wy.us
(307) 777-7639

Part I:

WDE Policy, Timelines, and Flowcharts

Acronyms and Definitions

AYP – Annual Yearly Progress

DCST – District Support and Coordination Team

DOT – District Oversight Team

LEA – Local Education Agency (school district)

NCLB – No Child Left Behind

PDSA – Plan-Do-Study-Act

SIP - School Improvement Planning

SEA – State Educational Agency (Wyoming Department of Education)

SLT – Senior Leadership Team

WDE – Wyoming Department of Education

WSBE – Wyoming State Board of Education

WDE Restructuring Policy

School Improvement Year 3

Title I Schools reaching the status of School Improvement Year 3 will be contacted by a representative (see WDE State System of Support Roles section) of the Wyoming Department of Education to work collaboratively with the LEA's Senior Leadership Team (SLT) and school principal to provide an overview of the restructuring process. Input will be taken from the LEA to meet individual LEA's needs, should the school move into planning for Restructuring the following year.

School Improvement Year 4 – Planning for Restructuring

Planning Process

Once a school has been determined to be in School Improvement Year 4 – Planning for Restructuring, WDE will hold informational meetings during August at a site convenient to LEA's involved to provide the background, purpose, requirements and timeliness for restructuring plan development and approval process as well as the WDE's role and support to be provided. The restructuring plan will be integrated into the district/school improvement plans. Middle or Secondary schools in restructuring will be encouraged to include schools within the district that feed/send students to that school for the improvement planning process (in order to better determine issues that are evident prior to entering the middle or secondary school).

WDE will designate to each District a coach to provide additional support and assistance. The coach will work with the LEA's SLT to schedule an initial meeting to set timelines and action steps to complete the restructuring plan in a timely manner. The makeup of the current School Improvement Planning (SIP) Team will be reviewed and adjusted accordingly to meet the needs of the restructuring planning process. Key stakeholders from the LEA and the school should include parents, staff, teachers, school principal/leadership, a representative from the LEA SLT, LEA School Board Member, and a WDE Title I representative should be included in the planning process. The School Improvement Planning Team is required to review data, research options for restructuring, choose an option, develop the plan and have the final approval of the plan. The LEA should provide leadership in the development of the plan and meeting requirements. The LEA Coach will use Plan-Do-Study-Action (PDSA) planning or 60-day action plans to set timelines and action steps that will be reviewed and adjusted at regularly scheduled meetings.

When appropriate, the Coach for the LEA will assemble a District Oversight Team (DOT) for each LEA with a school in School Improvement Year 4. The core members of this team will consist of: WDE DSCT Member, State Title I Director, LEA Coach, District Consultant and any other WDE staff that are needed to meet the individual needs of the LEA. Additional resources required need to be coordinated with the LEA Coach.

Wyoming State Board of Education Reports

A representative from the LEA SLT, principal and/or SIP Team will be required to present updates and plan progress to the Wyoming State Board of Education (WSBE) during their regularly scheduled board meetings throughout the year. The LEA may also be asked to provided further documentation or answer any questions that are requested by the WSBE. The following is a list of tentative dates and required information to be shared with the SBE:

September .....LEA and School Data Profiles
November .....Timeliness/Process for Plan Development
January.....Research and data for Option Selected
April .....Strategic Planning
June.....SBE Plan Approval

Plan Approval Process

The final plan must be approved by the SI Planning Team (the school principal will give approval for the SI Planning Team), LEA School Board and Superintendent and submitted to the WDE Title I Director by April 1, 2010. The State Title I Director will review the plan and then comment and/or solicit any changes, if needed. If the plan meets approval, the State Title I Director will recommend approval to the State Superintendent of Public Instruction on behalf of the WDE. Final approval by the SBE will occur during the May/June WSBE Meeting. The WSBE will review, comment and determine whether or not to approve the plan.
If the WSBE does not vote to approve the plan, the WSBE must give their reasoning behind not approving the plan and recommendations as to how the LEA can improve the plan. The LEA must immediately meet, revise the plan, and have it ready to resubmit to the WSBE during their summer retreat in July or August for review.

Plan Implementation

Once the WSBE approves the plan, implementation will begin before the first day of school the following school year when the school moves into School Improvement Year 5 Status – Restructuring Plan Implementation.

If the school meets AYP requirements at the end of School Improvement Year 4, it moves into "Holding Status" and plan implementation is not required. The plan will be reviewed and if modified, the approval process must be again followed. The WSBE will be kept updated by the LEA on the status of the plan while the school is in "Holding Status." If the school fails to meet AYP while in Holding Status, the plan must then be implemented the first day of the following school year when the school moves into School Improvement Year 5 Status – Restructuring Plan Implementation. If the school meets AYP requirements while in Holding Status, the school is no longer in Improvement status and the LEA does not have to implement the plan.

The LEA may decide to implement the plan while the school is in Holding Status. If this is done, the SI Team may need to meet to modify or revise the plan during implementation, but no further plan development is needed, even if the school moves into School Improvement Year 5 Status – Restructuring Plan Implementation.

School Improvement Year 5 – Restructuring Plan Implementation

Implementation of the approved plan will begin before the first day of school of the school year. During implementation, the State Title I Director will require documentation that the plan is being implemented and will conduct on-site monitoring visits to insure implementation and help with modifications or revisions that might be needed. During implementation, the WSBE may also request updates or presentations on plan implementation.

WDE State System of Support Member Roles

State Title I Director

The State Title I Director will provide expertise, guidance and resources related to Title I Rules, Regulations, and Improvement Planning. The State Title I Director will be involved in the entire planning process, through attendance at planning meetings and availability to answer questions and provide guidance via email, telephone, WEN Video or Webinars. Coordination of LEA presentations to the SBE will also be the responsibility of the State Title I Director. The State Title I Director will review final restructuring plans submitted by LEA's and make recommendations to WDE for approval.

District Support and Coordination Team

A member of the DSCT will assist in coordinating all and providing customer service to Districts along with the District coach. Each team member will work with districts and schools in various school improvement status levels, assuring that the consultant and district/school are meeting state and federal requirements as well as assuring district/schools needs are being met.

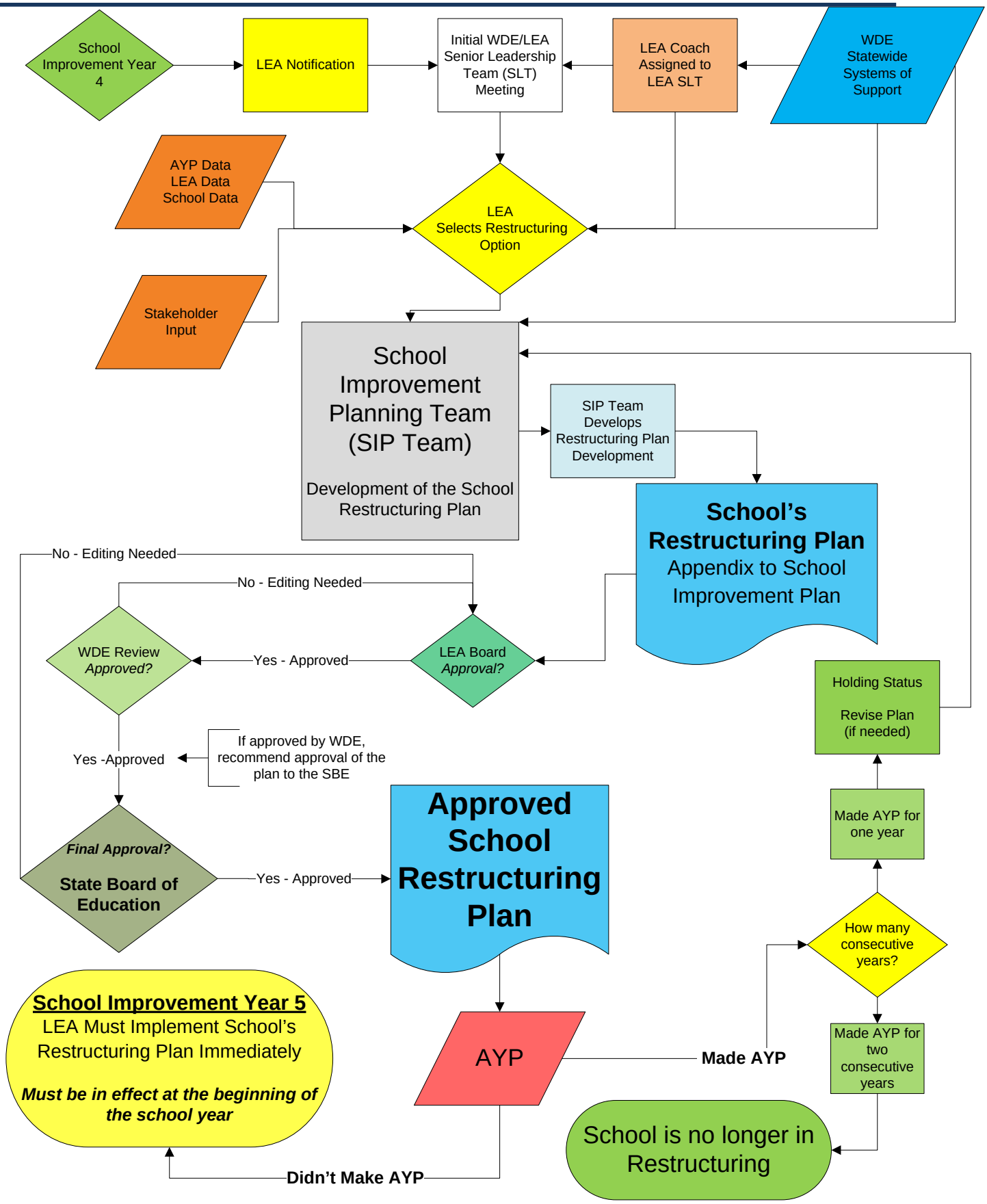
Coach

In addition to the current support provided to districts/schools in School Improvement Status, each school in School Improvement Year 4 – Planning for Restructuring will have a designated coach to assist in the restructuring effort. This coach will serve as the single point of contact for the district and provide support and assistance and build a collaborative relationship for all involved. The coach pledges to provide a high level of customer service, follow the WDE Customer Service Strategic Plan (attached) and simplify processes. It will be the coach's responsibility to provide a seamless system of support between WDE staff and the District that will:

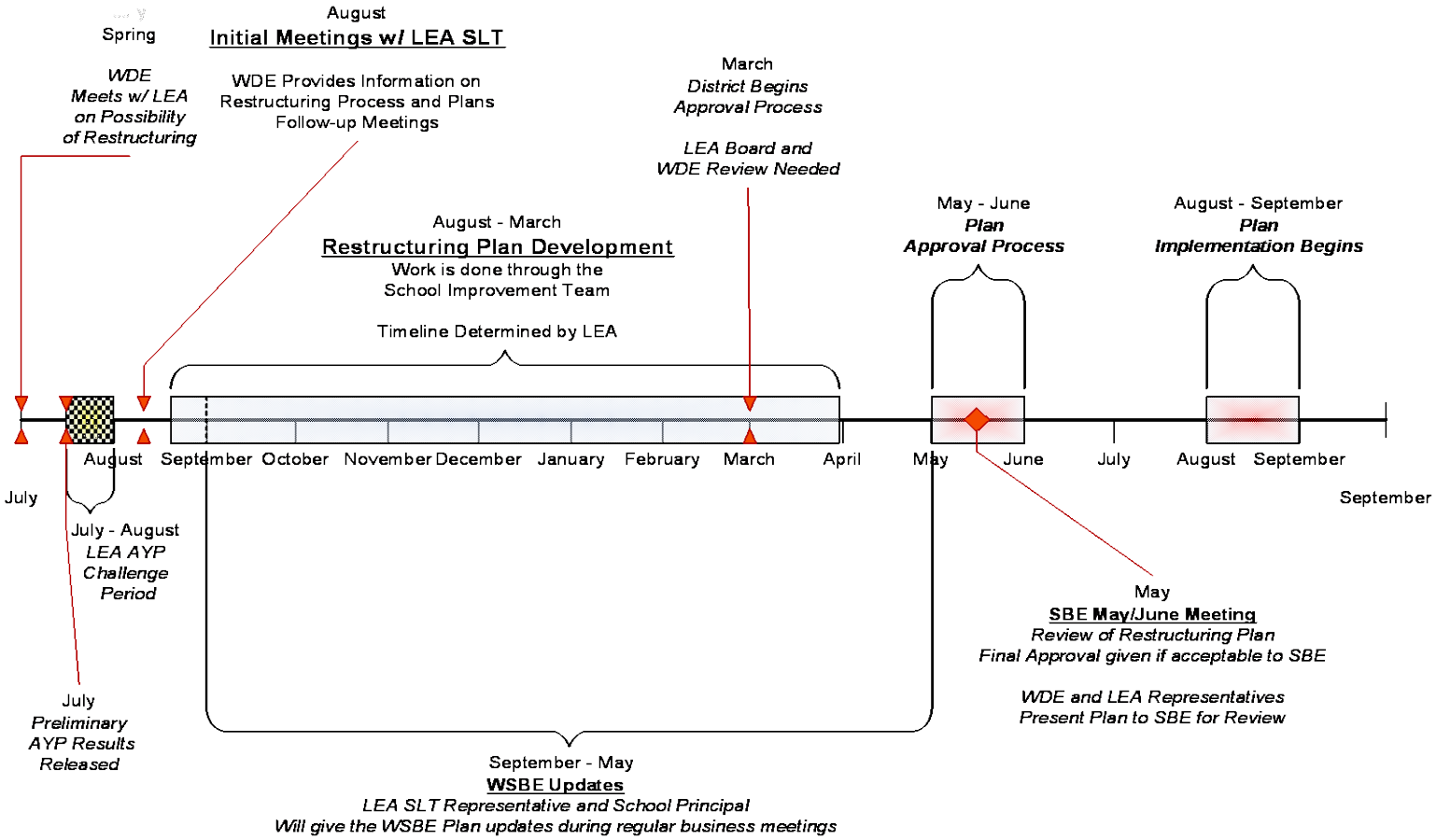
- Help a District determine the most appropriate approach to action planning
- Act as the conduit to the WDE Oversight Team (made up of WDE staff with specific expertise in the District's improvement areas).
- Provide an extra "set of eyes," from outside the District to review and provide input on School Improvement efforts; ask "delicate" questions in meetings and assist the District in the leadership role required in the process
- Streamline or simplify required documentation/plan requirements through strategic planning for the District or one plan to follow.
- Facilitate PDSA cycle and collaborative planning meetings with SLT, SIP Team, and/or WDE Oversight Team
- Assist in providing an Organization Assessment to the District or follow-up using the results of a completed Organizational Assessment by working with the SLT or SIP Team to monitor progress with system issues critical to District/School improvement

Restructuring Planning and Implementation Process

Revised 08/01/09

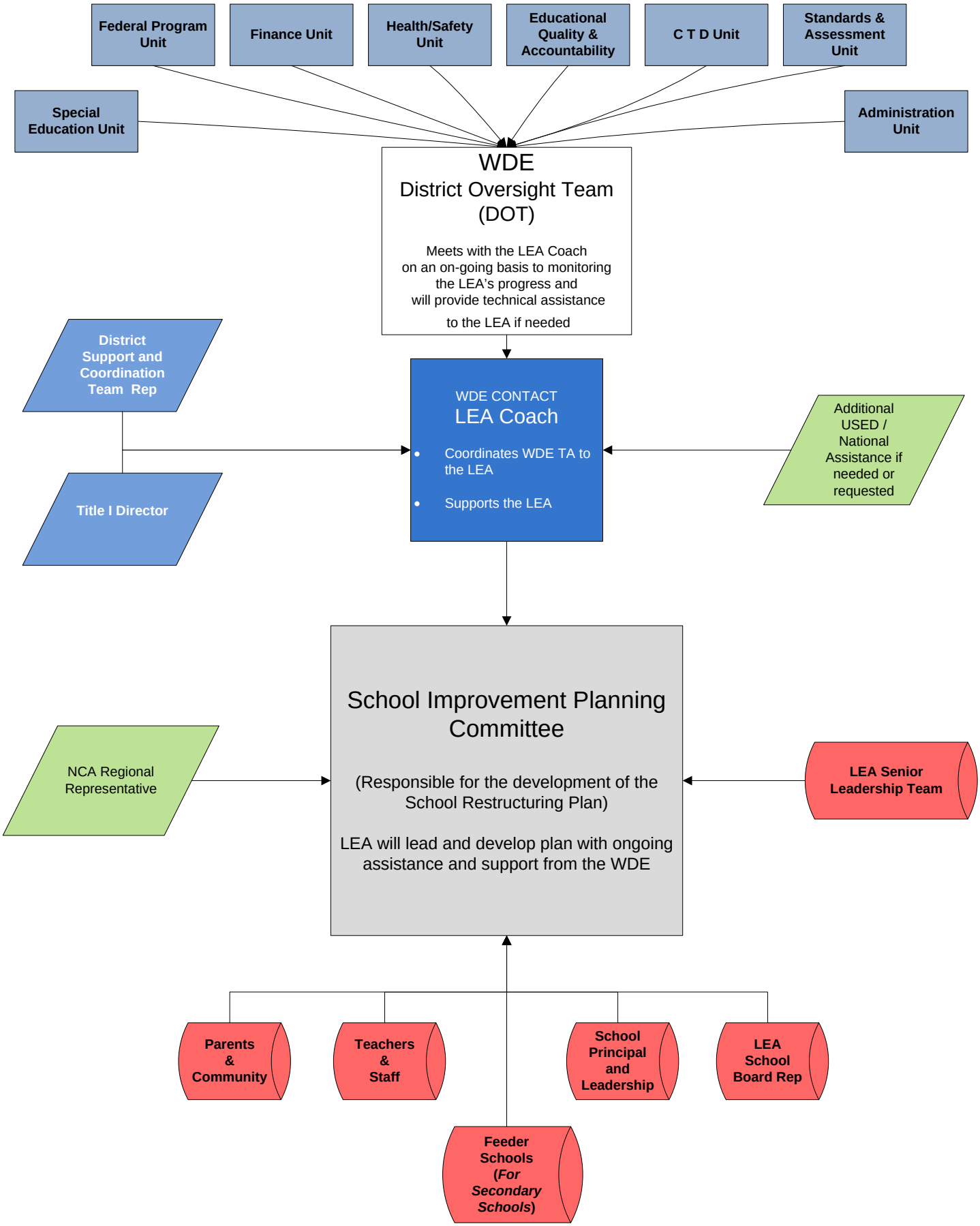


Restructuring Planning and Implementation Timeline



WDE Statewide System of Support and SIP Team Make-up

Revised 08/01/09



Part II:

Background and Restructuring Options

Background

In accordance with Public Law 107-110 Section 1116 (b)(8), a school that has failed to meet Annual Yearly Progress (AYP) in the same content area for five or more years is identified for restructuring. This school's Local Educational Agency (LEA) must create a plan to restructure the school. If the school does not make AYP for six years, the LEA must implement this plan.

According to the US Department of Education's (USED) LEA and School Improvement Non-Regulatory Guidance, revised July 21, 2006:

> Generally speaking, under NCLB when a school is in restructuring status, the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of that school. Restructuring means a major reorganization of a school's governance structure arrangement by an LEA that:
>
> - Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school;
> - Has substantial promise to improve student academic achievement and enable the school to make AYP as defined by the State's accountability system; and
> - Is consistent with State Law

The actions an LEA must take when it has a school identified for restructuring are as follows:

- LEA reviews and revises corrective action and continues with implementation of plan
- Written notice to parents
- Targeted Technical Assistance by WDE
- School continues to offer Public School Choice
- School continues to offer Supplemental Educational Services
- LEA develops a restructuring plan for the school
- Target 10% of the buildings allocation to professional development in the area in which the school did not meet AYP – although this is not a requirement for a school in Corrective Action or Restructuring status, it is recommended that the school continue to reserve funds for professional development

In accordance to Chapter 6, Section 10, the duties of the Wyoming State Board of Education, our state law shall follow NCLB guidelines and final approval of a school's restructuring plan comes from the State Board of Education. As stated in Chapter 6, Section 10, "The district shall obtain approval of the School Restructuring Plan from the State Board of Education and shall prepare to implement the plan at the start of the next school year."

Restructuring Options

The restructuring options as outline by the USED's Non-Regulatory Guidance are:

- The school reopens as a charter school;
- The school replaces all or most school staff relevant to failure;
- The LEA contracts with private management to govern the school;
- The State Educational Agency takes over governance of the school (*please note that this option will not be considered by the WDE as it is not viewed as a viable option*);
- Any other major restructuring of the school's governance.
    - This last option gives an LEA the flexibility to best meet the needs of the school. Some examples of the "other" option from USED Non-Regulatory Guidance are:
        - Significant change in governance structure.
            - Examples could be diminishing the school-based management or increasing control and monitoring by the LEA.
        - Reopen the school as a focus or theme school with new staff.
            - Examples could be to open as a Math/Science, Dual Language, or Communication Arts school.
        - Reconstitute into smaller autonomous learning communities
            - Examples could be to use the School-Within-A-School or Learning Academies approach.
        - Dissolve the school and assign students to other schools within the LEA.
        - Pair the school with a higher performing school.
        - Expand or narrow the grades served.
            - Example would be change the school from K-8 to K-5.

Part III:

USED Non-Regulatory Guidance

Excerpt From
LEA and School Improvement Non-Regulatory Guidance
Revised July 21, 2006

Section G: School Restructuring – Year One (Planning)

SCHOOL RESTRUCTURING
In some cases, ensuring that all children have the opportunity to achieve requires that the LEA intervene extensively in the functioning of a low-performing school. A school that continues to miss its annual achievement targets for several years is a school where some students have not met state standards in the core academic subjects of reading and mathematics over a sustained period of time. As a stage in the school improvement process, restructuring requires major changes in a school's operation.

G. SCHOOL RESTRUCTURING – YEAR ONE (PLANNING)

G-1. What is restructuring?

A school that misses its annual achievement targets for five or more years is identified for restructuring. If a school does not make AYP for five years, the LEA must create a plan to restructure the school. If the school does not make AYP for six years, the LEA must implement this plan.

Generally speaking, under NCLB when a school is in *restructuring* status, the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of that school. Restructuring means a major reorganization of a school's governance structure arrangement by an LEA that:

- Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school;
- Has substantial promise to improve student academic achievement and enable the school to make AYP as defined by the State's accountability system; and
- Is consistent with State law.

G-2. What causes a school to be identified for restructuring?

A school is identified for restructuring if it does not make AYP after one school year of corrective action.

School Year	*School makes AYP (Y/N)*
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement
By end of 2004-05	N
Beginning of 2005-06	Corrective action
By end of 2005-06	N
Beginning of 2006-07	Year 1 restructuring (planning)

G-3. What is the timeline for the restructuring process?

As defined in NCLB, school restructuring is a two-step process. Under the first step, the LEA must prepare a restructuring plan and make arrangements to implement the plan if a school does not meet its AYP targets after one full year of corrective action (fifth year of not making AYP). The second step occurs if, during the school year in which the LEA is developing the restructuring plan, the school does not make AYP for a sixth year. In this case, the LEA must implement the restructuring plan no later than the beginning of the following school year.

The following example illustrates this timeline: If a school is in corrective action during the 2005-06 school year and during that school year does not meet AYP, it will be identified for restructuring. The first year of restructuring (the planning year) will be the 2006-07 school year. If, once again during that year, the school does not meet AYP, the school will enter its second year of restructuring during the 2007-08 school year, in which the LEA will implement its restructuring plan. §1116(b)(8)

G-4. What notification requirements apply when a school is identified for restructuring?

When an LEA identifies a school for restructuring, it must –

- Provide both parents and teachers with prompt notice of the decision;
- Provide both groups with the opportunity to comment before it takes any restructuring action; and
- Invite both teachers and parents to participate in the development of the school's restructuring plan. §1116(b)(8)(C)

Additional notification required for parents is similar to the notice required when a school enters corrective action. The LEA must notify the parents of all children enrolled in the school and explain –

- What the identification means, and how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;

- Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification;

- Their option to transfer their child to another public school in the LEA that is not identified for improvement, corrective action, or restructuring; and

- The supplemental educational services that are available to eligible children.

G-5. What action must an LEA take when it identifies a school for restructuring?

When it identifies a Title I school for restructuring, an LEA must:

- Continue to ensure that all students have the option to transfer to another public school in the LEA that is not identified for improvement, corrective action, or restructuring;

- Continue to ensure that supplemental educational services are available to eligible students; and

- Prepare a plan to implement an alternative governance system for the school. §200.43(b)(1), (2), and (3).

G-6. What responsibilities does an LEA have to parents of the children in a school that is planning for restructuring?

The process for developing a restructuring plan must be open and collaborative.
As noted in G-4, when a school is slated for restructuring, the LEA must promptly notify parents about both what is being done to improve the school and how parents can be involved in the development of any restructuring plan. The LEA must provide parents and teachers an opportunity to comment before the LEA develops the restructuring plan or takes any restructuring actions. Parents and teachers must also be provided the opportunity to participate in the development of any restructuring plan.

The parental notification requirements, along with the parental involvement provisions of NCLB, encourage LEAs and schools to explore strategies and tools to involve parents as meaningful and effective partners in their child's education. Successful parental involvement approaches develop parents as leaders and equal partners in the schooling process. These approaches do not begin and end when an LEA identifies a school for restructuring.

Parents need to be well informed about the school's progress so they can make good decisions about their child's education. If a school does not make AYP for a fifth year, parents will want to know why, and they should be given information about the extent of the problem and the types of restructuring options the LEA is considering to address the needs of students in the school. One approach is to hold collaborative, face-to-face community outreach meetings with parents to explain the restructuring options under NCLB and the data the LEA is using to make restructuring decisions. The LEA can use this outreach as an opportunity to establish a wider conversation about the school and invite greater parent participation in their child's education — including participation in activities that support the school's student achievement goals. The more transparent schools and LEAs are about student achievement and the overall condition of a school, the more likely that parents will be involved in the school and the public school system.

G-7. What alternative governance arrangements must an LEA plan to implement?

The restructuring plan that an LEA prepares must include one of the following "alternative governance" arrangements for the school, consistent with State law:

- Reopen the school as a public charter school;
- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Turn the operation of the school over to the SEA if this action is permitted under State law and the State agrees; or
- Implement any other major restructuring of the school's governance arrangement that is consistent with the NCLB principles of restructuring. (See H-1.)

The list of available alternative governance arrangements are meant to afford an LEA multiple options so that the LEA can choose the best one to address the needs of students in each identified school. Each option leverages a significant shift in how the school is governed. The purpose of restructuring is for the school to improve its ability to teach *all* children and achieve annual academic performance targets. By achieving this purpose, the school is also removed from restructuring status. §1116(b)(8)(B)

G-8. What constitutes "other major restructuring of the school's governance" under §1116(b)(8)(B)(v) of NCLB?

The focus of the school restructuring requirement is on the alternative governance arrangements that an LEA must carry out in a school that does not make AYP for five or more years. In preparing a restructuring plan, §1116(b)(8)(B)(v) permits an LEA to choose "*any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.*" This restructuring option provides the LEA the flexibility to choose additional reform solutions that best meet the needs of students in the school and community. Examples of such efforts may include:

- Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA;
- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts);
- Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.);
- Dissolve the school and assign students to other schools in the district;

- Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together; and

- Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.

See G-10 for a broader discussion on non-governance issues that the LEA and school planners must address in planning for restructuring, including assessment, curriculum, professional development, etc.

G-9. If the restructuring process results in the creation of a new school, may that restructured school be treated like any other new school in the State's accountability system?

Yes, if in fact the restructured school is legitimately and legally a new school.

While most of the restructuring options outlined in section 1116(b)(8)(B) of Title I would not result in the creation of a new school, it is possible that some restructuring options might. If, as a result of restructuring, a school is significantly reconfigured (for example, to serve different students and different grades) and accordingly meets the State's definition of a new school, that school may be treated like any other new school in the State. Depending on the State's operational rules, this may mean starting over on the school improvement timeline.

Some States, in their accountability plans, have indicated operational rules for determining AYP when a new school is created. In some cases, a State derives an AYP determination for the new school based on the scores of students feeding into the school or the AYP determinations of the schools from which the new school is created. In other cases, when an AYP determination cannot be derived, a State starts the new school afresh in the school improvement timeline. How a State treats a new school should depend on the extent to which the school has changed. For example, adding one grade, such as kindergarten, would likely not constitute a new school; however, adding three new grades out of six might. Whether a school is new depends on State law. A State must thus have a definition of what constitutes a new school and have adopted operational rules for how to make AYP determinations for new schools. For example, a State might conclude that a school is new if, among other things, the school attendance area is reconfigured so that the school serves more than 50 percent different students and/or the school serves significantly different grades. Similarly, a State might conclude that a school that converts to a charter school during restructuring is "new" because it has a significantly different population of students who gained admission through a lottery.

If a State has operational rules for determining AYP for new schools that differ from those applied to other schools, the State must amend its accountability plan to provide its definition of a new school and to describe how it determines AYP for new schools, including whether and under what circumstances a restructured school can be considered a new school. If a new school is created during the restructuring process, we encourage States to require the school to continue to offer supplemental educational services to eligible students, in order to keep them on track to meet high standards.

G-10. What process should an LEA follow to determine which "alternative governance" option is the right one and matches the reason the school is in year four of improvement?

In determining which alternative governance option to employ, LEA leaders need to understand how and when each option works to improve student learning based upon the school's strengths and weaknesses. The restructuring process must be substantial enough to transform and sustain change. The variety and rigor of restructuring options under NCLB allow an LEA to choose one or more "alternative governance" interventions that best address the identified needs of the school and school community. While these

restructuring options can be described as discrete and can be categorized into particular types, none should be applied as an isolated quick fix (e.g., a principal change, a replacement of most or all staff, or contracting with an external education management provider). The restructuring intervention will likely not address all of the identified needs of a school and cannot substitute for a coherent plan for systemic change. The intervention the LEA chooses should be viewed as one strategy in a school's comprehensive plan for improvement.

In choosing an alternative governance option, the LEA and school planners should consider what has occurred in the school that resulted in its being identified for restructuring. Also, the restructuring plan should take into account the actions initiated in prior years. In other words, the actions required under the restructuring plan might be seen as deeper, broader, or more targeted to meet identified needs. For example, the LEA should make distinctions between schools in restructuring status that have experienced some improvement in student achievement and those that do not, and tailor the restructuring interventions accordingly. The LEA should use AYP to target the unique needs of a school's students to improve its ability to teach *all* children and achieve annual academic performance targets. By achieving this purpose, the school is also removed from restructuring status.

An LEA must also consider that governance changes alone will not likely produce significant changes in student performance without also considering such issues as staff development, curricula, instruction, use of technology, assessment, and other factors that are essential for success. Hiring and retaining qualified teachers and principals who are committed to restructuring can facilitate implementation. A highly skilled principal who is committed to restructuring is critical to authentic change; however, changing school leadership alone will likely not lead to significant change without the new principal being committed to restructuring and having the authority to make staffing and curricula changes. It has also become increasingly clear from research and practice that school leaders alone cannot bring about the desired improvement in the educational system in isolation - the restructuring plan will require the active support and involvement of school and district personnel, parents, teachers, business and community organizations, State education personnel, governmental agencies and others.

G-11. What type of "alternative governance option" should be chosen for a school that has been identified solely due to the performance of a specific student subgroup (i.e., students with disabilities, students with limited English proficiency, students who are economically disadvantaged) or solely due to insufficient participation?

Under NCLB, schools must show AYP in making sure that all students achieve academic proficiency in order to close the achievement gap. Therefore, schools need to be accountable for all students. To achieve that goal, AYP is intentionally designed to identify those areas where schools need to improve the achievement of their students. The ESEA aims to improve the achievement of all students and recognizes that schools must ensure that all student groups receive the support they need to achieve to high standards. By including students with disabilities, students with limited English proficiency, students who are economically disadvantaged, and other student subgroups in the overall accountability system, the law makes their achievement everybody's business in the school.

The primary goal of the NCLB is to improve academic achievement through high expectations and high-quality education programs. The statute works to achieve that goal by focusing on school accountability, teacher quality, parental involvement through access to quality information and choices about their children's education, and the use of evidence-based instruction. In determining which alternative governance option the school should implement, LEA and school staff should analyze the causes of why individual students are not learning, identify barriers to learning that affect students, and seek solutions to correct the problems. Planning for restructuring does not necessitate a "one size fits all" response and is intended to stimulate new

thinking about how to address such concerns as the professional development needs of teachers, using appropriate instructional approaches, and effective organization and management of instruction. For example, a school undergoing restructuring may not be able to improve instruction without attending to leadership, improve leadership without emphasizing parent involvement, or concentrate on high-quality programs and evidenced-based student interventions without identifying the specific problem areas and underlying causes.

Any Title I school in which any group of students fails to meet the AYP goal must be identified as in need of improvement, and all such schools that are identified are subject to the timeline for improvement required under Section 1116. Regardless of the degree to which a school is not making AYP, an LEA must take actions to address the needs of *all* the school's students and improve achievement, provide public school choice for all students in any school that is identified for improvement, and provide supplemental educational services for eligible students in schools that continue to not make AYP, as required under Section 1116.

G-12. NCLB states that small, rural school districts may contact the Secretary of Education for assistance in restructuring. What assistance will the Department provide for such requests?

The Department has arranged for 21 comprehensive technical assistance centers (16 regional centers and five content centers) to provide technical assistance to small, rural school districts that request assistance from the Department in restructuring the schools that they serve. The new Regional Centers provide frontline assistance to States to help them implement the ESEA and other related Federal school improvement programs and help increase State capacity to assist districts and schools meet their student achievement goals. In addition, the Department funds five Content Centers (Center on Assessment and Accountability, Center on Instruction, Center on Teacher Quality, Center on Innovation and Improvement, and Center on High Schools) that will supply much of the common research-based information, products, guidance, analyses, and knowledge on certain key NCLB topics that the Regional Centers will use when working with States. Information about the comprehensive centers is available at http://www.ed.gov/programs/newccp/awards.html.

Further, a school district that meets the statutory requirements (a district that has an average daily attendance of fewer than 600 students and serves only schools with a National Center for Education Statistics locale code of 7 or 8) may participate in the Rural Education Achievement Program (REAP). Under REAP, these districts receive additional flexibility (REAP-Flex) in the use of formula funds they receive under the Improving Teacher Quality State Grants, Educational Technology State Grants, State Grants for Innovative Programs, and Safe and Drug-Free Schools and Communities State Grants programs. Under the REAP-Flex authority, an eligible school district may consolidate and use the funds from the programs mentioned above to carry out activities authorized under Part A of Title I, including school restructuring activities. In addition, rural school districts eligible to use REAP-Flex generally receive a formula allocation under the Small, Rural School Achievement (SRSA) program. An eligible school district could use its award under the SRSA program to support school restructuring activities.

G-13. Must an LEA continue to provide technical assistance to a school in year one of restructuring?

The purpose of the restructuring provisions under section 1116(b)(8) is to require an LEA to take strong actions to improve schools that have not made AYP for a number of years. Because the LEA has direct oversight and involvement in the restructuring process, it should provide a school being restructured with ongoing assistance that addresses the identified needs of the school's students and prepares the school and community to implement the restructuring options the LEA has selected to improve the educational opportunities for students. Thus, technical assistance from the LEA is imperative and implicit in the concept of restructuring, even though it is not explicitly required under the statute. The technical assistance provided

to a school being restructured should focus on helping the school make substantive and significant changes in its approaches to teaching and learning by emphasizing the use of student achievement data and research to inform instructional strategies. Additionally, the assistance should help the school with budget allocation, professional development for principals and teachers, and other strategies necessary to ensure the restructuring plan is implemented and sustained in the future.

G-14. What effect do the school restructuring requirements have on an LEA's collective bargaining agreements?

Section 1116(d) provides that none of the provisions for school improvement, corrective action, or restructuring for failure to make AYP may reduce the rights or remedies of employees under the terms of a collective bargaining agreement. That section specifically reads as follows:

> (d) CONSTRUCTION – Nothing in this section [Title I, Academic Assessment and Local Educational Agency and School Improvement] shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

The provision must be implemented in concert with the purpose of Title I, which is quite clear: "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments." [Section 6301]. The statement of purpose further declares that this purpose can be accomplished, in part, by "significantly elevating the quality of instruction" and by "holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such school to enable the students to receive a high-quality education." [Section 6301(10)(4)].

Therefore, an LEA that accepts funds under Title I of the ESEA must comply with all statutory requirements, notwithstanding any terms and conditions of its collective bargaining agreements. Although section 1116(d) does not invalidate employee protections that exist under labor law or under collective bargaining and similar labor agreements, it does not exempt SEAs, LEAs, and schools from compliance with Title I, Part A. It is the Department's view that such agreements should not exempt school officials from any obligations related to the purpose of Title I, or the school improvement, corrective action, or restructuring requirements in section 1116.

State and LEA authorities, as well as State legislatures and local governing boards, need to ensure that changes in State and local laws are consistent with Title I requirements and that any changes to collective bargaining agreements or new agreements are also consistent with Title I.

G-15. In light of collective bargaining agreements and employee protections, what are suggested alternatives to replacing staff that may be contributing to the school being identified for restructuring?

Replacing all or most of the school staff is only one of several restructuring options available to an LEA, and there is a great deal of flexibility in how to implement this option. For example, in carrying out a restructuring plan, some LEAs, in conjunction with putting a new principal in place, require all staff to reapply for their positions and to be part of the restructuring process, or to apply for a position in another school in the district. In other districts, LEA staff and unions have worked together to include provisions in their contracts to compensate teachers for working longer school days and longer school years as part of a restructuring arrangement.

An LEA may also use Title I, Part A and Title II, Part A funds to provide financial incentives and rewards to teachers in schools in restructuring status. An LEA may provide, where appropriate under section 1113(c)(4) of the Title I statute, not more than five percent of its Part A allocation for financial incentives and rewards to teachers who serve students in Title I schools identified for school improvement, corrective action, and restructuring, for the purpose of attracting and retaining qualified and effective teachers.

An LEA may use Title II, Part A funds to develop and implement strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, including students with disabilities; and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternate routes to obtaining teacher certification. (See Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, August 3, 2005)

G-16. How does a school that is planning for restructuring or implementing a restructuring action exit restructuring status?

Under 34 C.F.R. 200.43(c)(2), a school that is in restructuring status (e.g. during the 2006-07 school year) and makes AYP for two consecutive years (e.g. based on achievement data for the 2006-07 and 2007-08 school years) may exit that status. This is the same rule that applies to Title I schools at any stage of the school improvement process.
The exception to this rule would be, as a result of restructuring, a school is significantly reconfigured to serve different students and different grades, and accordingly meets the State's definition of a "new school." This new school may be treated like any other new school in the State. Depending on the State's operational rules, this may mean removing the school from restructuring status and starting over on the school improvement timeline. (See also G-9.)

Section G: School Restructuring – Year 2 (Plan Implementation

H. SCHOOL RESTRUCTURING – YEAR TWO (PLAN IMPLEMENTATION)

H-1. What causes a school to enter year two of restructuring?

If a school identified for restructuring does not meet AYP during the planning year, the school must be identified for year two of restructuring. During year two, the LEA must implement the restructuring plan it has created for the school.

School Year	*School makes AYP (Y/N)*
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement
By end of 2004-05	N
Beginning of 2005-06	Corrective action

By end of 2005-06	N
Beginning of 2006-07	Year 1 restructuring (planning)
By end of 2006-07	N
Beginning of 2007-08	Year 2 restructuring

H-2. What action must the LEA take when one of its schools is identified for year two of restructuring?

If, after being identified for restructuring for one school year and continuing to receive technical assistance, a school still does not make AYP, the LEA must implement the restructuring plan no later than the beginning of the school year following the year in which the school was in the first year of restructuring. For example, if the school is in year one of restructuring during the 2006-07 school year and does not make AYP, the implementation of the restructuring plan must take place during the 2007-08 school year. §200.33(a) During the implementation of the plan, the LEA must also –

- Continue to provide all students with the option to transfer to another school in the LEA that is not identified for improvement, corrective action, or restructuring; and
- Continue to make supplemental educational services available to eligible students. §200.43(b)(1), (2), and (3)

H-3. What notification requirements apply when a school is identified for year two of restructuring?

Additional notification required for parents is similar to the notice required when a school enters corrective action or year one of restructuring. The LEA must notify the parents of all children enrolled in the school and explain –

- What the identification means, and how academic achievement levels at the school compare to those at other schools in the LEA and in the SEA;
- Why the school has been identified and actions taken by the school and the LEA to address the problems that led to the school's identification;
- How parents can become involved in addressing the academic issues that led to the identification and a description of the parental involvement opportunities available to parents;
- Options available to parents to transfer their child to another public school in the LEA that is not identified for improvement, corrective action, or restructuring; and
- The supplemental educational services that are available to eligible children. (See also E-3 and G-4) §200.37; §200.38; §200.43

H-4. What technical assistance must the LEA provide, or provide for, while the school is in year two of restructuring?

Because the restructuring options under NCLB are designed to change schools significantly, implementation is complex. All require adjustments to schools' financial operations, and some may require additional resources, particularly if the school must train staff to work together in new ways.

During year two of restructuring, while the LEA's plan is being implemented, the LEA should continue to provide the school with quality technical support and assistance that address the complexities of implementation. This assistance will be especially valuable in helping the school staff to remain focused on increasing student achievement while the school is adjusting to potentially radical alterations to its administrative and governance structures.

H-5. Must a school identified for restructuring spend not less than 10 percent of its allocation of Title I, Part A funds for professional development?

No. Section 1116(b)(3)(A)(iii) of the ESEA only requires a school identified for improvement to spend not less than 10 percent of its allocation of Title I, Part A funds for high-quality professional development for each fiscal year that the school is in improvement. The statute does not require a school identified for corrective action or restructuring to spend not less than 10 percent of its Title I, Part A funds for professional development. However, because professional development is another critical linchpin in the restructuring process, the LEA and school planners should consider how Title I funds, along with other Federal, State, and/or local resources, can be used to support high-quality professional development that is directly connected to the reform efforts identified in the school's restructuring plan. As such, because it is permissible under ESEA for a school identified for restructuring to use part of its allocation of Title I, Part A funds for high-quality professional development, schools should be encouraged to do so.

H-6. If a school completes two years of restructuring, what is its status relative to the school improvement timeline?

A school that undergoes the restructuring process for two years (one year of planning and one year of implementation) continues to be accountable for the academic achievement of its students. Although it might have a changed curriculum, different staff, and/or a radically different governance structure, the restructured school must continue to offer choice and supplemental services until it makes AYP for two consecutive years.

The exception to this rule would be, as a result of restructuring, a school is significantly reconfigured to serve different students and different grades, and accordingly meets the State's definition of a "new school." This new school may be treated like any other new school in the State. Depending on the State's operational rules, this may mean removing the school from restructuring status and starting over on the school improvement timeline. (See also G-9.)

School Year	*School makes AYP (Y/N)*
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement
By end of 2004-05	N
Beginning of 2005-06	corrective action
By end of 2005-06	N
Beginning of 2006-07	Year 1 restructuring (planning)
By end of 2006-07	N

Beginning of 2007-08	Year 2 restructuring
By end of 2007-08	Y
Beginning of 2008-09	Year 3 restructuring
By end of 2008-09	Y
Beginning of 2009-10	No longer in restructuring

H-7. What are the expectations after a school has been restructured?

Because restructuring is only one part of an integrated improvement process, best practices suggest that LEA and school planners should rigorously monitor the implementation and effectiveness of all the school's improvement activities and make changes as needed to ensure that the strategies are contributing to the desired outcome of improved and sustained student achievement. Schools that have been restructured must continue to offer choice and supplemental educational services until they exit restructuring status. (See also G-5.) Further, the LEA should continue to provide technical assistance to the school to ensure that the necessary support is available to increase the potential for sustained improvement and success.

H-8. Does the LEA or school need to submit some type of report or a plan to the SEA describing how the school has been restructured?

Under the statute, LEAs are responsible for implementing an alternative governance arrangement and therefore, are the first line in the decision-making process. The ESEA does not require the LEA or a school to submit to the SEA a restructuring plan or a report describing the alternative governance arrangements the LEA is implementing in a school identified for restructuring. However, the SEA, under its general authority to ensure that Title I of the ESEA is implemented according to the statute, has significant authority to ensure that alternative governance arrangements are implemented in ways that are most likely to get good results. Under this general authority, the SEA may choose to have more significant involvement in district decision-making, such as by collecting and reviewing plans or participating in plan development, modification, and monitoring.

Under specific circumstances, the SEA must intervene and take appropriate actions to carry out its responsibilities under section 1116(b)(14) of the ESEA. For example, should the SEA determine that the LEA failed to develop and implement a plan for a school identified for restructuring, as a corrective action the SEA could require the LEA to develop and submit the plan and related progress reports to the State for review and approval. (See also H-10.)

The SEA must also ensure that the LEA is implementing a restructuring plan that contains fundamental reforms that have substantial promise to improve student academic achievement and enable a school to make AYP.

H-9. Are SEAs expected to monitor restructured schools through the State's compliance monitoring process?

Yes. Section 9304(a)(1) of the ESEA requires that an SEA assure, as a part of its consolidated State application, that each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications. Section 9304(a)(3)(B) further states that States will adopt and use proper methods of administering such programs, including the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. Section 80.40 of the Education Department General Administrative Regulations (EDGAR) states that grantees are responsible for managing the day-to-day

operations of grants and of subgrant-supported activities. Grantees must monitor grants and subgrant-supported activities to ensure compliance with applicable Federal requirements and that performance goals are being achieved.

While the statute does not specifically identify the components of a monitoring system, including the methods to be used in conducting monitoring, the Department's expectation is that the most critical elements of the Title I program will be monitored. Since schools in restructuring are the schools in greatest need in an LEA, the SEA is expected to include a review of these schools in its monitoring process to help ensure that these schools make substantial progress in meeting NCLB accountability requirements.

H-10. Are there consequences if an LEA does not undertake required planning for schools in Restructuring Year 1 or implementing restructuring plans for schools in Restructuring Year 2?

Any Title I school in which any group of students fails to meet the AYP goal must be identified as in need of improvement, and all such schools that are identified are subject to the timeline for improvement, corrective action, and restructuring as required under Section 1116. Regardless of the degree to which a school is not making AYP, an LEA must take actions to address the needs of the school and improve student achievement. The statute stipulates specific actions an LEA must take when it identifies a school for restructuring. (See also H-1 and G-5.)

States are responsible for ensuring that LEAs with schools subject to restructuring begin planning for restructuring and implement their restructuring plan according to the timeline in the statue. Section 1116(b)(14)(B) of the ESEA specifies that if the SEA determines that an LEA fails to carry out its responsibilities under the statue, such as not beginning to plan or implementing its restructuring plan according to the required timeline, the SEA must intervene and take appropriate actions to correct the situation, in compliance with State law. As such, States have a wide range of tools to enforce the statute, including (1) the assignment of a State support team to the school, (2) collecting and reviewing plans and progress reports, and (3) withholding of funds.

H-11. What information and resources are available to help district and State leaders choose the best restructuring option for each school? Where can LEAs and schools access information about school restructuring?

States, LEAs, and schools may wish to consult the following resources sponsored by the Department to seek information and materials about school improvement interventions and the effectiveness of particular improvement strategies or designs. *The examples provided should not be viewed as the "only" or the "best" resources available.* They are provided to help SEAs, LEAs, and schools consider the range of options available and to stimulate thinking about school restructuring in the context of creating high-performing schools.

- The **Center for Comprehensive School Reform and Improvement** (http://www.centerforcsri.org/) houses an online research center that includes a database of useful articles and research reports on whole-school reform and improvement, and provides access to information about reform models, technical assistance providers, and program evaluation. The Center, in conjunction with the North Central Regional Educational Laboratory, has developed a series white papers identifying best research practices about the NCLB restructuring options. These resources, *School Restructuring Options Under No Child Left Behind — What Works When, are available as follows:*

- *Reopening as a Charter School* (http://www.ncrel.org/csri/resources/ncrel/knowledgeissues/Reopening.pdf)

- *Turnarounds with New Leaders and Staff* (http://www.ncrel.org/csri/resources/ncrel/knowledgeissues/Turnarounds.pdf)

- *Contracting with External Providers* (http://www.ncrel.org/csri/resources/ncrel/knowledgeissues/Contracting.pdf)

- *S*tate *Takeovers* (http://www.ncrel.org/csri/resources/ncrel/knowledgeissues/Takeovers.pdf)

- The Department has arranged for 21 comprehensive technical assistance centers (16 regional centers and five content centers) to provide technical assistance to States in their work with LEAs and schools to close achievement gaps in core content areas and raise student achievement in schools. The 16 Regional Centers provide frontline assistance to States to help them implement the ESEA and other related Federal school improvement programs and help increase State capacity to assist districts and schools meet their student achievement goals. In addition, the Department funds five Content Centers (Center on Assessment and Accountability, Center on Instruction, Center on Teacher Quality, Center on Innovation and Improvement, and Center on High Schools) that will supply much of the common research-based information, products, guidance, analyses, and knowledge on certain key NCLB topics that Regional Centers will use when working with States.

- The Center on Innovation and Improvement, for example, will gather data and other information on districts and schools that are making sustained gains to identify the strategies that are proving to be successful in improvement efforts. Information about the comprehensive centers program is available at http://www.ed.gov/programs/newccp/awards.html.

- The Department's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) provides national leadership in promoting high-quality education for the nation's population of limited English proficient students. OELA funds a National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) that provides resources about various elements of school reform in programs designed to assist language minority students. These include an emphasis on high academic standards, school accountability, professional development, family literacy, early reading, and partnerships between parents and the communities. For more information visit http://www.ncela.gwu.edu/oela/.

- The Technical Assistance Alliance for Parent Centers supports a unified technical assistance system for the purpose of developing, assisting and coordinating Parent Training and Information Projects and Community Parent Resource Centers under the Individuals with Disabilities Education Act (IDEA). This project is funded by the Department's Office of Special Education Programs and consists of one national center and six regional centers. The project is funded to strengthen the connections to the larger technical assistance network and fortify partnerships between parent centers and State education systems at the regional and national levels. The website has a link to scientifically based research resources. For more information visit http://www.taaliance.org/.

- The What Works Clearinghouse (WWC) (http://www.whatworks.ed.gov) provides access to comprehensive reports reviewing evidence of effectiveness of educational interventions. The WWC collects, screens, and identifies studies of the effectiveness of educational interventions (programs, products, practices, and policies).

Part IV:

Restructuring Plan Template and Signature Page

Restructuring Plan Template

Section 3 to the School Improvement Plan

The Restructuring Plan is to be Section 4 to the School's Improvement Plan; it will bring in elements of the School Improvement Plan, but should take intensive and far-reaching interventions to revamp completely the operation and governance of that school because Restructuring means a major reorganization of a school's governance structure arrangement by the LEA.

The following is the template the LEA and School will use when developing a finalized Restructuring Plan. Directions are embedded within the template; a clean electronic copy is available from the WDE.

Section 3 – Restructuring Plan

Required for those Title I Schools in School Improvement Status Year 4 (Corrective Action – Planning For Restructuring)

MEMBERS OF RESTRUCTURING PLANNING COMMITTEE AND TITLES/POSITIONS		
Member Name	**Position**	**Content Area/Grade Level If applicable**

Additional stakeholders and constituents should be involved in the Restructuring Planning Process, so please include them in this section as well as the current members of the School Improvement Team that will be helping with the development of the Restructuring Plan. Also include all WDE staff, as well as any outside consultants that were involved in the planning process.

PROPOSED RESTRUCTURING OPTION(S)		
☐	**OPTION 1**	Reopen as Charter School Process
☐	**OPTION 2**	Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
☐	**OPTION 3**	LEA contracts with private management to govern the school
☐	**OPTION 4**	Any other major restructuring of the school's governance

Please selection one option after researching the option that would be the best solution for the school. For Option 4, please add a brief description as to what the "other major restructuring" will be.

DESCRIPTION OF THE SCHOOL'S PLAN FOR RESTRUCTURING *(USE ADDITIONAL SHEETS IF NECESSARY AND/OR ATTACH SUPPORTING DOCUMENTATION)*
Give a detailed description of the plan. The description should be written so that persons outside your LEA will understand your plan and reasoning without having existing knowledge of your LEA and school. If applicable, please reference research and data used to make the determination as to what option will be selected. Attach any supporting documentation you have.

DESCRIPTION OF HOW STAKEHOLDER'S WERE INVOLVED IN RESTRUCTURING PLAN (IF AVAILABLE, ATTACH DOCUMENTATION TO SUPPORT THESE EFFORTS)
Give a detailed explanation as to how additional stakeholders and required constituents were involved in the Restructuring Planning Process. Please have signature sheets and documentation of involvement on hand and available if needed for compliance monitoring.

EVIDENCE TO SUPPORT OPTION SELECTED - WHAT DATA HAS BEEN USED TO SUPPORT SELECTED OPTION? *(IF APPLICABLE, ATTACH SUPPORTING DOCUMENTATION)*
Provide a detailed explanation of why you chose this option and the supporting evidence behind why this option would work. If applicable, please reference research and data used to make the determination as to what option will be selected. Attach any supporting documentation you have.

PROFESSIONAL DEVELOPMENT ACTIVITIES
Give a detailed description as to what professional development activities will be needed to implement the Restructuring Plan. These activities need to provide with the knowledge and tools to sustain the changes being made. One day see and share activities are not recommended.

HOW IS THE DISTRICT SUPPORTING THE RESTRUCTURING PLAN? WHAT SYSTEMATIC OR DISTRICT-WIDE IMPROVEMENT EFFORTS ARE BEING IMPLEMENTED TO SUPPORT RESTRUCTURING INITIATIVES?
Give a detailed answer to the questions posed.

HOW WILL THIS PLAN SUPPORT CURRENT SCHOOL IMPROVEMENT EFFORTS WITHIN THE SCHOOL?
Review the current school improvement activities you have in your school and determine if they are efficient and effective. If they are, how will they be integrated into this plan.

WHAT DATA WILL BE USED TO MEASURE THE SUCCESS AND MONITOR RESTRUCTURING EFFORTS? *(IF AVAILABLE, ATTACH DOCUMENTATION TO SUPPORT THESE EFFORTS)*
How will the LEA and school determine the effectiveness of this option? What data will be used? How will the LEA monitor the restructuring efforts?

WHAT RESOURCES WILL BE USED TO SUPPORT THIS PLAN?
What LEA and school resources will be used to support this plan and activities? This could be LEA resources or school resources. Resources could be additional staff, funds, equipment, support, etc…

WHAT ARE THE MAJOR MILESTONES OR TIMELINES FOR PLAN? IDENTIFY SOME "QUICK WINS" TO BE ACCOMPLISHED TO ACHIEVE YOUR GOALS
Provide a detailed timeline for implementation that included major milestones and key accomplishments.

OTHER SUPPORTING DOCUMENTATION *(PLEASE LIST DOCUMENTS ATTACHED TO SUPPORT YOUR PLAN HERE. INCLUDE ATTACHMENTS IN SUBMITTAL)*
Please list all supporting documentation that will be attached to your plan.

Required Signature Page

Section 4 to the School Improvement Plan

This document will track all necessary signatures need to have the Restructuring Plan approved. The original will be housed with the WDE. A clean, one page electronic copy is available from the WDE.

Section 4 – Restructuring Plan Required Signatures Page

These signatures are only required for Title I schools in Year 4 of School Improvement, Corrective Action (Planning for Restructuring). Original Signatures required. Once the LEA has obtained their necessary signatures, this Signature Page needs to be sent to the WDE Title I Director so WDE and SBE approval can be secured This plan is required for all Title I schools in Year 4 of School Improvement, Corrective Action (Planning for Restructuring). (Original Signatures required)

LEA SIGNATURES	
School Principal (Name)	Date
LEA Superintendent (Name)	Date
LEA School Board Approval – YES ( ) NO ( )	
LEA Board Chairperson (Name)	Date

Wyoming Department of Education Approval – **YES ( ) NO ( )**

_____ _____

Wyoming Superintendent of Public Instruction Date

Wyoming State Board of Education Approval – **YES ( ) NO ( )**

_____ _____

WSBE Chairperson Date

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: May 8, 2013

ISSUE: Alternative School Schedule Approval

BACKGROUND: Wyoming Statute 21-2-304(b)(viii) and 21-4-301 provide the opportunity for school districts to apply for a waiver to the statutory requirement for schools to be in session for 175 student contact days each year. Districts may request a one year or two year approval for an alternative schedule for any or all of the district schools by submitting an application. The application must include educational objectives, a description of the proposed schedule and copy of the proposed calendar, a description of the methods to be used to evaluate improved student achievement, evidence of two advertised public meetings, public comment records, and evidence of meeting required hours for each grade level.

The following school districts have submitted all required materials and are submitted for approval of Alternative School Schedules:

WYOMING DEPARTMENT OF EDUCATION 2013 ALTERNATIVE SCHEDULE REQUESTS

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	YEARS APPROVED
1) Campbell #1 (Westwood High School only)	146 day schedule (◆ 4 day week)	2013-2014 2014-2015
2) Carbon #2 (Saratoga El., Middle, High schools, Hanna Elk Mtn. Jr/Sr HS, Hanna El., Medicine Bow El., Elk Mtn. El.) (Encampment K-12)	154 day schedule (◆ 4 day week) 165 day schedule	2013-2014 2014-2015
3) Johnson #1 (Buffalo El., Middle, High Schools) (Kaycee El., Middle, High Schools)	171 day schedule *Kaycee will have 167 day schedule for only 2013-2014 in order to transition to 171 for the 2014-2015 campaign	2013-2014 2014-2015
4) Lincoln #2 (Cokeville Schools) (Star Valley High School)	153 day schedule (◆ 4 day week) 162 day schedule	2013-2014 2014-2015
5) Niobrara #1 (Lance Creek School only)	143 day schedule for elementary 152 day schedule for middle school (◆ 4 day week)	2013-2014 2014-2015
6) Park #16	148 day schedule (◆ 4 day week)	2013-2014 2014-2015
7) Sheridan #1	148 day schedule (◆ 4 day week)	2013-2014 2014-2015
8) Sheridan #3	148 day schedule (◆ 4 day week)	2013-2014 2014-2015
9) Sublette #9	170 day schedule	2013-2014 2014-2015
10) Sweetwater #1 (Farson-Eden K-12 School only)	169 day schedule 146 day schedule(◆ 4 day week)	2013-2014 2014-2015
11) Weston #7	171 day schedule	2013-2014

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

INFORMATION ONLY:
The following school districts have provided letters stating they intend to continue with their approved Alternative Schedules for the 2013-2014 school year:

Carbon#1	**Converse #1**	**Crook #1**	**Fremont #2**
Fremont #6	**Fremont #24**	**Lincoln #1**	**Uinta #4**
Uinta #6			

SUGGESTED MOTION/RECOMMENDATION: That the alternative schedules for the above listed schools be approved for the 2013-2014 and 2014-2015 school years.

SUPPORTING INFORMATION ATTACHED:
1. **Alternative Schedule Summary**
2. **Proposed Alternative Calendars from 12 districts.**

PREPARED BY: Brian Aragon (C/O Dianne Frazer)

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____DATE: _____

COMMENTS:

Wyoming Department of Education

Jim Rose, Interim Director
2300 Capitol Avenue, 2nd Floor Hathaway
Cheyenne, WY 82002
Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

School District	Alternative Schedule Summary	Request for Approval in the following Year(s)	2012 AYP Status/Other Results
Campbell #1 (Gillette-Westwood High School only) This is an alternative high school	*146 day alternative schedule *4 day week *schedule has been approved since 2007-2008 **Educational objectives:** *Provide incentives for attending school and maintaining adequate academic performance. *Reduce dropout rates. **Method of Evaluation:** GPA, Absences, Number of dropouts, Enrollment and Honor Roll trends.	2013-2014 2014-2015 (Indicated two year request via email-did not circle on application)	**Made AYP(District and Westwood)** **PAWS Performance:** (Percentages are students at or above proficient) Westwood High School Only Year **Math**: 08-09- 59% 10-11- 27% 11-12- 32% **Reading:** 08-09- 36% 10-11- 46% 11-12- 48% **Writing:** 08-09- 30% 10-11- 74% 11-12- DNT **District Graduation Rate 11-12** 85.19%
Carbon #2 (Saratoga El., Middle, High schools, Hanna Elk Mtn. Jr./Sr. HS, Hanna El., Medicine Bow El., Elk Mtn. El.) (Encampment K-12)	*154 day schedule *4 day week 165 day schedule **Educational Objectives:** *Increase in instructional hours working within a 4 day week *Fewer class day	2013-2014 2014-2015	**Made AYP (District and HEM Middle/High)** **PAWS Performance:** (Percentages are students at or above proficient) District Data School Year / Grades 3-8 / Grades 11 **Math**: 08-09- 64% 70 10-11- 81% 89 11-12- 83% 70

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	interruptions *Fridays are used for student make-up and parent/student consultations. **Method of Evaluation:** *Monitor student and teacher absences *School activities that are able to be moved to Friday *Number of days that were impacted by other school related activities. *PAWS, MAP, ACT, EXPLORE, PLAN, CRT assessments		**Reading:** 08-09- 60% 71 10-11- 80% NA 11-12- 81% 87 **Writing:** 08-09- 47% 89 10-11- 79% 91 11-12- NT NT **District Graduation Rate 11-12** 80.85%
Johnson #1 (Buffalo El., Middle, High Schools) (Kaycee El., Middle, High Schools)	*Kaycee will have 167 day schedule for only 2013-2014 in order to transition to 171 for the 2014-2015 campaign. *171 day schedule **Educational Objectives:** Align schedules to have common in-service days so that staffs from each town can collaborate in related areas that will directly relate to student achievement. **Method of Evaluation:** PAWS, MAP and other district initiatives will be reviewed at each school.	2013-2014 2014-2015	**Made AYP (District)** **Warning Year (Clear Creek El., Meadowlark El., Clear Creek MS)** **PAWS Performance:** (Percentages are students at or above proficient) District Data School Grades Year 3-8 11 **Math**: 08-09- 70% 52 10-11- 81% 74 11-12- 82% 71 **Reading:** 08-09- 61% 62 10-11- 78% 81 11-12- 77% 73 **Writing:** 08-09- 57% 67 10-11- 86% 88 11-12- NT NT

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	They will also monitor attendance with student failure.		**District Graduation Rate 11-12** 86.60%
Lincoln #2 (Cokeville Schools) (Star Valley High School)	*153 day schedule *4 day week 162 day schedule **Educational Objectives:** *Increase student attendance and decrease student-substitute teacher time *Maintain 100% graduation rate *Utilize Friday for additional support to students so that credit recovery classes are not needed. **Method of Evaluation:** *GPA, attendance, graduation rates, PAWS	2013-2014 2014-2015	**Met AYP (District)** **PAWS Performance:** (Percentages are students at or above proficient) (CE-Cokeville El. CH-Cokeville HS SVHS-Star Valley HS) School Year CE CH SVHS **Math**: 08-09- 71% 68 72 10-11- 80% 88 82 11-12- 85% 79 78 **Reading:** 08-09-64% 73 75 10-11-78% 85 90 11-12-79% 88 93 **Writing:** 08-09-48% 64 74 10-11-78% 90 95 11-12-NT NT NT **District Graduation Rate 11-12** 85.53%
Niobrara #1 (Lance Creek School)	*143 day schedule for elementary *152 day schedule for middle school *4 day week **Educational Objectives:** *Increase academic performance by protecting instructional time. *By building in teacher	2013-2014 2014-2015	**Warning Year (District and Lance Creek)** **PAWS Performance:** (Percentages are students at or above proficient) Year Lance Creek **Math**: 08-09- NA-class size 10-11- 65% 11-12- 64%

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	planning and professional development on Friday's, it will allow the one teacher to plan effectively, this will result in increased academic performance. *4 day week will improve student attendance and increase performance **Method of Evaluation:** PAWS, MAP, district assessments, attendance/behavior related to student achievement, student/parent surveys, and annual review of alternative schedule goals/objectives.		**Reading:** 08-09-NA-class 10-11-81% 11-12-67% **Writing:** 08-09-NA 10-11-48% 11-12-NT **District Graduation Rate** **11-12** 47.78%
Park #16	*148 day schedule *4 day week *schedule has been approved for the past 8 years. **Educational Goals:** *85% of students tested will score proficient or higher on PAWS reading *82% of students tested will score proficient or higher on PAWS Math *75 % of students tested will score proficient or higher on PAWS science *K-12 students will meet	2013-2014 2014-2015	**Met AYP (District)** **PAWS Performance:** (Percentages are students at or above proficient) District Data School Grades Year 3-8 11 **Math**: 08-09- 82% 67 10-11- 85% NA-class 11-12- 89% 71 **Reading:** 08-09- 78% NA 10-11- 83% NA 11-12- 77% 71 **Writing:** 08-09- 77% NA

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	individual growth target on MAP (80%-reading, 80%-math, 80%LA) * Grade 11 will average a minimum of 23 on ACT in 2016 *All graduates will qualify for the Hathaway Scholarship *Meeteetse schools will maintain full accreditation *All students will have the opportunity to meet the success curricula outlined by Hathaway *Graduation rate will maintain a three year average of 95% **Educational Objectives:** *maximize learning time by limiting out of class time. *Limit evening activities Monday-Thursday so students can be home *Provide 25 days of professional development via Fridays. *Friday school remediation for learning and student discipline *Parent/student/teacher communication on Fridays *Provide staff collaboration and teacher preparation **Method of Evaluation:** *PAWS, ACT, DRA, MAP,		10-11- 85% NA 11-12- NT NT **District Graduation Rate 11-12** 88.89%

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	AIMSweb, District performance assessments		
Sheridan #1	*148 day schedule *4 day week **Educational Objectives:** *Provide quality education for all students *Provide fewer disruptions to the instructional day *Provide opportunities for staff to be involved in meaningful curriculum development, professional training and collaboration *Provide time for additional remediation and enrichment opportunities for students **Method of Evaluation:** *PAWS, MAP, common assessments, MAP and ACT.	2013-2014 2014-2015	**Met AYP (District)** **Warning Year (Slack El., Tongue River El.)** **PAWS Performance:** (Percentages are students at or above proficient) District Data School Grades Year 3-8 11 **Math**: 08-09- 85% 79 10-11- 86% 87 11-12- 91% 90 **Reading:** 08-09- 77% 78 10-11- 84% 89 11-12- 85% 93 **Writing:** 08-09- 66% 62 10-11- 87% 90 11-12- NT NT *2nd in state for ACT composite average *1st in state for ACT math average **District Graduation Rate 11-12** 88.06%
Sheridan #3	*148 day schedule *4 day week *approved for alternative schedule for past 12 years **Educational Objectives:** *Increased time on task *Fridays without classes will support professional	2013-2014 2014-2015	**Met AYP (District)** **PAWS Performance:** (Percentages are students at or above proficient) (NA-class size) District Data School Grades Year 3-8 11 **Math**: 08-09- 75% 73 10-11- 87% NA

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	development efforts that will benefit students in the classroom. *Fridays will also serve as time for students to receive additional help as needed. **Method of Evaluation:** *PAWS, MAP, ACT, PLAN and EXPLORE, district assessments and graduation rates.		11-12- 84% NA **Reading:** 08-09- 59% NA 10-11- 78% NA 11-12- 76% NA **Writing:** 08-09- 59% 70 10-11- 82% NA 11-12- NT NT **District Graduation Rate** **11-12** 85.71%
Sublette #9	*170 day schedule **Educational Objectives:** *Using 5 additional PD days to increase achievement through work on curriculum and assessment. * Time for collaborative planning (PLC's) *improved attendance **Method of Evaluation:** *MAP, PAWS, district assessments	2013-2014 2014-2015	**Met AYP (District)** **Warning Year (Big Piney El.)** **PAWS Performance:** (Percentages are students at or above proficient) (NA-class size) District Data School Grades Year 3-8 11 **Math**: 08-09- 61% 48 10-11- 78% 56 11-12- 82% 66 **Reading:** 08-09- 58% 61 10-11- 73% 60 11-12- 73% 80 **Writing:** 08-09- 56% 79 10-11- 74% 77 11-12- NT NT **District Graduation Rate** **11-12** 88.89%
Sweetwater #1 (Farson-Eden K-12	*169 day schedule *146 day schedule	2013-2014 2014-2015	**Year 2 Holding (District)** **PAWS Performance:** (Percentages are students

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School)	*4 day week **Educational Objectives:** *To provide high quality PD in research-based strategies related to higher student achievement to implement the adoption of the Common Core Standards. *To provide opportunities for communication with parents. **Method of Evaluation:** *Student performance on MAP, PAWS and DIBELS		at or above proficient) (NA-class size) District Data School Grades Year 3-8 11 **Math**: 08-09- 64% 42 10-11- 75% 51 11-12- 76% 63 **Reading:** 08-09- 52% 46 10-11- 68% 59 11-12- 73% 65 **Writing:** 08-09- 44% 59 10-11- 76% 74 11-12- NT NT **District Graduation Rate** **11-12** 74.59%
Weston #7	**171 day schedule** **Educational Objectives:** *provide more professional development time that will improve student learning. *Focus on effective instruction around CCSS *Focus on under-resources learners *character/student learning development **Method of Evaluation:** *Stakeholder surveys, State and local assessments, national test data.	2013-2014 only	**Met AYP (District)** **Warning Year (Upton El., Upton HS.)** **PAWS Performance:** (Percentages are students at or above proficient) (NA-class size) District Data School Grades Year 3-8 11 **Math**: 08-09- 68% 71 10-11- 86% 50 11-12- 83% 75 **Reading:** 08-09- 57% 75 10-11- 82% 64 11-12- 82% NA **Writing:** 08-09- 54% NA 10-11- 86% 50 11-12- NT NT **District Graduation Rate**

Wyoming Department of Education

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			11-12 81.82%

**Laramie #2 has requested to return to a traditional calendar and will no longer be utilizing an alternative calendar.

The following schools are already approved for alternative schedules during the 2013-2014 school year. They have certified their letter of intent to continue for this year:

Carbon #1	Converse #1	Uinta #6
Crook #1	Fremont #2	
Fremont # 6	Fremont #24	
Lincoln #1	Uinta #4	

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Campbell County

DISTRICT CONTACT: Kelly Morehead

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013.

PLEASE KEEP SUBMISSIONS CONCISE: ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	✓
Education objectives (How will students benefit from this alternative schedule?)	✓
Description of the schedule(s) and a copy of the calendar(s)	✓
Method of evaluating how student learning has improved	✓
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	✓
Copy of public comment records	✓
Length of waiver (circle one) • 1 year • 2 years	✓
Evidence of meeting required hours: • Elementary 900 • Mid/Jr. High 1050 • High School 1100	✓

PLEASE NOTE: A letter of intent to continue or cancel an Alternative Schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved Alternative Schedule must also document and submit changes annually.

WESTWOOD MISSION: **Not for school but for LIFE we learn!**

WESTWOOD HIGH SCHOOL
601 Rohan Ave.
Gillette, WY 82716
Kelly Morehead, Principal
email: kmorehead@ccsd.k12.wy.us
phone: (307) 682-9809
fax: (307) 686-7566

2/28/2013

Brian Aragon
Education Consultant
Wyoming Department of Education
2300 Capital Avenue
Cheyenne, WY 82002

Mr. Aragon:

Westwood High School applied for and received approval for an alternative calendar for the 2013-2014 school year. This calendar was followed during the 2008-2009 school year. Westwood re-applied to follow an alternative calendar for the 2009-2012 school years and was approved.

This letter is intended to inform you that Westwood would like to continue this alternative calendar for the 2013-2014 school year.

Attached you will find a document detailing goals related to the alternative calendar and data collected to assess effectiveness of this calendar.

Sincerely,

Kelly Morehead

Kelly Morehead

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

"The state of Wyoming provides Hathaway Merit and Need-Based Scholarships to all eligible Wyoming students attending the University of Wyoming or Wyoming community colleges."

Westwood High School

601 Rohan Aveue
Gillette, WY 82716
307.682.9809
2/4/2013

During the 2006-2007 school year Westwood High School studied the possibility of manipulating time to address issues encountered that limited student success. We visited and studied several schools on an alternative calendar. We concluded that an alternative calendar would be worth trying to address our challenges. We proposed an alternative calendar which fulfills the required 1100 hours of teacher/student contact time on a four-day per week schedule. The Campbell County Board of Trustees and the Wyoming Department of Education approved this alternative schedule for the 2007-08 school year.

Our students' greatest challenges are attendance and adequate academic performance. These two issues hinder student academic progress and often lead to failure and dropping out of school. Our plan was to provide incentives for attending school and maintaining adequate academic performance.

Our plan stipulates that students who miss a day of school during the four days of school per week are required to attend Friday School. Also, students who are failing any of their classes are assigned to attend Friday School.

During this Friday School three certified staff and 3-5 support personnel run a half day of school. This half day amounts to remedial sessions to assist students in making up missed work and in improving academic performance.

After five school years of operation under this alternative schedule we have significant results. First we surveyed Westwood students, staff and parents. The result was 100% of those surveyed were supportive of continuing this alternative schedule. Furthermore we had positive results on student attendance, academic performance, credits earned and reduction in drop outs.

Since this is a type of action research the isolated treatment that resulted in these promising results is difficult to determine. However, the data correlation with the move to an alternative schedule seems to be strong.

Westwood High School

Campbell County School District

2013-2014 DRAFT

JULY 2013						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2013						
S	M	T	W	TH	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2013						
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22	23	24	25	~~26~~	27	28
29	30					

OCTOBER 2013						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2013						
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10	11	12	13	14	15	16
17	18	19	20	~~21~~	22	23
24	25	26	27	28	29	30

DECEMBER 2013						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Holidays, Special Days & Student Dismissal Days

July 4.....Independence Day
August 14-20.....New Teachers Prof Days
August 21-27.....All Teachers Prof. Days
August 28.....Students Report
September 2.....Labor Day Holiday
September 26.....P/T Conference
October 14.....Professional Day
October 24...Early Rel/Prof. Day/ End of Quarter 1
October 25.....No Friday School
November 21.....P/T Conferences
November 27-29.....Early Dis./Thanksgiving Break
Dec. 23-Jan 3.....Holiday Break
January 16....Early Rel/Prof. Day/End of Quarter 2
January 17.....No Friday School
January 20.....WY Equality Day No School
February 13.....P/T Conference
February 17.....Pres. Day, No School
March 20....Early Rel/Prof. Day/.End of Quarter 3
March 21.....No Friday School
April 10.....P/T Conference
April 17-21.....Spring Break
May 20.....Senior's Last Day, Early Dis.
May 21.....Early Dismissal
Barbecue & Graduation Practice
May 22.....Graduation
May 23.....No Friday School
May 26.....Memorial Day Holiday
May 29.....Last Student Day
May 30.....Professional Day

Early Dismissal/Holiday
Special Days
Professional Days
Early Dismissal/Professional Day
End of Quarter/Early Dismissal
~~**Parent/Teacher Conf.**~~
Friday School

QUARTER ONE
August 28-October 24
QUARTER TWO
October 28-January 16
QUARTER THREE
January 21-March 20
QUARTER FOUR
March 24-May 29

Early Dismissal at 12:30 P.M.

JANUARY 2014						
S	M	T	W	TH	F	S
			1	2	3	4
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19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2014						
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MARCH 2014						
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30	31					

APRIL 2014						
S	M	T	W	TH	F	S
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27	28	29	30			

MAY 2014						
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JUNE 2014						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

WESTWOOD HIGH SCHOOL
ALTERNATIVE CALENDAR
2013-14

2013-2014 Calendar

Legend:

School in session	SCHOOL HOLIDAY	Friday School	PROFESSIONAL DAY	Early Dismissal	No School	Last Day of QTR. Early Dis.	EARLY RELEASE PROF

MONTH	# of Instruction DAYS	# of Friday School Days	# of Holiday Days	# of Prof. Days	1st Week					2nd Week					3rd Week			
					M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th
August	3	0	0	5				1	2	5	6	7	8	9	12	13	14	15
September	17	3	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19
October	18.5	2	0	1.5		1	2	3	4	7	8	9	10	11	14	15	16	17
November	14.5	4	2.5	0					1	4	5	6	7	8	11	12	13	14
December	12	3	7	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19
January	15.5	2	3	1.5			1	2	3	6	7	8	9	10	13	14	15	16
February	16	3	1	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20
March	16.5	3	0	0.5	3	4	5	6	7	10	11	12	13	14	17	18	19	20
April	17	2	3	0		1	2	3	4	7	8	9	10	11	14	15	16	17
May	16	3	1	2				1	2	5	6	7	8	9	12	13	14	15
June	0	0	0	1	2													
July	0																	
TOTAL	146	25	18.5	11.5														

PARENT/TEACHER CONFERENCES		END OF QUARTERS
Quarter 1	26-Sep	24-Oct
Quarter 2	21-Nov	10-Jan
Quarter 3	13-Feb	21-Mar
Quarter 4	10-Apr	30-May

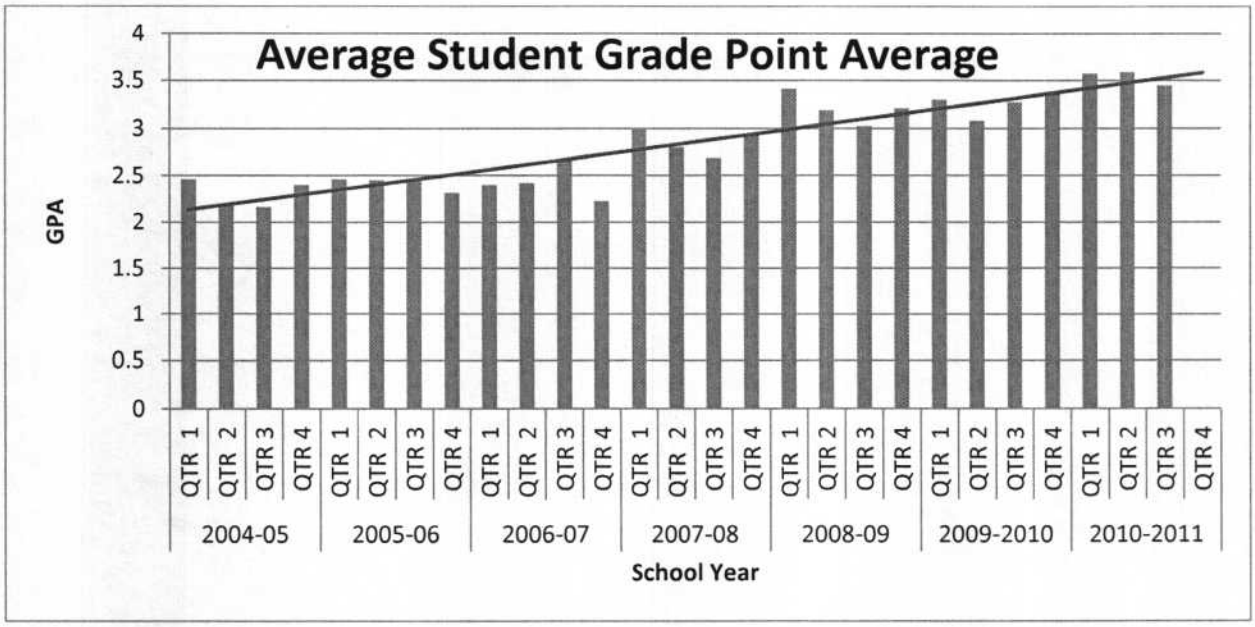
MINUTES FOR FULL DAY 462
MINUTES EARLY RELEASE 255

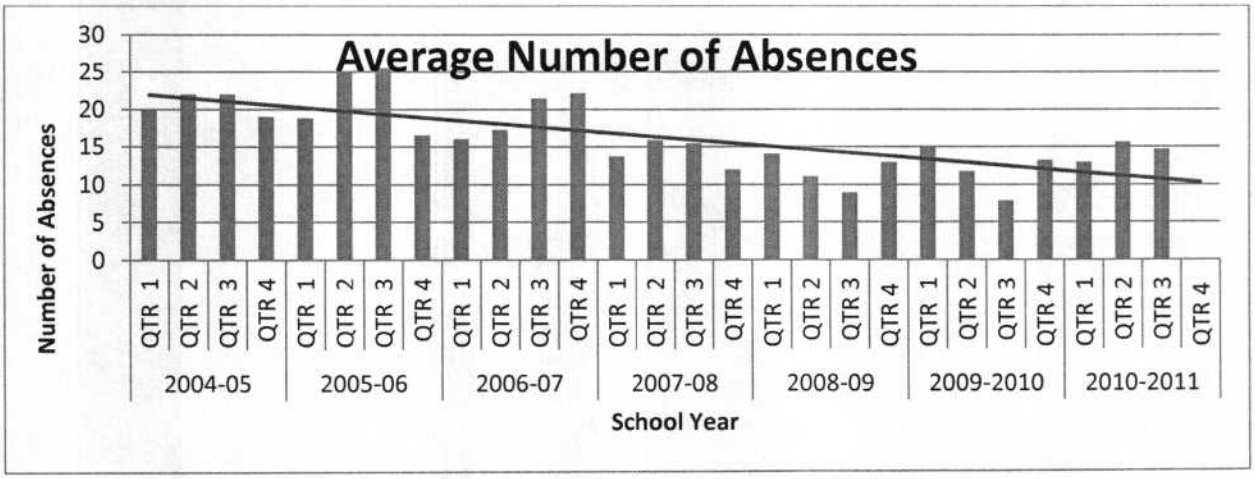
TOTAL HRS 2.433333

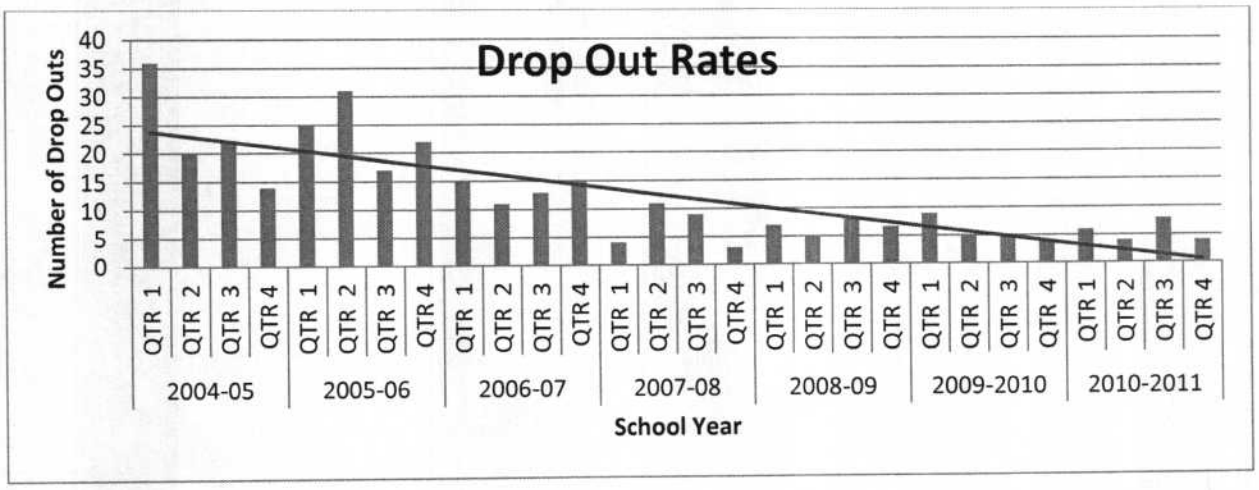
67452	minutes for full day
1147.5	minutes for early release days
68599.5	total minutes
1143.325	total hours

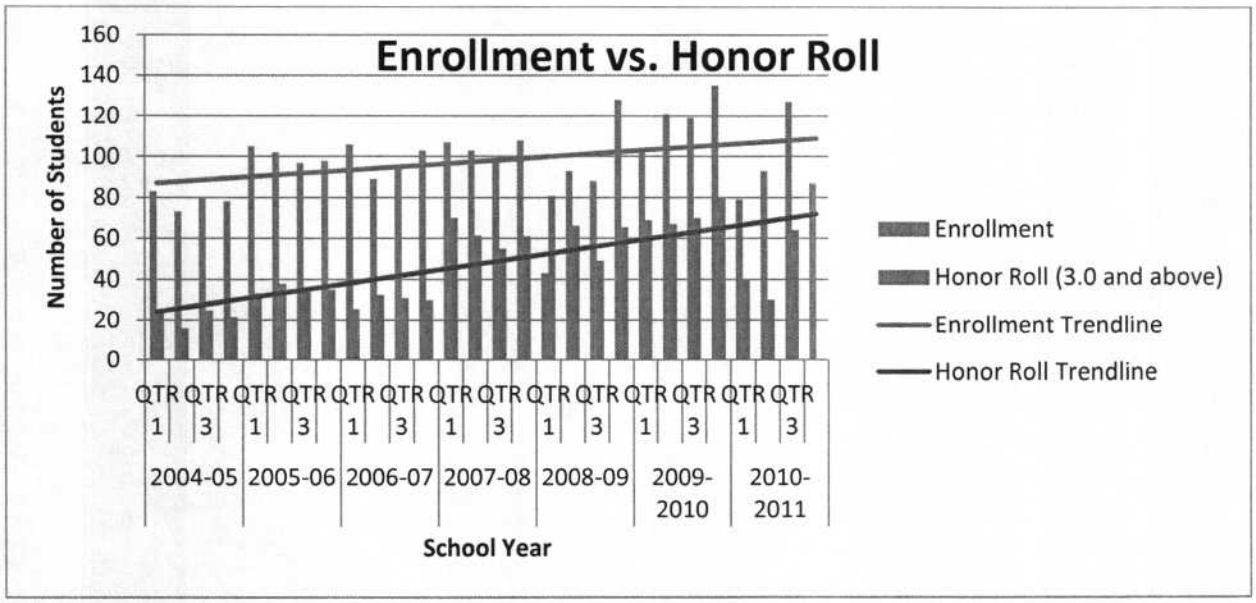
WESTWOOD HIGH SCHOOL
ALTERNATIVE CALENDAR
2013-14

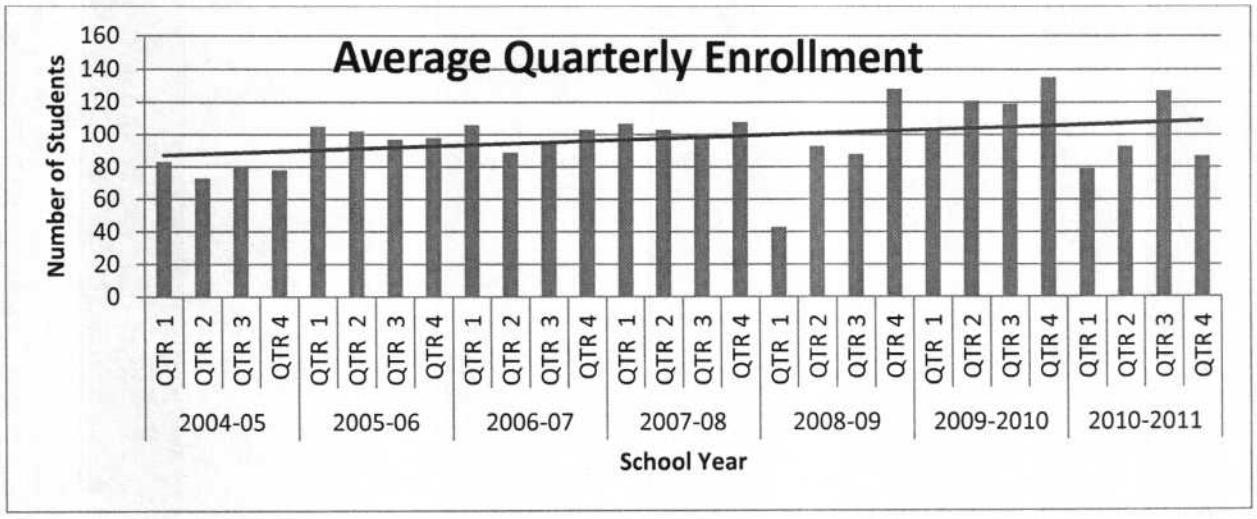
	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
1												
2												
3												
4												
5		4th Week					5th Week					
6	F	M	T	W	Th	F	M	T	W	Th	F	
7	16	19	20	21	22	23	26	27	28	29	30	August
8	20	23	24	25	26	27	30					September
9	18	21	22	23	24	25	28	29	30	31		October
10	15	18	19	20	21	22	25	26	27	28	29	November
11	20	23	24	25	26	27	30	31				December
12	17	20	21	22	23	24	27	28	29	30	31	January
13	21	24	25	26	27	28						February
14	21	24	25	26	27	28	31					March
15	18	21	22	23	24	25	28	29	30			April
16	16	19	20	21	22	23	26	27	28	29	30	May
17												June
18												July
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
33												
34												
35												
36												


Average Student Grade Point Average
GPA
4
3.5
3
2.5
2
1.5
1
0.5
0
QTR 1
QTR 2
QTR 3
QTR 4
2004-05
2005-06
2006-07
2007-08
2008-09
2009-2010
2010-2011
School Year


Average Number of Absences
Number of Absences
30
25
20
15
10
5
0
QTR 1
QTR 2
QTR 3
QTR 4
2004-05
2005-06
2006-07
2007-08
2008-09
2009-2010
2010-2011
School Year


Drop Out Rates
Number of Drop Outs
40
35
30
25
20
15
10
5
0
QTR 1
QTR 2
QTR 3
QTR 4
2004-05
2005-06
2006-07
2007-08
2008-09
2009-2010
2010-2011
School Year


Enrollment vs. Honor Roll
Number of Students
160
140
120
100
80
60
40
20
0
QTR 1
QTR 3
2004-05
2005-06
2006-07
2007-08
2008-09
2009-2010
2010-2011
School Year
Enrollment
Honor Roll (3.0 and above)
Enrollment Trendline
Honor Roll Trendline


Average Quarterly Enrollment
Number of Students
160
140
120
100
80
60
40
20
0
QTR 1
QTR 2
QTR 3
QTR 4
2004-05
2005-06
2006-07
2007-08
2008-09
2009-2010
2010-2011
School Year

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn OO Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Public hearing on proposed alternative calendar for Westwood High School

Campbell County School District will hold public hearings to address the proposed alternative calendar for Westwood High School on Tuesday, Feb 19, 2013, and Tuesday, Feb 26, 2013 at 4:00 p.m. in the Board Room at the Educational Services Center, 1000 West Eighth Street, Gillette, Wyoming.

The public is invited to attend.

CAMPBELL COUNTY SCHOOL DISTRICT
Gillette, Wyoming

Public Hearing – Proposed Westwood Calendar – 2013/2014
Sign-In Sheet
February 19, 2013

NAME	TITLE/ORGANIZATION (EMPLOYEE, PARENT, COMMUNITY MEMBER)
Kelly Morehead	Principal / Westwood

Public Hearing – Proposed Westwood Calendar – 2013/2014

Sign-In Sheet

February 26, 2013

Name	Title/Organization (Employee, Parent, Community Member)
Kelly Morehead	Principal

CARBON COUNTY SCHOOL DISTRICT NO. 2

P.O. Box 1530 · 315 N. First Street · Saratoga, Wyoming · Phone 307-326-5271 · Fax 307-326-8089

Serving the communities of Elk Mountain, Encampment, Hanna, Medicine Bow, and Saratoga

ROBERT GATES
SUPERINTENDENT

PREPARING STUDENTS FOR THE 21ST CENTURY WITH ENGAGING, CHALLENGING, AND INNOVATIVE INSTRUCTION

SALLY WELLS
BUSINESS MANAGER

April 22, 2013

Brian Aragon
Wyoming Dept. of Education
Hathaway Building, 2nd Floor
2300 Capitol Ave.
Cheyenne, WY 82002-0050

Dear Brian,

Carbon Co. School District No. 2 is requesting a two year waiver for an alternative calendar for the following schools:

School	Student Days	Instructional Hours
Saratoga Elementary	154	1027
Saratoga Middle/High	154	1108.5
H-E-M Jr/Sr High	154	1113

(7th year the above three schools have been on a 154 alt calendar.)

Hanna Elementary	154	1030
Elk Mountain Elem.	154	1030
Medicine Bow Elem.	154	1030

(1st year the above three elementary schools have been on a 154 alt calendar - previous three years on a 171 day calendar.)

Encampment K-12	165	1086 for K-6 & 1141 for 7-12

(1st year the above school has been on a 165 alt calendar - previous four years on an alt schedule.)

Please find enclosed:

1. List of educational objectives (page 1)
2. Calendars/Schedules (pages 2-7)
3. Methods of evaluating student learning (pages 8-23)
4. Public meetings and summation of public comment (pages 24-69)

If you have questions or concerns, please feel free to contact me.

Sincerely,

Robert Gates By RAJ

Robert D. Gates
Superintendent of Schools

Cc: Building Principals

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Carbon Co. School Distr. #2

DISTRICT CONTACT: Superintendent Bob Gates

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	4-23-13
Education objectives (How will students benefit from this alternative schedule?)	4-23-13
Description of the schedule(s) and a copy of the calendar(s)	4-23-13
Method of evaluating how student learning has improved	4-23-13
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	4-23-13
Copy of public comment records	4-23-13
Length of waiver (circle one) • 1 year • 2 years	4-23-13
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	4-23-13

PLEASE NOTE: A letter of intent to continue or cancel an alternative schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved alternative schedule must also document and submit changes annually.

April 22, 2013

CARBON COUNTY SCHOOL DISTRICT NO. 2
ALTERNATIVE SCHEDULE EDUCATIONAL OBJECTIVES

1. Students on an alternative calendar will have an increase in instructional hours, as compared to a five day calendar.

   Narrative: Evaluating recent alternative data, it was found a high percentage of students miss up to 150 to 200 hours of instruction due to activities. It is felt that moving activities to Friday (as many as possible), will protect learning time Monday-Thursday. Approximately 70-80% of our students are involved in after school programs.

2. Students on an alternative calendar will have an increase in the number of instructional hours taught by a certified teacher.

   Narrative: It was found that a high percentage of sub time is due to teacher in-services. Moving all in-services to Friday will lessen the need for subs and increase the amount of time students are taught by certified staff.

3. Students on an alternative calendar will have fewer class day interruptions.

   Narrative: When possible, interruptions to the school day (i.e. pictures, class activities, etc.) will be moved to Friday.

4. Parent Advisory Meetings indicate support for the alternative schedule.

   Narrative: Friday's are used for student make-up work, enrichment and parent/student consultations.

Jack Patrick reported he is on the State Advisory Committee which deals with student accountability. He expressed thoughts on the PTSB teacher code of conduct.

CONSENT AGENDA:

Berger moved, Johnston seconded, and motion carried to approve the Consent Agenda as presented:

A. Accept resignation/retirement letters from the following teachers effective the end of the 2012/2013 school year – thanking them for their many years of service and dedication:
   1. Pamela Kraft – Encampment
   2. Linda Kraft – Encampment.
B. Approve the following Planned Work Orders:
   1. HEM - replace heat exchanger on hot water supply
   2. SES - replace circulation pumps and repair broken heat lines and heat coils.

NEW BUSINESS:

2013/2014 Calendars

Johnston moved, Peterson seconded, and motion carried to approve the following school calendars for 2013/2014 as presented:

Hanna-Elk Mountain-Medicine Bow Elementary Schools
H-E-M Jr/Sr High School
Encampment School
Saratoga Elementary School
Saratoga Middle/High School

Archery Program

Palm moved, Patton seconded, and motion carried to approve the Archery program at H-E-M Jr/Sr High School.

Administrative Internship

Patton moved, Palm seconded, and motion carried to approve the "exception" to Policy exhibit GCLB-E-Internship Application submitted by Steven Priest, HEM teacher, noting the administrative internship will not begin until Steven has acquired continuing contract status.

Principal and Central Office Administrative contracts

Peterson moved, Gaspari seconded, and motion carried to offer the following administrative contracts for the 2013/2014 school year:

Sally Wells	Larry Hepner
Larry Uhling	David Rangitsch
Dale Kari	Mike Erickson
Mark Shipp	

SET NEXT MEETING DATE:

The next regular meeting of the Board of Trustees will be held at 4:00 p.m. at the Saratoga Elementary School on Monday, March 18, 2013.

EXECUTIVE SESSION:

Berger moved, Bartholomew seconded, and motion carried to enter into executive session at 5:55 p.m. to discuss teacher contract issues and personnel issues considered confidential by law. Eight Board Members, Superintendent Gates and Business Manager Wells attended the session.

Peterson moved, Johnston seconded, and motion carried to return to the regular meeting at 8:52 p.m. and to approve the executive session minutes as signed by the Chairman and Clerk.

SES CALENDAR 2012-2013

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						4

September						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21/HC	22
23	24	25	26	27	28	29
30						17

October						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						19

November						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						15

December						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					13

January						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						19

February						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
						16

March						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						16

April						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						14

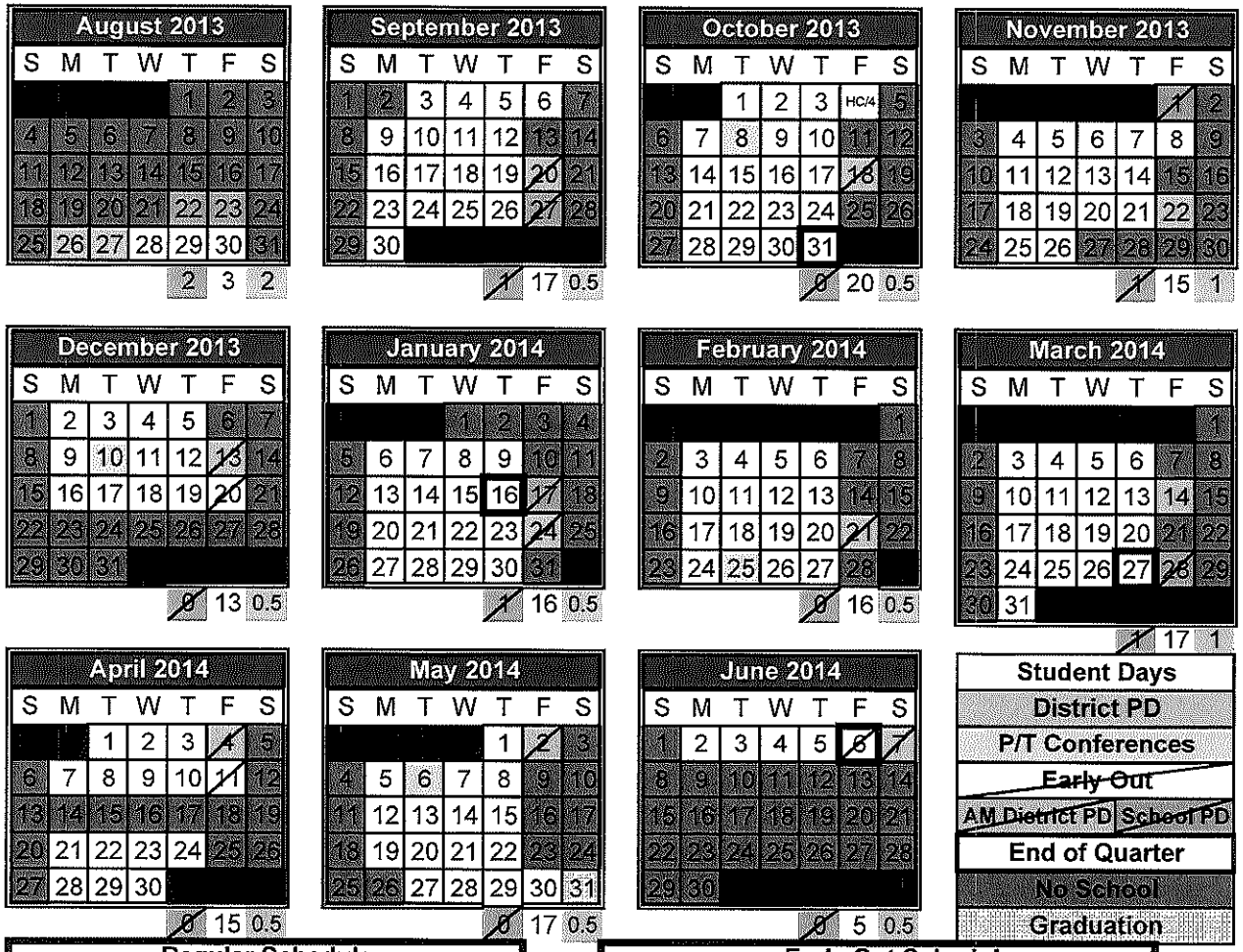
May						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						18

June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						3

Student Days	154		Teacher days =166	
	Parent Teacher Conference Evenings			
	End of Quarter			Early Release
	Vacation Days			
	District Meeting Days			
	Building Teacher days			
Student contact hours = 1026.67				
SES start time - 8:10			SES end time - 3:35	

BOARD APPROVED: 4/16/2012

SARATOGA MIDDLE/HIGH SCHOOL 2013-2014



August	22-23	School SD
	26-27	In-Service
	28	First Day for Students
September	2	Labor Day - No School
	20	1/2 Day AM In-Service
	27	1/2 School SD
October	4	Homecoming
	8	PT Evening Conference
	18	1/2 Day AM In-Service
	31	End of Q1
November	1	1/2 School SD
	22	In-Service
	27-29	Thanksgiving Break - No School
December	10	PT Evening Conference
	13	1/2 Day AM In-Service
	20	Early Out 1 PM
	23-31	Winter Break - No School
January	1-3	Winter Break - No School
	16	End of Q2 / S1
	17	1/2 School SD
	24	1/2 Day AM In-Service
February	21	1/2 Day AM In-Service
	25	PT Evening Conference
March	14	In-Service
	27	End of Q3
	28	1/2 School SD
April	4	1/2 Day AM In-Service
	11	Early Out 1 PM
	14-18	Spring Break - No School
May	2	1/2 AM Day In-Service
	6	PT Evening Conference
	26	Memorial Day - No School
	31	Graduation
June	6	End of Q4 / S2
	7	Teacher CheckOut

Regular Schedule
7:58AM -3:43PM

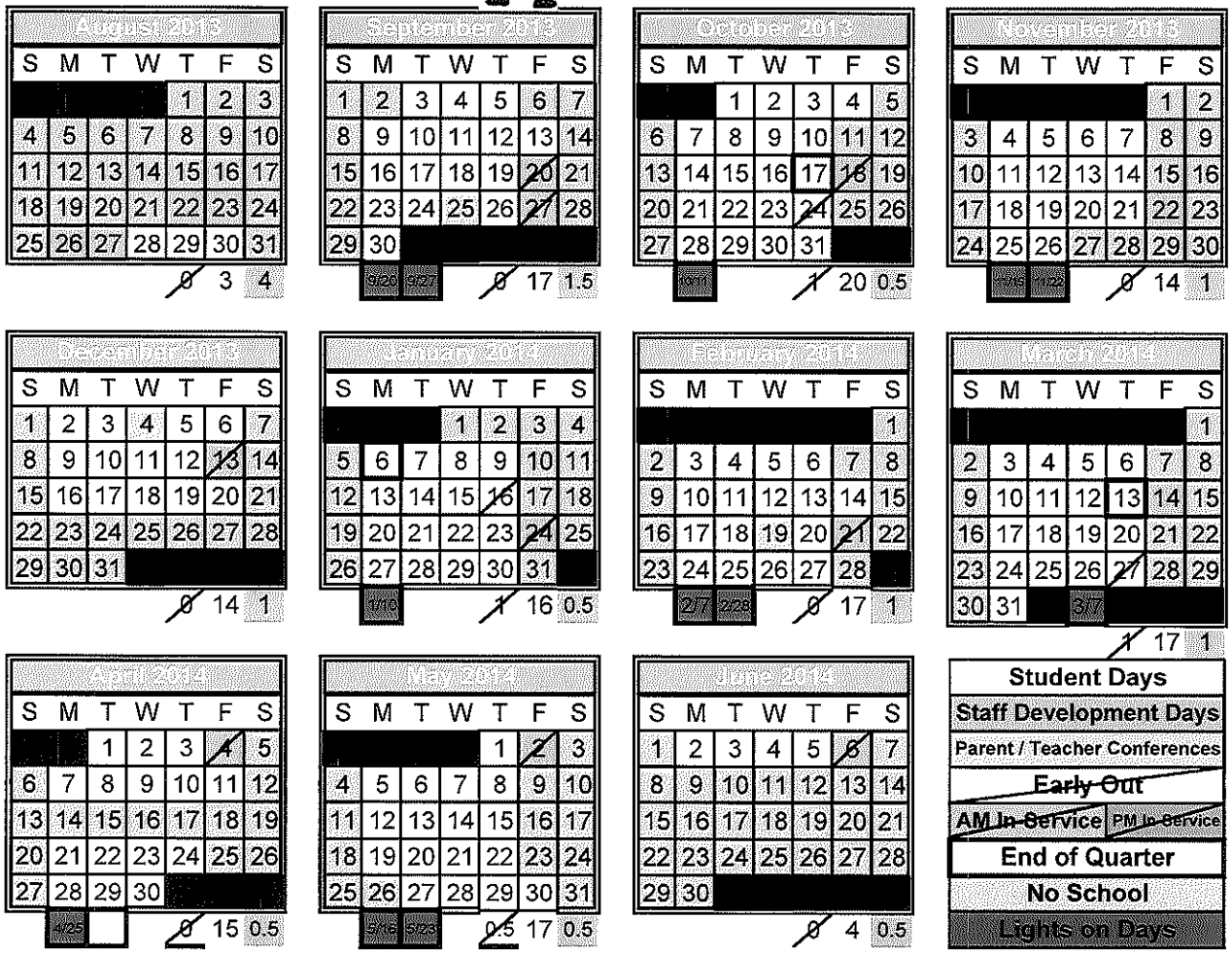
Early Out Schedule
7:58 - 1PM Release

Student Days = 154 /Instructional Hours =1108.5

Teacher Days = 168 / Hours = 1382

BOARD APPROVED: 2/20/2013

HEM Jr./Sr. High School
2013-2014 Calendar



Student Days
Staff Development Days
Parent / Teacher Conferences
~~Early Out~~
~~AM In-Service~~ ~~PM In-Service~~
End of Quarter
No School
Lights on Days

			Student	Teacher
August	22-27	In-Service		
	28	First Day for Students	3	7
September	2	Labor Day - No School		
	20 & 27	1/2 Day AM In-Service	17	18.5
	25	Parent/Teacher Conferences		
October	18	1/2 Day AM In-Service		
	24	End of Q1	20	20.5
November	22	In-Service		
	27-29	Thanksgiving Break - No School	14	15
December	4	Parent/Teacher Conferences		
	13	1/2 Day AM In-Service		
	23-31	Winter Break - No School	14	15
January	1-3	Winter Break - No School		
	16	End of Q2 / S1		
	24	1/2 Day AM In-Service	16	16.5
February	19	Parent/Teacher Conferences		
	21	1/2 Day AM In-Service	17	18
March	14	In-Service		
	27	End of 31	17	18
April	4	1/2 Day AM In-Service		
	14-21	Spring Break - No School		
	30	Parent/Teacher Conferences	15	15.5
May	2	1/2 AM Day In-Service		
	26	Memorial Day - No School	17	17.5
June	4-Jan	1/2 Day AM In-Service	4	4.5
		TOTALS	154	168

Regular Schedule

M-TH 7:50 - 3:40
Friday school day 7:50 - 1:00
Lights on days 8:00 - 11:00

October 24	End of 1st Quarter
January 16	End of 2nd Quarter / 1st Semester
March 27	End of 3rd Quarter
June 5	End of 4th Quarter / 2nd Semester

Total Instructional Hours:	**1113**
Total JH/HS Student Contact Days	**154**
Total Teacher Days	**168**

BOARD APPROVED: 2/20/2013

Revised: 2/26/2013

Hanna, Elk Mountain, and Medicine Bow Elementary School
2013-2014 Calendar

August 2013						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 ~~0~~ 3 2

September 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	~~20~~	21
22	23	24	25	26	27	28
29	30					

~~0~~ 18 0.5

October 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	~~18~~	19
20	21	22	23	~~24~~	25	26
27	28	29	30	31		

~~1~~ 19 0.5

November 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

~~0~~ 14 2

December 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	~~13~~	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

~~0~~ 14 0.5

January 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	~~16~~	17	18
19	20	21	22	23	~~24~~	25
26	27	28	29	30	31	

~~1~~ 15 0.5

February 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	~~21~~	22
23	24	25	26	27	~~28~~	

~~0~~ 17 0.5

March 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	~~21~~	22
23	24	25	26	~~27~~	28	29
30	31					

~~1~~ 16 2

6

April 2014						
S	M	T	W	T	F	S
		1	2	3	~~4~~	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

~~0~~ 15 0.5

May 2014						
S	M	T	W	T	F	S
				1	~~2~~	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

~~0~~ 17 0.5

June 2014						
S	M	T	W	T	F	S
1	2	3	4	~~5~~	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

~~1~~ 2 0.5

Student Days
Staff Development Days
Building PD
Parent / Teacher Conferences
~~Early Out~~
~~AM In-Service~~ ~~PM In-Service~~
End of Quarter
No School

			Student	Teacher
August	22-23	Building In-Service	3	7
	26-27	In-Service		
	28	First Day for Students		
September	2	Labor Day - No School	18	18.5
	20	1/2 Day AM In-Service		
October	18	1/2 Day AM In-Service	20	20.5
	24	End of Q1/Early Release		
	29-30	Parent/Teacher Conferences		
November	1	Conference Track Day	14	16
	22	In-Service		
	27-29	Thanksgiving Break - No School		
December	13	1/2 Day AM In-Service	14	14.5
	23-31	Winter Break - No School		
January	1-3	Winter Break - No School	16	16.5
	16	End of Q2/Early Release		
	24	1/2 Day AM In-Service		
February	21	1/2 Day AM In-Service	17	17.5
March	14	In-Service	17	19
	21	Conference Track Day		
	27	End of Q3/Early Release		
April	1-2	Parent/Teacher Conferences	15	15.5
	4	1/2 Day AM In-Service		
	14-18	Spring Break - No School		
May	2	1/2 AM Day In-Service	17	17.5
	26	Memorial Day - No School		
June	4	Last Day/End of Q4/Early Release	3	3.5
	5	1/2 AM Day In-Service		
Flex		4 Staff 1/2 Day Lights on		2
		TOTALS	154	168

Total Teacher Hours:	**1300.5**
Total Elem. Student Contact Hours:	**1029.8**

BOARD APPROVED: 2/20/2013

Regular Schedule
8:00-3:20

Early Out Schedule
8:00-1:00

October 24	End of 1st Quarter
January 16	End of 2nd Quarter / 1st Semester
March 27	End of 3rd Quarter
June 4	End of 4th Quarter / 2nd Semester

Revised: 2/21/2013

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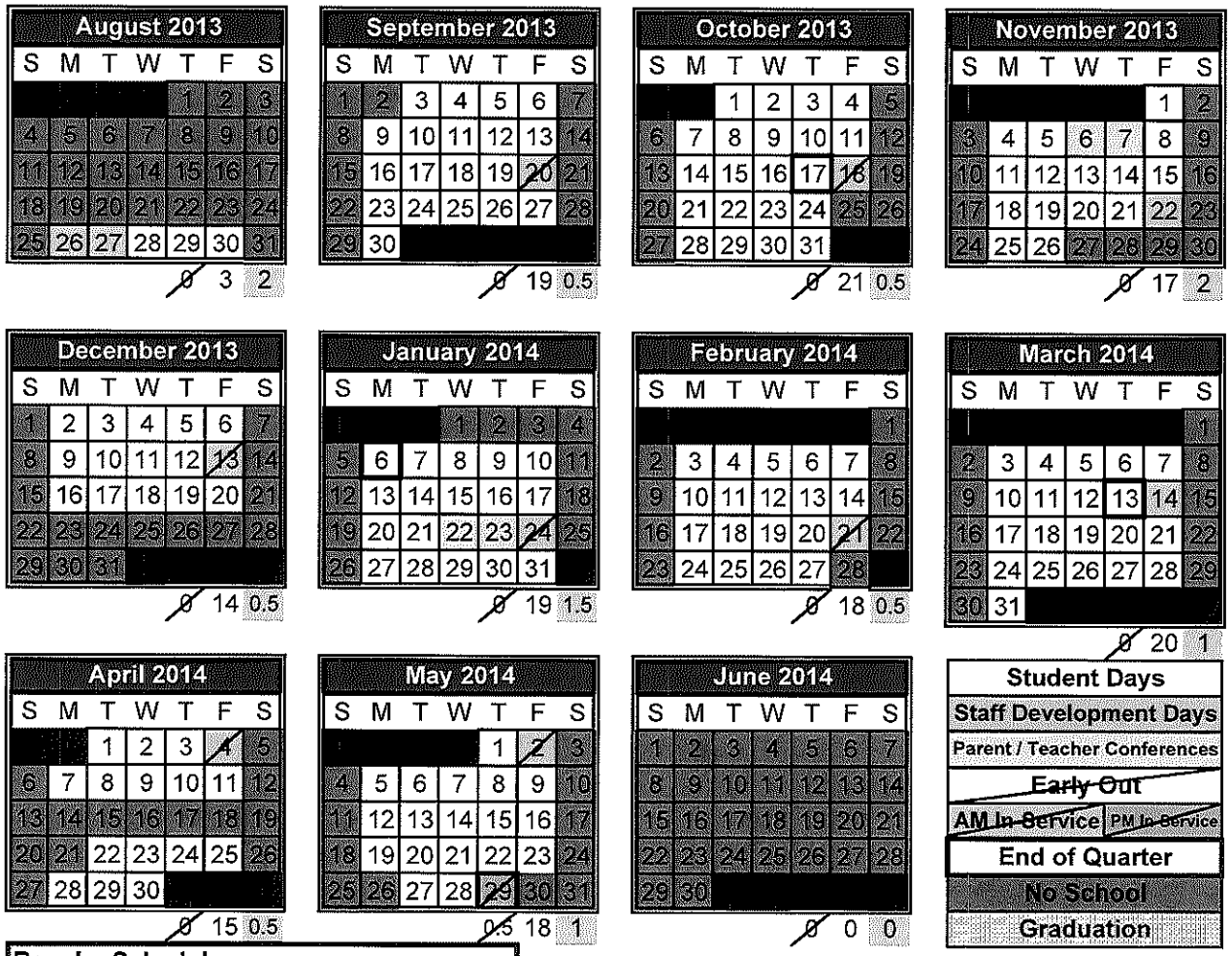
Encampment K-12 School
2013-2014 Calendar



			Student	Teacher
August	26-27	In-Service		
	28	First Day for Students	3	5
September	2	Labor Day - No School		
	20	1/2 Day AM In-Service	19	19.5
October	17	End of Q1		
	18	1/2 Day AM In-Service		
	25	No School	21	21.5
November	6-7	Parent/Teacher Conferences		
	22	In-Service		
	27-29	Thanksgiving Break - No School	17	19
December	13	1/2 Day AM In-Service		
	23-31	Winter Break - No School	14	14.5
January	1-3	Winter Break - No School		
	6	End of Q2 / S1		
	22-23	Parent/Teacher Conferences		
	24	1/2 Day AM In-Service	19	20.5
February	21	1/2 Day AM In-Service		
	28	No School	18	18.5
March	13	End of Q3		
	14	In-Service	20	21
April	4	1/2 Day AM In-Service		
	14-21	Spring Break - No School	15	15.5
May	2	1/2 AM Day In-Service		
	26	Memorial Day - No School		
	29	1/2 AM Early Out - 1/2 PM Day In-Service - End of Q4/S2	19	20
June			0	0
		TOTALS	165	175

Regular Schedule
7:55 - 3:16/3:21

Early Out Schedule

11:26 - 11:52	JH/HS Lunch
11:57-12:27	Elementary Lunch
11:45-12:14	SSR
12:16-12:55/1:00	Alternating 5th/6th/7th Periods

October 17	End of 1st Quarter
January 6	End of 2nd Quarter / 1st Semester
March 13	End of 3rd Quarter
May 29	End of 4th Quarter / 2nd Semester

Total Teacher Hours:	**1376**
Total JH/HS Student Contact Hours:	**1141**
Total Elem. Student Contact Hours:	**1086**

BOARD APPROVED: 02/20/2013

Revised: 2/21/2013

April 22, 2013

CARBON COUNTY SCHOOL DISTRICT NO. 2
EVALUATION PROCESS

To evaluate impact on student learning, the district will collect and analyze statistics from the 2013-2014 and 2014-2015 school years for all schools in the district for the following areas:

a) Record of student and teacher absences by day and month, by school, for both school activities and absences for other reasons.

b) School activities listed by day/month and the impact they have on attendance. List of those activities that were able to be moved to Friday will also be collected.

c) Number of days that were impacted by other school related activities.

Information collected will be compared pre and post, as well as between schools on a four day week and those not.

received 4-11-13

2013-2014 Calendar Proposal

	Current Calendar	Proposed Calendar
Total Student Days	171 (26 days early release)	154 (4 days early release)
Fridays in session	27	9
Instructional Time	1025 hours	1025 hours
Staff Inservice Fridays	4	9
Daily Schedule	7 hours	7 hours 20 minutes
"Lights-on" Fridays (School open half day for optional correctives, tutoring, makeup work correctives and enrichment)	0	24
Enrichment Program Fridays (Optional programs in Art, Science, Recreation, Technology, Field Trips, etc.)	0	24

- Starting date and vacation days are common with HEM.
  - Our schools all share some staff with HEM. Scheduling can be more efficient.
  - Students with siblings in athletics will not miss a regular school day to travel to games.
- Most field trips and many special events moved to Friday. Less loss of instructional time during the week.
- We would encourage medical and other appointments to be scheduled on Friday. We do understand that this is not always possible.

received
2-12-13

Carbon County School District #2
H.E.M. Jr./Sr. High School
(Hanna-Elk Mountain-Medicine Bow)
Highway 72, Box 810
Hanna, WY 82327
307-325-6545

HEM Four Day School Week

Increased instructional time for our student athletes who would otherwise be gone on Fridays. (Approximately 60% of our student population participate in athletics/Activities that take place on Fridays.)

Lights on Friday for students who need/want extra help or want to work on projects.

The four day week allows for activities to be held on Fridays resulting in fewer subs.

We schedule as many activities as possible on Fridays to avoid interruption of instructional time.

We average around 10% of our student body attending Lights on Friday for remediation, to complete assignments, and for enrichment activities.

Fridays are used for staff in-service days to avoid interruption of instructional time during the four day week.

Students/parents and staff are encouraged to make medical, dental, and other appointments on Fridays to keep the four day school week available for instruction.

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming Community Colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

Sara Elem.

3/06/13

By starting earlier and taking five minutes off our lunch recess, we now have 1026.67 instructional hours. Well over the 900 that is required by the state.

We have also noticed that by having Fridays off, our sub rate for teachers has decreased.

By having school only 4 days per week the teachers have done a much better job of teaching the essentials, we have had fewer interruptions as the class core time is cherished

Through direct teacher collaboration at different grade levels, we have found that we here at SES are at the same level or further ahead in core lessons in Math & Reading.

We have the Friday activities every Friday for students that are behind and also offer the following enrichment activities for all students: (see attached)

Thanks
Dave

March 15th, 2013
SMHS Data

SMHS examines PAWS, MAP, ACT, EXPLORE, PLAN, CRT assessments to monitor student achievement. We have tracked our students with the INFORM software that has our data points on each student. In looking at the data, our students have shown no drop in achievement and at most grade levels we have seen improvement with consideration of our small numbers and the occasional outlier due to student academic ability. I have attached some sample grade level graphs on student data over the past 5 years.

SMHS Impacted Fridays 2012-2013 SMHS Fridays

SHS Teams	Away	Home	Total
Cross Country	6	1	7
Volleyball	4	2	6
Football	5	1	6
Basketball	6	2	8
Wrestling	6	1	7
Speech	13	0	13
Track	7	0	7
Golf	5	1	6

819 (8 hours)
494
1682.5
1482
582
422.5
1365.0
357.
6,203.5

39
26
98
39
39
46

SMS Teams	Away	Home	Total
Cross Country	6	1	7
Football	2	0	2
Volleyball	2	1	3
Boys Basketball	2	1	3
Girls Basketball	3	1	4
Wrestling	1	0	1
Track	2	0	2

182
416
312
234
390
72
325
1,931.

19.5
15.5

8,134.5 Student hours

313 hours

13

Students out on a average Friday

SMSH

2012-2013 Sports

Cross Country	- 18 students
HS Volleyball	- 19 students
MS Volleyball	- 24 students
HS Basketball	
Boys	- 21 students
Girls	- 18 students
MS Basketball	
Boys	- 18 students
Girls	- 20 students
HS Football	- 21 students
MS Football	- 19 students
HS Wrestling	- 17 students
MS Wrestling	- 11 students
Speech	- 5 students
Golf	- 11 students

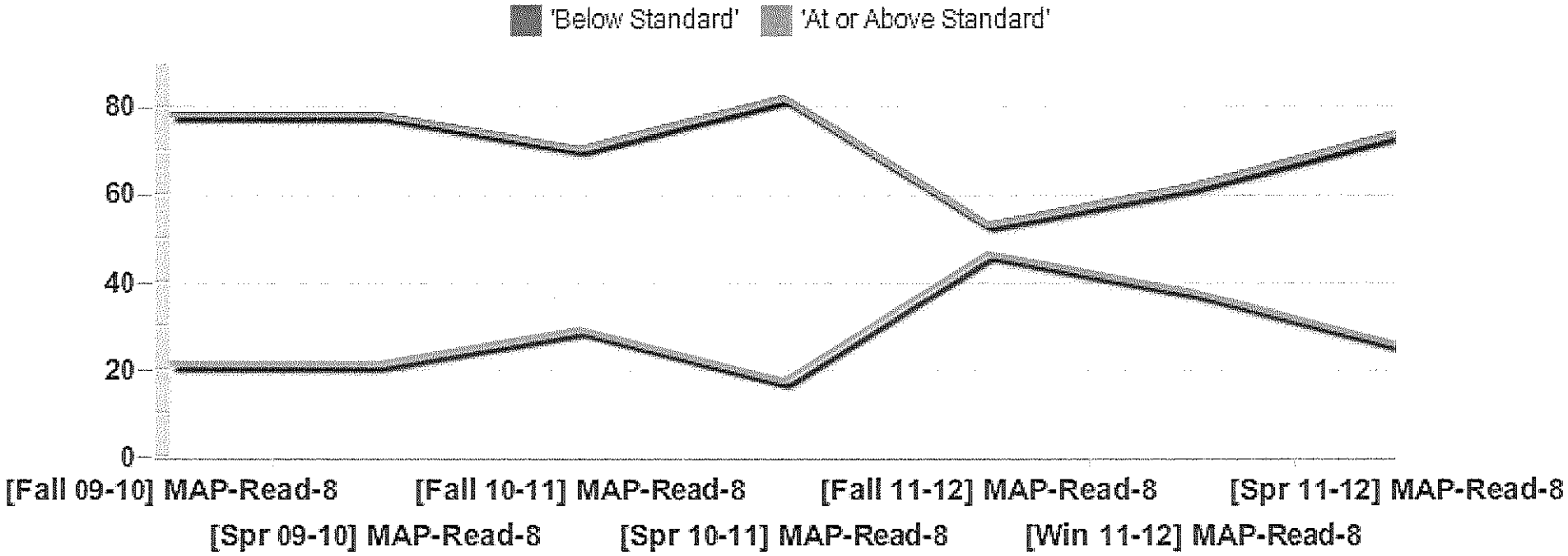
2011-2012

HS Track	- 30 students (10 of which graduated)
MS Track	-25

Student performance summary

12 April, 2013 @ 12:04 PM

Carbon County SD 2 - Saratoga Middle/High School



	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Fall 09-10] MAP-Read-8	3	21.43	210	11	78.57	230.55	14	100	226.14
2	[Spr 09-10] MAP-Read-8	3	21.43	210	11	78.57	230.55	14	100	226.14
3	[Fall 10-11] MAP-Read-8	5	29.41	209.39	12	70.59	231	17	100	224.58
4	[Spr 10-11] MAP-Read-8	3	17.65	200	14	82.35	229.86	17	100	224.58
5	[Fall 11-12] MAP-Read-8	14	46.67	208.86	16	53.33	228	30	100	219.06
6	[Win 11-12] MAP-Read-8	11	37.93	204.72	18	62.07	228.77	29	100	219.65
7	[Spr 11-12] MAP-Read-8	7	25.93	205.71	20	74.07	230.6	27	100	224.11

Criteria	Assessments	Filters
Subject: Reading Cohort: Currently Enrolled Students Prof. Profile: NWEA WINTER Categorize by: <above/below standard>	[Fall 09-10] MAP-Read-8 [Spr 09-10] MAP-Read-8 [Fall 10-11] MAP-Read-8 [Spr 10-11] MAP-Read-8	

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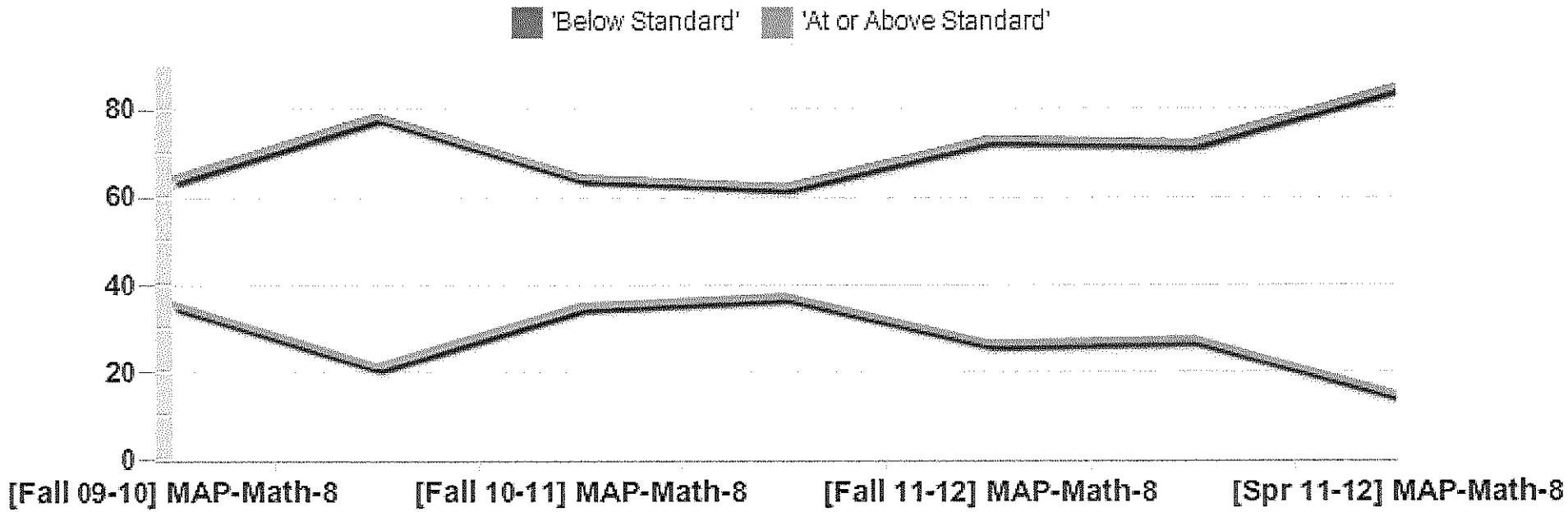
Student performance summary

12 April, 2013 @ 12:07 PM

Carbon County SD 2 - Saratoga Middle/High School



	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Fall 09-10] MAP-Math-8	5	35.71	219.39	9	64.29	242.55	14	100	234.21
2	[Spr 09-10] MAP-Math-8	3	21.43	218.33	11	78.57	244.44	14	100	238.71
3	[Fall 10-11] MAP-Math-8	6	35.29	221.16	11	64.71	241.36	17	100	234.17
4	[Spr 10-11] MAP-Math-8	3	37.5	210	5	62.5	240	8	100	228.75
5	[Fall 11-12] MAP-Math-8	8	26.67	219.75	22	73.33	241.58	30	100	235.73
6	[Win 11-12] MAP-Math-8	8	27.59	220.5	21	72.41	245.75	29	100	238.75
7	[Spr 11-12] MAP-Math-8	4	14.81	219.25	23	85.19	245.52	27	100	241.59

Criteria	Assessments	Filters
Subject: Mathematics Cohort: Currently Enrolled Students Prof. Profile: NWEA WINTER Categorize by: <above/below standard>	[Fall 09-10] MAP-Math-8 [Spr 09-10] MAP-Math-8 [Fall 10-11] MAP-Math-8 [Spr 10-11] MAP-Math-8	

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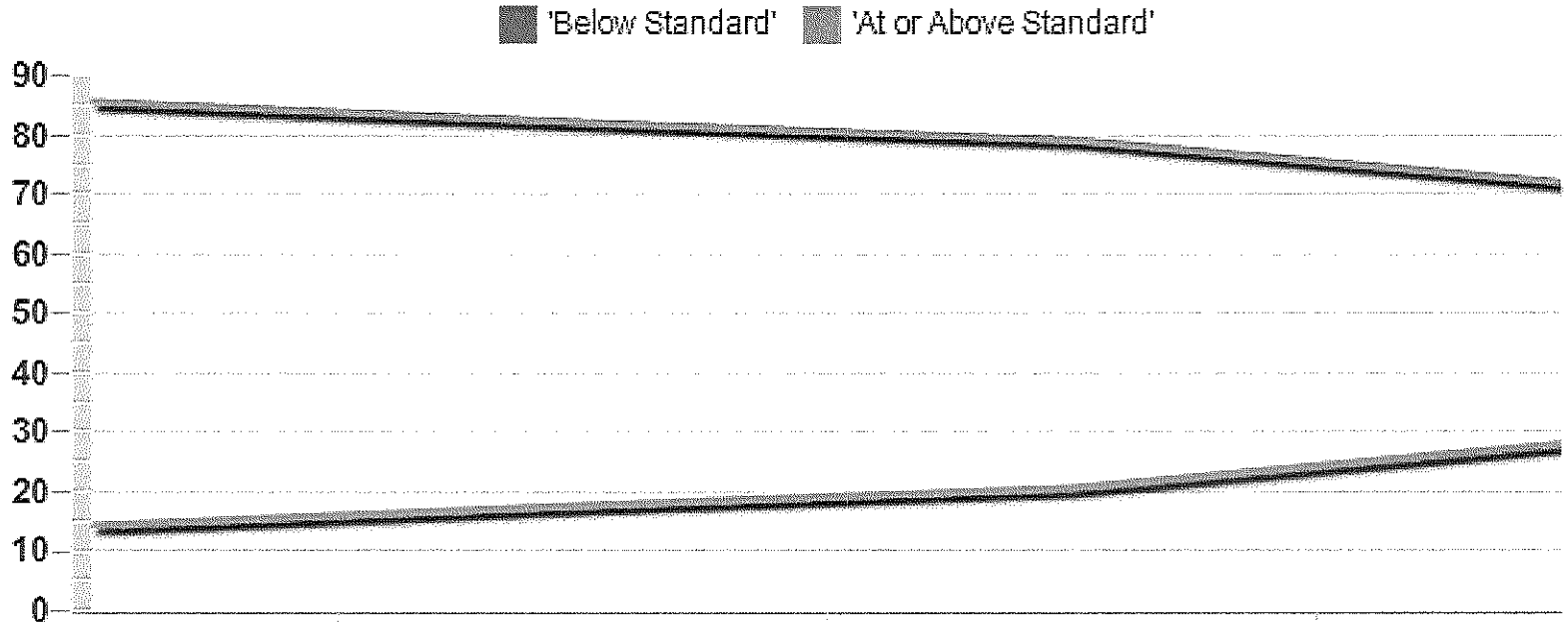
Student performance summary

12 April, 2013 @ 12:09 PM

Carbon County SD 2 - Saratoga Middle/High School



[YR 08-09] PAWS-Read-7 [YR 09-10] PAWS-Read-7 [YR 10-11] PAWS-Read-7 [Spr 11-12] PAWS-Read-7

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[YR 08-09] PAWS-Read-7	2	14.29	635.5	12	85.71	711.08	14	100	700.21
2	[YR 09-10] PAWS-Read-7	3	17.65	613	14	82.35	717	17	100	698.64
3	[YR 10-11] PAWS-Read-7	6	20.69	630.5	23	79.31	709.34	29	100	693.03
4	[Spr 11-12] PAWS-Read-7	7	28	622.14	18	72	707.05	25	100	683.24

Criteria	Assessments	Filters
Subject: Reading Cohort: Currently Enrolled Students Prof. Profile: PAWS Categorize by: <above/below standard>	[YR 08-09] PAWS-Read-7 [YR 09-10] PAWS-Read-7 [YR 10-11] PAWS-Read-7 [Spr 11-12] PAWS-Read-7	

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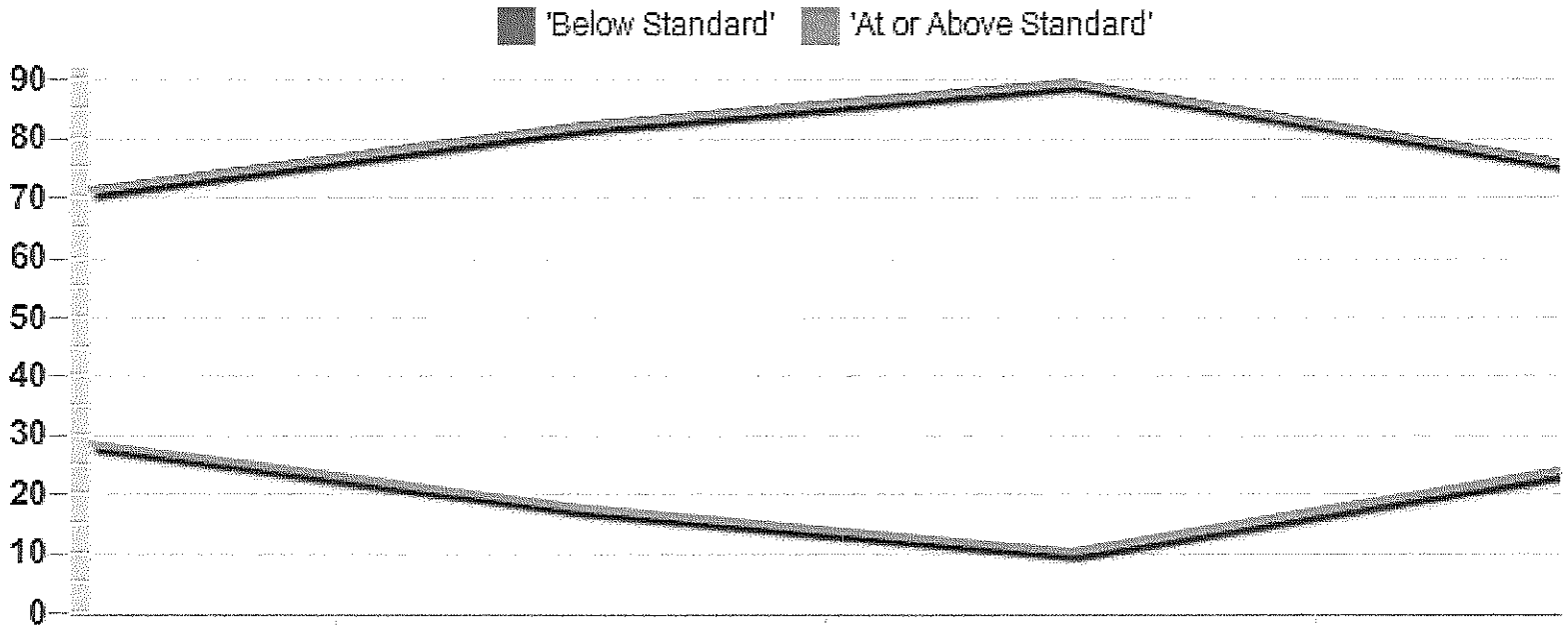
Student performance summary

12 April, 2013 @ 12:11 PM

Carbon County SD 2 - Saratoga Middle/High School



	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[YR 08-09] PAWS-Math-7	4	28.57	667	10	71.43	751.7	14	100	727.5
2	[YR 09-10] PAWS-Math-7	3	17.65	665	14	82.35	764	17	100	746.52
3	[YR 10-11] PAWS-Math-7	3	10.34	670.33	26	89.66	759.46	29	100	750.17
4	[Spr 11-12] PAWS-Math-7	6	24	650.33	19	76	730	25	100	710.84

Criteria	Assessments	Filters
Subject: Mathematics Cohort: Currently Enrolled Students Prof. Profile: PAWS Categorize by: <above/below standard>	[YR 08-09] PAWS-Math-7 [YR 09-10] PAWS-Math-7 [YR 10-11] PAWS-Math-7 [Spr 11-12] PAWS-Math-7	

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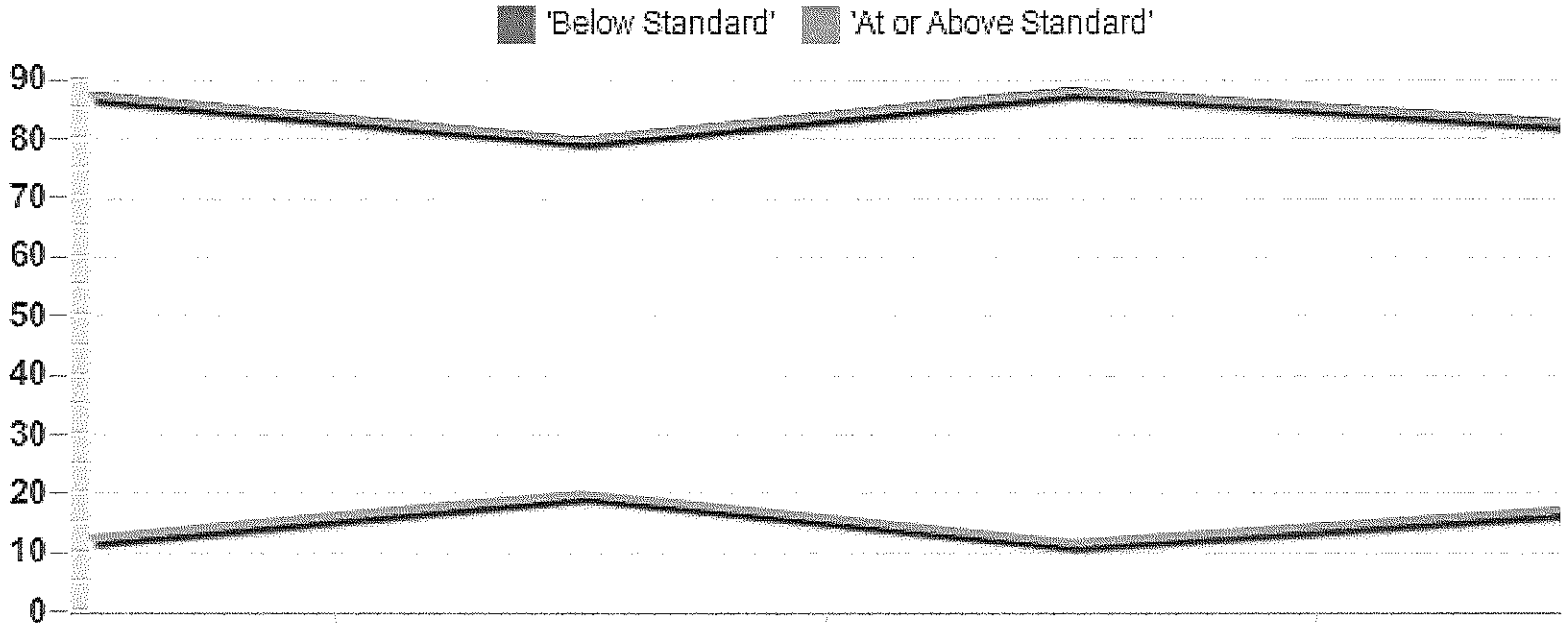
Student performance summary

12 April, 2013 @ 12:12 PM

Carbon County SD 2 - Saratoga Middle/High School



[YR 08-09] PAWS-Read-8 [YR 09-10] PAWS-Read-8 [YR 10-11] PAWS-Read-8 [Spr 11-12] PAWS-Read-8

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[YR 08-09] PAWS-Read-8	3	12.5	646.33	21	87.5	721.9	24	100	712.37
2	[YR 09-10] PAWS-Read-8	3	20	659	12	80	748.33	15	100	730.4
3	[YR 10-11] PAWS-Read-8	2	11.76	642	15	88.24	725.46	17	100	715.64
4	[Spr 11-12] PAWS-Read-8	5	17.24	647.79	24	82.76	728.28	29	100	714.34

Criteria	Assessments	Filters
Subject: Reading Cohort: Currently Enrolled Students Prof. Profile: PAWS Categorize by: <above/below standard>	[YR 08-09] PAWS-Read-8 [YR 09-10] PAWS-Read-8 [YR 10-11] PAWS-Read-8 [Spr 11-12] PAWS-Read-8	

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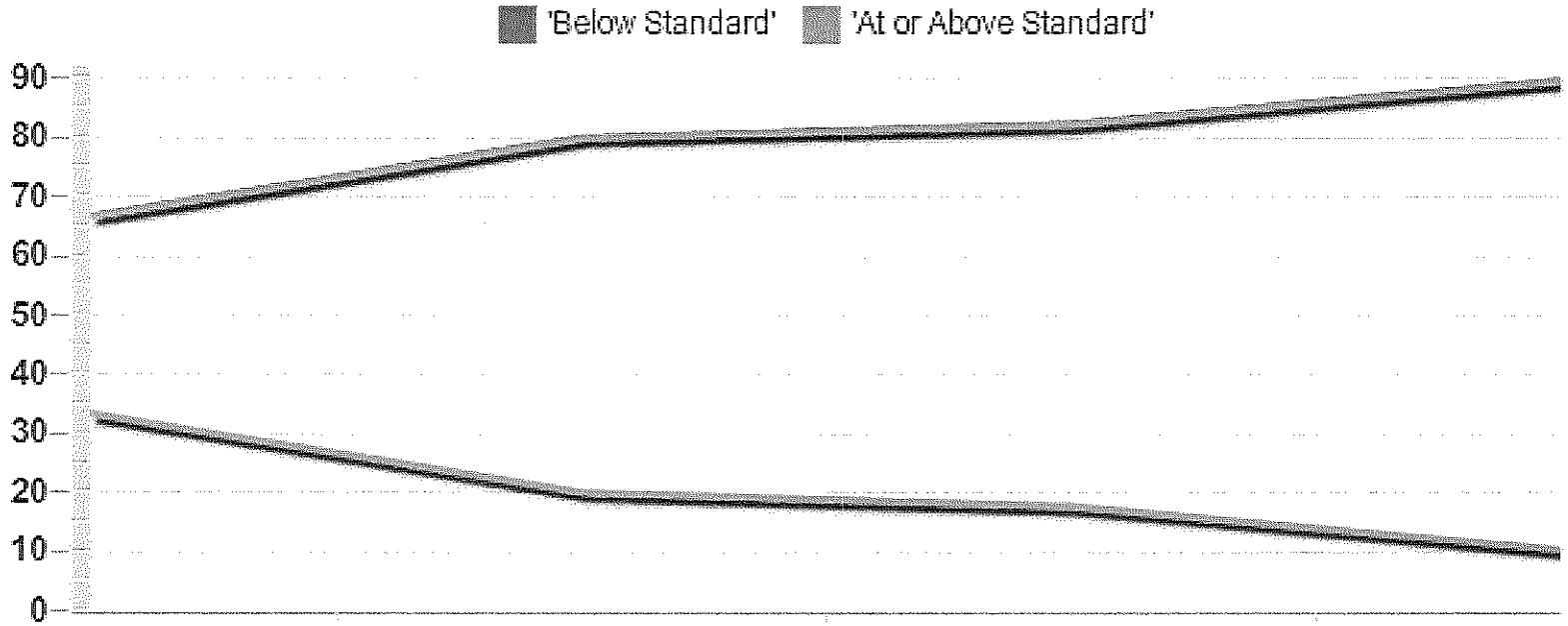
Student performance summary

12 April, 2013 @ 12:14 PM

Carbon County SD 2 - Saratoga Middle/High School



[YR 08-09] PAWS-Math-8 [YR 09-10] PAWS-Math-8 [YR 10-11] PAWS-Math-8 [Spr 11-12] PAWS-Math-8

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[YR 08-09] PAWS-Math-8	8	33.33	686.88	16	66.67	746.5	24	100	726.62
2	[YR 09-10] PAWS-Math-8	3	20	677.33	12	80	765.58	15	100	747.8
3	[YR 10-11] PAWS-Math-8	3	17.65	689.66	14	82.35	766	17	100	752.52
4	[Spr 11-12] PAWS-Math-8	3	10.34	673.66	26	89.66	770.84	29	100	760.79

Criteria	Assessments	Filters
Subject: Mathematics Cohort: Currently Enrolled Students Prof. Profile: PAWS Categorize by: <above/below standard>	[YR 08-09] PAWS-Math-8 [YR 09-10] PAWS-Math-8 [YR 10-11] PAWS-Math-8 [Spr 11-12] PAWS-Math-8	

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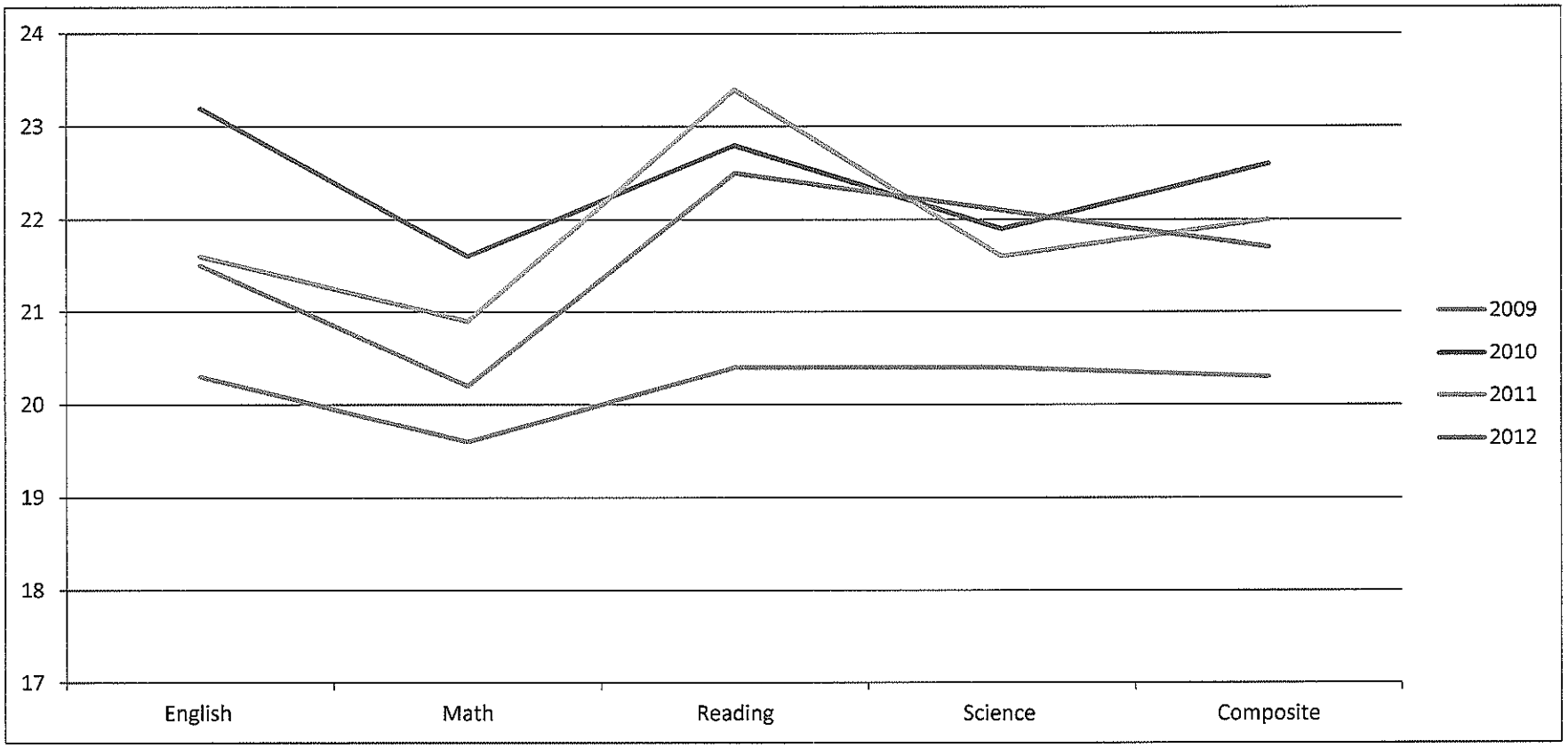
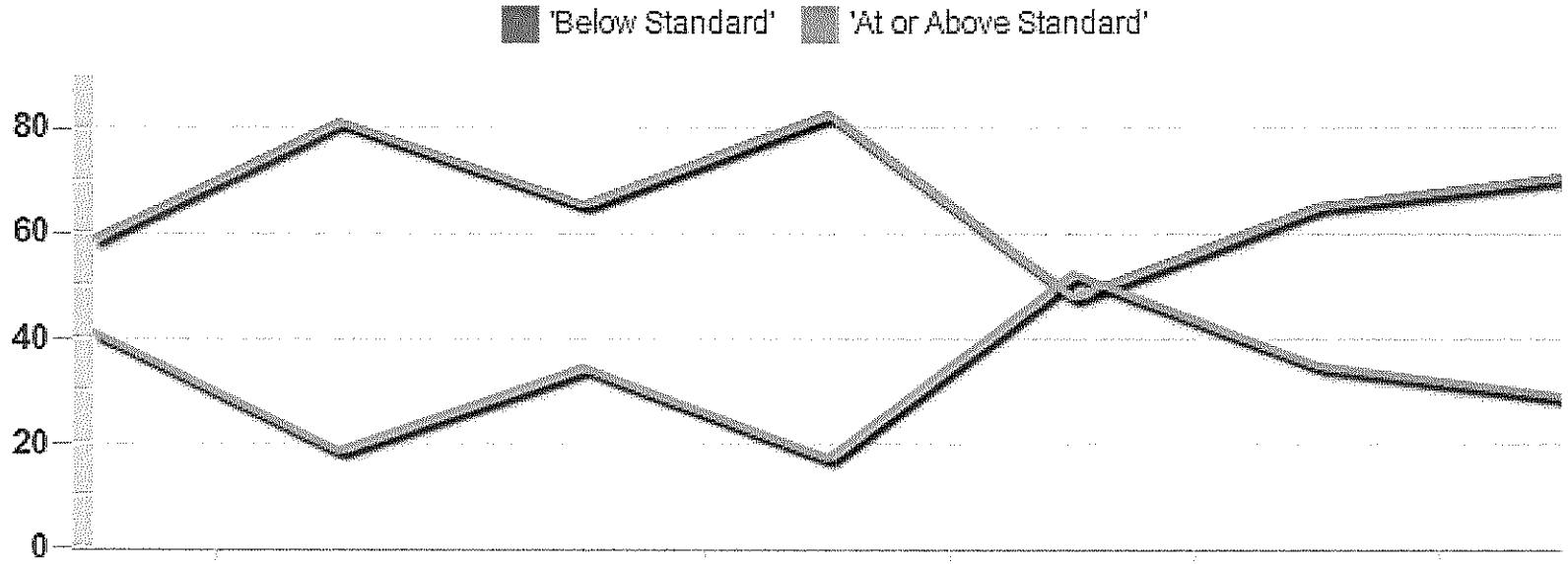
ACT Comparison



Student performance summary

12 April, 2013 @ 12:00 PM

Carbon County SD 2 - Saratoga Middle/High School



[Fall 09-10] MAP-Math-7 [Fall 10-11] MAP-Math-7 [Fall 11-12] MAP-Math-7 [Spr 11-12] MAP-Math-7

[Spr 09-10] MAP-Math-7 [Spr 10-11] MAP-Math-7 [Win 11-12] MAP-Math-7

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Fall 09-10] MAP-Math-7	7	41.18	216.28	10	58.82	236	17	100	227.88
2	[Spr 09-10] MAP-Math-7	3	18.75	208.33	13	81.25	239.61	16	100	233.68
3	[Fall 10-11] MAP-Math-7	10	34.48	214.3	19	65.52	235.16	29	100	227.96
4	[Spr 10-11] MAP-Math-7	5	17.24	217.19	24	82.76	242.13	29	100	237.79
5	[Fall 11-12] MAP-Math-7	12	52.17	213.41	11	47.83	233.27	23	100	222.86
6	[Win 11-12] MAP-Math-7	8	34.78	214.88	15	65.22	235.13	23	100	228.04
7	[Spr 11-12] MAP-Math-7	7	29.17	209.86	17	70.83	236.11	24	100	228.45

Criteria	Assessments	Filters
Subject: Mathematics Cohort: Currently Enrolled Students Prof. Profile: NWEA WINTER Categorize by: <above/below standard>	[Fall 09-10] MAP-Math-7 [Spr 09-10] MAP-Math-7 [Fall 10-11] MAP-Math-7 [Spr 10-11] MAP-Math-7	

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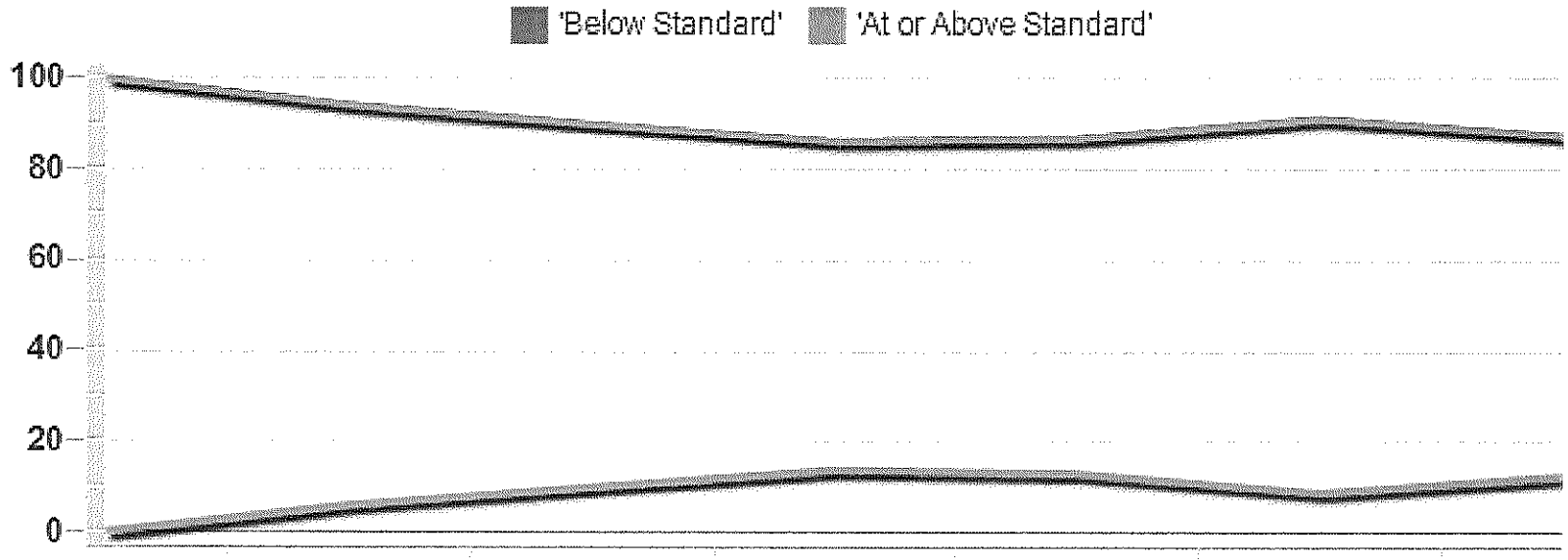
Student performance summary

12 April, 2013 @ 11:57 AM

Carbon County SD 2 - Saratoga Middle/High School



[Fall 09-10] MAP-Read-7 [Fall 10-11] MAP-Read-7 [Fall 11-12] MAP-Read-7 [Spr 11-12] MAP-Read-7

[Spr 09-10] MAP-Read-7 [Spr 10-11] MAP-Read-7 [Win 11-12] MAP-Read-7

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Fall 09-10] MAP-Read-7	0	0	0	16	100	221.69	16	100	221.68
2	[Spr 09-10] MAP-Read-7	1	5.88	184	16	94.12	221.69	17	100	219.47
3	[Fall 10-11] MAP-Read-7	3	10	184.33	27	90	224.92	30	100	220.83
4	[Spr 10-11] MAP-Read-7	4	13.79	187.75	25	86.21	223.27	29	100	218.34
5	[Fall 11-12] MAP-Read-7	3	13.04	178.33	20	86.96	216.55	23	100	211.52
6	[Win 11-12] MAP-Read-7	2	8.7	182	21	91.3	221.71	23	100	218.21
7	[Spr 11-12] MAP-Read-7	3	12.5	184	21	87.5	221.28	24	100	216.62

Criteria	Assessments	Filters
Subject: Reading Cohort: Currently Enrolled Students Prof. Profile: NWEA WINTER Categorize by: <above/below standard>	[Fall 09-10] MAP-Read-7 [Spr 09-10] MAP-Read-7 [Fall 10-11] MAP-Read-7 [Spr 10-11] MAP-Read-7	

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April 22, 2013

CARBON COUNTY SCHOOL DISTRICT NO. 2
SUMMARY OF THE ADVANTAGES OF THE
2012-2013 and 2013-2014 ALTERNATIVE SCHEDULES

Students on a four day calendar will have an increase in instructional hours, as compared to a five day calendar.

The data indicates that students are having fewer days missed due to activities. This is especially seen at the two High Schools. For those High Schools there has been a 300% reduction of student days missed due to activities.

Students on a four day calendar will have an increase in the number of instructional hours taught by a certified teacher.

The data indicates that the number of teacher days missed due to activities has decreased. For those teachers involved in activities there has been a 100% reduction in teacher days missed due to activities.

Students on a four day calendar will have fewer class day interruptions.

Information from teacher surveys indicates they feel there have been fewer class interruptions in the day. They feel that Monday-Thursday learning time has been protected and this change has had a positive impact on learning.

NOTICE OF SCHOOL BOARD MEETINGS AND AVAILABILITY OF MINUTES

Notice is hereby given that regular meetings of the Board of Trustees of Carbon County School District No. 2, State of Wyoming, are held on the third Monday of each month August through January and March through June; and on the third Wednesday of each month in February and July. Meeting locations and times for 2013 are as follows:

January – 4:00 p.m. - Medicine Bow School; Medicine Bow, Wyoming
February – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming
March – 4:00 p.m. - Saratoga Elementary; Saratoga, Wyoming
April – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming
May – 4:00 p.m. - Elk Mountain School; Elk Mountain, Wyoming
June – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
July – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
August – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
September – 4:00 p.m. - Central Administration Office, Saratoga, Wyoming
October – 4:00 p.m. – Hanna Elementary School; Hanna, Wyoming
November – 4:00 p.m. - Encampment School; Encampment, Wyoming
December – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming

Such meetings are open to the public.

Notice is also given that official minutes of each regular or special meeting of such Board, including a record of all official acts and of all warrants issued, are available for inspection by any citizen during regular office hours at the Office of the Clerk of said Carbon County School District No. 2 at 315 North First Street, Saratoga, Wyoming.

s-
Greg Bartlett
Chairman, Board of Trustees
Carbon County School District No. 2

Published:
Saratoga Sun 12/26/2012
Daily Times 12/21/2012

NOTICE OF SCHOOL BOARD MEETINGS AND AVAILABILITY OF MINUTES

Notice is hereby given that regular meetings of the Board of Trustees of Carbon County School District No. 2, State of Wyoming, are held on the third Monday of each month August through January and March through June; and on the third Wednesday of each month in February and July. Meeting locations and times are as follows:

January – 4:00 p.m. - Medicine Bow School; Medicine Bow, Wyoming
February – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming
March – 4:00 p.m. - Saratoga Middle/High School; Saratoga, Wyoming
April – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming
May – 4:00 p.m. - Elk Mountain School; Elk Mountain, Wyoming
June – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
July – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
August – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
September – 4:00 p.m. - Central Administration Office, Saratoga, Wyoming
October – 4:00 p.m. – H-E-M Jr/Sr High School; Hanna, Wyoming
November – 4:00 p.m. - Encampment School; Encampment, Wyoming
December – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming

Such meetings are open to the public.

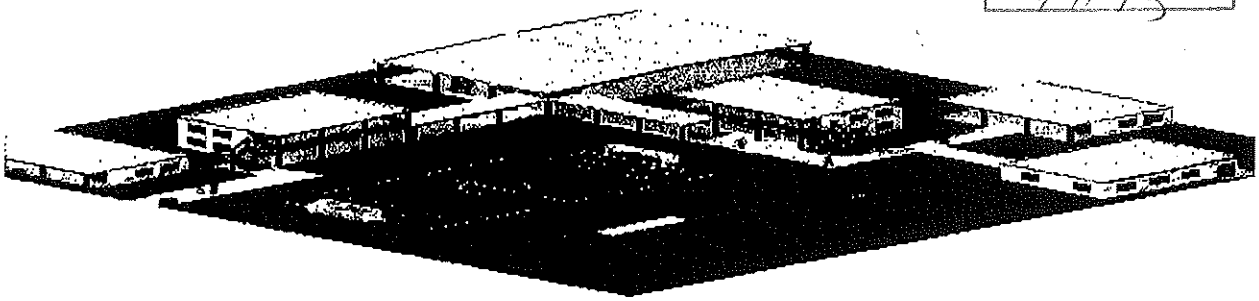
Notice is also given that official minutes of each regular or special meeting of such Board, including a record of all official acts and of all warrants issued, are available for inspection by any citizen during regular office hours at the Office of the Clerk of said Carbon County School District No. 2 at 315 North First Street, Saratoga, Wyoming.

s-
Greg Bartlett
Chairman, Board of Trustees
Carbon County School District No. 2

Published:
Saratoga Sun 12/28/2011
Daily Times 12/23/2011

Sa
To Schools
to BOA members
Attorney
+ papers
+ website
12-22-11 26

received
4-11-13



Parent Meeting

When: Thursday, January 31, 2013 @ 3:00 p.m.

Where: Elk Mountain School

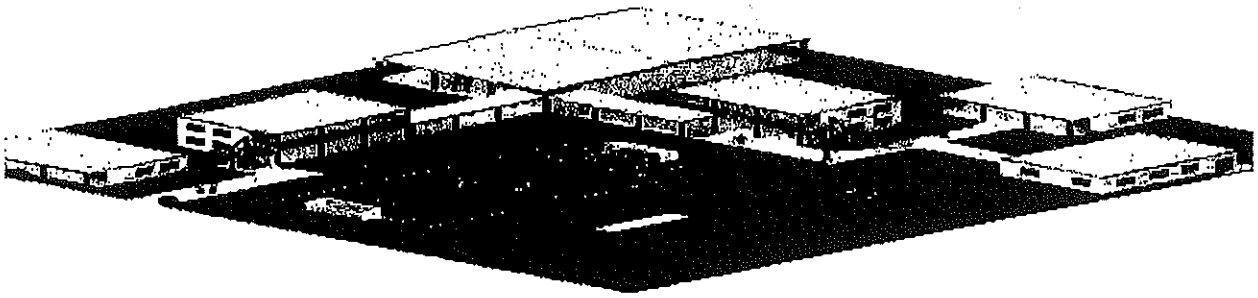
Topics to be discussed:

2013-2014 School Calendar

Accreditation Visit Fall 2013

Building Security

received
4-11-13



Parent Meeting

When: Thursday, January 30, 2013 @ 4:00 p.m.

Where: Medicine Bow School

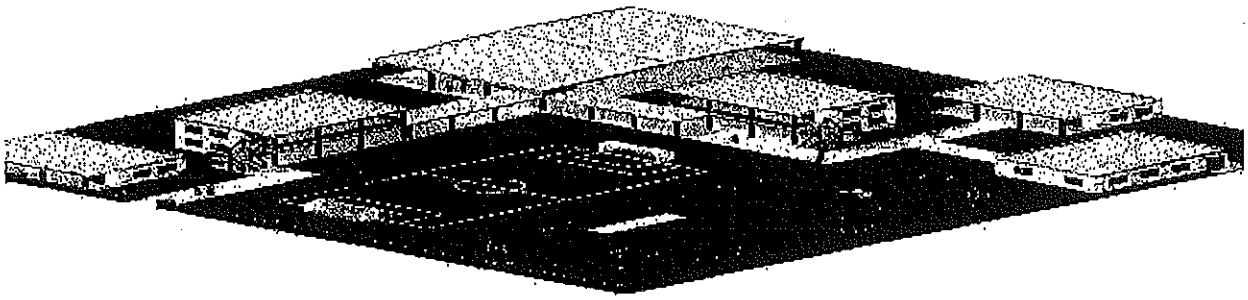
Topics to be discussed:

2013-2014 School Calendar

Accreditation Visit Fall 2013

Building Security

received
4-11-13



Parent Meeting

When: Tuesday, January 29, 2013 @ 6:30 p.m.

Where: Hanna Elementary Library

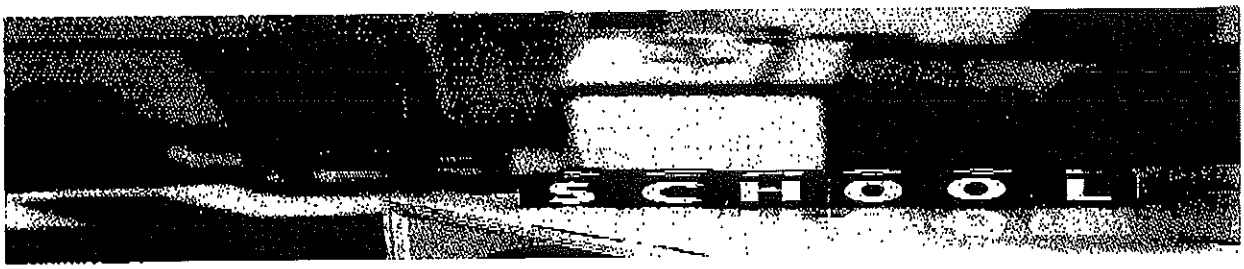
Topics to be discussed:

The New Hanna Elementary Building

2013-2014 School Calendar

Accreditation Visit Fall 2013

Building Security



Febr. 2012

HEM

K-12 Elk Mountain, Hanna, Medicine Bow Community Meeting

Purpose of the meeting is to get your input on the following important topics:

1. Upcoming school year calendar
2. Update on the progress toward the new elementary school building
3. Discussion on the spring state school assessment
4. District school improvement plan

Expanding Our Horizons!

Community Meeting

Date: February 7th

Time: 6:30 P.M.

Location: Hanna Elementary School Gym

Questions? Please contact

Mark Gilliland, Parent/ School Coordinator

307-325-6545

Email: mgilliland@crb2.k12.wy.us

Refreshments will be served!

Rangitsch Ramblings

Jan. 2012 Newsletter

Hope you had a wonderful holiday season with family and friends. Saratoga Elementary School was very busy. I hope you had a chance to experience some of the wonderful things taking place here. Especially the 6th grade band's wonderful Christmas Concert on Friday, Dec. 15th and the Kg – 3rd Grade students' heart-warming concert to a packed house at the Community Center on Tuesday, Dec. 20th with our wonderful music teacher. Mrs. Springsteen certainly does bring the best out in the children.

On Wednesday, Dec. 7th the National Geographic Geography Bee was held in the SES library. There were eight 4th – 8th graders competing for the medal and a chance to progress on to the state bee. The contestants were: 8th graders – John Bauer, Zane Michelson, and Aaron Kerbs. 7th graders - Anthony Sandoval, and Maya Zeiger. 6th grader – Larissa Ford. 5th graders – Robin Gloss and Lauren Buford. The final championship round pitted Aaron Kerbs and Robin Gloss against each other with three questions to answer. Aaron Kerbs came out on top as the winner! He is now eligible to take a written test to qualify for state and then hopefully he will go on to Nationals. many thanks to Mrs. MacKay for all her work in getting the Bee organized, judging and emceeing the competition. Congratulations to all the contestants!

We are very excited to have the Denver Zoo coming to Saratoga Elementary School. On Wednesday, Jan. 11th at 7:00 PM there will be a Family Night at the PV Community Center. The program is called The Wild Wonders. We hope you and your family will be able to attend. Ice cream and animal crackers will be served after the program. On Thursday, Jan. 12th during the school day, your students will see the African Safari and Animal Discovery programs. Thanks to the P.T.O. for helping fund this wonderful learning experience.

Testing: Your child will be taking the Winter DIBELS on Jan. 6th & 7th and the MAP tests on Jan. 9th – Jan. 16th. The testing will be used to help teachers better meet your student's needs. We ask that you please help by having your students here, with a good night's sleep as well as a breakfast on testing days

The end of the quarter is January 19th. Please encourage your child to read and make their accelerated Reader goal. We have planned a Snow Day on Friday, Feb. 3rd for students that have met their 1st and 2nd quarter goals.

The P.T.O. will be holding the regular meeting on January 10th at 6:00 PM in the SES lunchroom. One of the items to be discussed will be the 2012-2013 calendar. We would love to have your input.

NEW BUSINESS:

CCSD#2 Recreation Board Audit/Financial Review

Laurie Johnston reviewed the CCSD#2 Recreation Board's Financial Report/Review for fiscal year 2012. The report indicated no material modifications need to be made.

Berger moved, Gaspari seconded, and motion carried to approve the Financial Report/Review for the CCSD#2 Recreation Board for fiscal year June, 30, 2012.

Revised policy GCCB

Berger moved, Gaspari seconded, and motion carried to approve revisions to Policy GCCB – Staff Conduct on first and only reading.

2013/2014 calendars

No action took place regarding the draft copy of the calendars. Some issues still need to be worked out. Questions asked by Board members were answered by the Principals. Final copies of the calendars will be presented in February for Board approval.

Superintendent Contract

Berger moved, Gaspari seconded, and motion carried to offer Superintendent Bob Gates a contract for the 2013/2014 school year.

Exception to policy request

Johnston moved, Peterson seconded, and motion carried to approve an "exception" to Policy Regulation GCBD-R-Sick Leave Bank Rules and Regulations for Certified Employees for Lori Trevillyan to join the sick bank.

Internship request

No action took place at this time regarding Steven Priest's request for an Administrative Internship due to policy stating teacher must have continuing contract status.

SET NEXT MEETING DATE:

The next regular meeting of the Board of Trustees will be held at 4:00 p.m. at the Central Office on Wednesday, February 20, 2013.

Work Session:

The Board plans to hold a work session on Tuesday, February 5, 2013 from 5:30 – 9:00 p.m. The board will be reviewing Leadership Governance Policy and the work session will be held at the Central Office in Saratoga.

EXECUTIVE SESSION:

Berger moved, Johnston seconded, and motion carried to enter into executive session at 6:28 p.m. to discuss personnel issues considered confidential by law. Nine Board Members, Superintendent Gates, and Attorney MacPherson attended the session.

Johnston moved, Bartholomew seconded, and motion carried to return to the regular meeting at 6:55 p.m. and to approve the executive session minutes as signed by the Chairman and Clerk.

D. **Approve Bond replacement for new Board Treasurer – Joseph Gaspari**
The Board approves replacement of said Bond for the newly elected Treasurer, which bond does not exceed one and one fourth of the amounts of all school monies handled by such officer in any one (1) year. The board further requests that said bond be approved as to form by Board Attorney William M. MacPherson, then properly executed and filed with the County Treasurer. Bond is approved by Attorney MacPherson.

RECOMMENDATION: I recommend approval of the consent agenda as presented.

XIII. NEW BUSINESS

A. **Consider CCSD#2 Recreation Board Audit/Financial review for Fiscal Year ending June 30, 2012**

A copy of the Rec Board audit/financial review is included in your packet envelope. A Rec board representative will review this with you at the meeting. RECOMMENATION: The Board will need to take formal action to accept the 2012 fiscal audit/financial review.

B. **Consider revised Policy GCCB-Staff Conduct on first and only reading (Page 23)**

This revision was needed to go with changes made to Policy AE in July of 2011. RECOMMENDATION: I recommend you approve the revisions on the first and only reading.

C. **Consider 2013/2014 school calendars**

The calendars should have in common: start date, staff development days (many are half days), and most breaks. In your packet envelope are the calendars we have received as of board packet day and the others will be handed out at the meeting.

D. **Consider offering contract to Superintendent Gates**

E. Consider request for "Exception" to Regulation GCBD-R to join sick Bank – from L. Trailliyan

F.) Consider Admin Intern Ship Request from Steven Priest

XIV. SET NEXT MEETING DATE

A. **Wednesday, February 20, 2013 at 4:00 p.m. at the Central Office in Saratoga**

REMINDER: The meeting day for February and July will be on the 3rd Wednesday.

B. **Board Work Session to review Board Leadership Governance Policies on Tuesday, February 5, 2013 from 5:30 – 9:00 p.m.**

XV. EXECUTIVE SESSION – **to be held in the music room #101**

A. **Discuss personnel issues considered confidential by law**

XVI. ADJOURNMENT

ADMINISTRATIVE REPORTS:

Superintendent's Report

Beginning Year Update

Superintendent Gates reported there was training for all new teachers last week and throughout this week there will be training for all staff to be held at the community center and Saratoga Middle/High School. A copy of Wednesday's schedule (motivational speaker) was shared with the Board.

HES building update

Superintendent Gates noted that the district will start the process to screen applicants for architect and once the architect is chosen then a project manager will be selected.

WSBA Fall Regional Meeting

Mr. Gates reported that the Fall Regional WSBA meeting will be hosted by District No. 2 on September 18th from 6:30 – 9:00 p.m. at the Central Office and a reminder will be sent out.

Board Filing Dates

Superintendent Gates reminded board members that the filing dates are from August 8-27, 2012.

PAWS scores

Mr. Gates reported he previously sent PAWS scores out to Board Members. He shared a copy of what was sent. The district needs to look at what needs to be done to improve scores and look at ACT scores as well.

Change in Continuing contracts

Mr. Gates noted that Carbon #2 is one of few districts who give a contract to continuing contract teachers. May want to consider doing something different (re: letter type notification) to those continuing contract teachers.

Calendar Issue

Superintendent Gates reported that after meeting with the administrators they felt it would be worth the effort to pursue a district wide calendar for 2013-2014. Mr. Gates would begin by setting up a committee and then the committee would need to agree on the type of calendar to present to the Board. Some Board members expressed an interest in being on this calendar committee.

Revised IGDJ-R

Superintendent Gates reported on the suggested revisions to Policy Regulation IGDJ-R – Interscholastic Activities. The change pertained to the number of student athletes needed for 6 and 11 man football for a third coach. Several Board members expressed their thoughts and concerns regarding this regulation and athletics in general. Principal Uhling voiced his concern regarding the need for a 3rd coach and the time and training coaches have already put in. The Board directed Superintendent Gates to seek additional input from Athletic Directors and Principals regarding the changes needed to Regulation IGDJ-R.

Principal Reports

Principals are excited for the upcoming year. They reviewed the successful summer school programs and summer science programs, reported on new teacher trainings and in-services/staff development trainings, in some buildings the security cameras have been installed, reported on the Inform-data system, fall sports underway and football field lights at Saratoga Middle/High School installed-thanks to all who helped make this happen. The first day for students is August 29th, reported on

Move to p. 4 after new business - New category

VIII. HIRINGS

A. **Consider 2012-2013 Activity Contracts for Football, Volleyball and Cross Country (Pages 6-7)**

A copy of the district contracts to be offered for football, volleyball and cross country is included in your packet because these sports begin this month. The other sports and advisor, etc. contracts will be offered in September. RECOMMENDATION: I recommend you approve the listing as presented.

IX. ADMINISTRATIVE REPORTS

A. **Superintendent's Report**
   1. **Beginning Year School Update**
   2. **Hanna Elem. School Project Update**
   3. **WSBA Fall Regional Meeting – September 18th – Saratoga to host (6:30-9:00 p.m.)**
   4. **Reminder of Board Member filing dates – August 8-27, 2012**
   5. **PAWS Scores**
   6. **Continuing contracts issued – change for next year**
   7. **Calendar issues**
   8. **Revised regulation IGDJ-R-Interscholastic Activities (Pages 8-9)**

B. **Principal Reports/Special Education Report**

X. UNFINISHED BUSINESS

A. **Ratify the following district food services bids:**
   1. **US Food service - $15,460.76**
   2. **Sysco Food Service of Montana - $5,677.17**
   3. **Jo-Ed Produce - $3,571.08**

Bids were opened on August 6th and bids were received from three vendors listed above. RECOMMENDATION: I recommend you ratify the bids as presented.

XI. ITEMS FROM THE BOARD

A. **Review Board/District Mission-Vision-Goals (Page 10)**

XII. AUDIENCES

NEW BUSINESS:

Policy KAB, KAB-R and KAB-E

Larscheid moved, Johnston seconded, and motion carried to approve revisions to Policy KAB-Special Recognition and Financial Assistance, Regulation KAB-R – Guidelines and Exhibit KAB – Application as presented on the first and only reading.

iPad purchase/plan

Discussion took place on the proposed purchase plan and implementation process of the iPad plan.

Gaspari moved, Patton seconded, and motion carried to approve the iPad purchase plan as presented.

Calendar discussion

Discussion took place on calendar issues. Possible guidelines/parameters were discussed.

Patton moved, McGraw seconded, and motion failed 2-6 with McGraw and Patton casting **aye** votes and Berger, Johnston, Larscheid, Palm Gaspari and Bartlett casting **nay** votes to look at a district-wide calendar for the 2013/2014 school year.

Consider Notice to publish

Gaspari moved, Larscheid seconded, and motion carried to approve the "Notice" to publish the intent to amend the District's Rules of Practice Governing Contests and Other Hearings.

Review BFC and Tab 1.8

Some revisions to Policy BFC-Policy Adoption and Governance Policy Tab 1.8 (Development and Adoption of Policies) were discussed. The attorney will revise Tab 1.8 to match Board Policy BFC and changes will be brought back for the board's review/approval at the next meeting.

Regulation IHC-R

Revisions to Regulation IHC-R – Extended Instructional Program-Guidelines were discussed and concerns expressed. No action was taken at this time to revise Regulation IHC-R.

Consider virtual school

Palm moved, Johnston seconded, and motion carried to approve the virtual approach for 2 secondary students at H-E-M Jr/Sr High School next year.

Hanna Elementary School new building site

Mr. Gates shared the report from Trihydro Corporation. The report indicated the old round building site was a safe site to build on. The next steps would be to conduct the Geotech study and have a survey completed.

Palm moved, Patton seconded, and motion carried to approve the old round building site as the new building site for the Hanna Elementary School pending the results of the Geotech study and the survey.

SMSH Football Field Light project

Josh Sandlian reported on the status of the football field light project and he feels enough funds have been allocated to complete the project. Mr. Sandlian requested an additional $5,000.00 from the Board to cover any unforeseen expenses that may come up. This money is already part of the major maintenance 10% monies set aside for this approved project by School Facilities Department.

C. Approve resignation from Dusti Lawson – Saratoga Elementary teacher and thank her for her years of dedicated service (Page 18)

RECOMMENDATION: Approve Consent Agenda as presented.

XIII. NEW BUSINESS

A. Consider revisions to Policy KAB - Special Recognition and Financial Assistance, Regulation KAB-R - KAB-Guidelines and Exhibit KAB- E-KAB-Application on first and only reading (Pages 19-21)

Revisions were made to KAB, KAB-R and KAB-E after discussion regarding the issues we faced with all the requests this spring. RECOMMENDATION: I recommend approval of the revisions as presented on the first and only reading.

B. Consider iPad purchase/plan

RECOMMENDATION: I recommend you approve the iPad purchase/plan as presented.

C. Discuss calendars for the 2013/2014 school year

This is the Board's opportunity to establish parameters for the 2013/14 school calendars.

D. Review revisions to Policy BDE-Board Hearing/Appeal Procedures and Regulation BDE-R-Rules of Practice Governing Hearings and Contested Cases before the Board of Trustees of Carbon Co. School District No. 2 and Hearings Required to be Held Before the Office of Administrative Hearings and consider approval of the Notice of intended Amendment of the Rules to publish. BDE and BDE-R will then need to be discussed and approved at the August 20th board meeting.
(Pages 22-37)

Attorney MacPherson made the necessary changes to Policy BDE and Regulation BDE-R as required by law. The board needs to review the revisions and only approve the Notice to be published at this meeting, and then the actual policy revisions will need to be discussed and adopted at the August meeting.

E. Attorney Bill MacPherson to discuss/review Policy BFC-Policy Adoption and Board Governance Policy Tab 1.8-Development and Adoption of Policies (Pages 38-39)

Attorney MacPherson will discuss this with you at the meeting.

Attorney to change – bring back in July

Berger moved, Patton seconded, and motion carried (6-1) with Gaspari casting a **nay** vote and Palm abstaining on the first and only reading to delete the last two sentences in the first paragraph which read:

> "In no event is the total amount of money spent by the District for financial assistance, to exceed $20,000.00 per fiscal year. The establishment of a ceiling of $20,000.00 does not obligate the District in any fashion to expend or encumber that amount."

Planned Work Order for SMSH football field lights

Gaspari moved, Palm seconded, and motion carried to approve the Planned Work Order for the amount of $10,000.00 for the Saratoga Middle/High School track/football field light project.

Site Options for new Hanna Elementary School

Mr. Gates spoke about issues with the School Facilities Department regarding the site options for the new Hanna Elementary School.

The Board did not take any action on the site options and directed Superintendent Gates to re-discuss the hydrology study issue of the old round building site in Hanna with the School Facilities Department.

School 2012-2013 calendars

Patton moved, McGraw seconded, and motion failed (2-7) with McGraw and Patton casting **aye** votes and Larscheid, Bartlett, Palm, Berger, Peterson, Johnston and Gaspari casting **nay** votes to adopt a district-wide school calendar for the 2012-2013 school year.

Johnston moved, Larscheid seconded, and motion carried to approve the Saratoga Middle/High School calendar for the 2012-2013 school year as presented.

Johnston moved, Larscheid seconded, and motion carried to approve the Saratoga Elementary School calendar for the 2012-2013 school year as presented.

Palm moved, Peterson seconded and motion carried to approve the Encampment School calendar for the 2012-2013 school year as presented.

Johnston moved, Larscheid seconded, and motion carried to approve the H-E-M Jr/Sr High School calendar for the 2012-2013 school year as presented.

Palm moved, Peterson seconded, and motion carried (8-1) with Patton casting a **nay** vote to approve the Hanna, Elk Mountain and Medicine Bow Elementary Schools calendar for the 2012-2013 school year as presented.

EXECUTIVE SESSION:

Berger moved, Johnston seconded, and motion carried to go into executive session at 6:55 p.m. to discuss student confidential issue, legal matters considered confidential by law and possible litigation. Eight Board Members and one by phone (Patton), Attorney MacPherson and Superintendent Gates attended the executive session.

Gaspari moved, Johnston seconded, and motion carried to return to the regular meeting at 7:44 p.m. and approve the Executive Session minutes as signed by the Chairman and Clerk.

From the Desk of Mr. Uhling

Our students (7th -10th grades) have completed the MAP Winter Assessment and in reviewing the data we have seen improvement from the majority of our students. We have available online through PowerSchool your child's results. If

Our Winter Sports Seasons are in full swing and looking towards tournaments and cumulating events. Our Speech Team has performed very well with numerous Sweepstakes wins in the 1A/2A division. Congratulations to all participants and thanks for representing your school community in a positive way.

PARENT ADVISORY COMMITTEE will meet on February 19th at 6PM in the school library. We will be discussing the calendar for next year, the 4 day week, the adoption of the Common Core State Standards and the continuation of the ipad initiative in the district. Everyone one is welcome and the format allows all to have input into the school improvement goals.

It is your opportunity to see our wrestling team in action on February 8th and 9th as SMHS host the Carbon County invite. There will be 20 teams from around the state competing. It will be an exciting couple of days at the SMHS gym starting at 3PM on Friday and 9AM on Saturday.

Again Thanks to the community and parents for supporting the students, staff and opportunities of SMHS.

Sincerely,
Mr., Uhling / Principal

Faculty Agenda
2.6.2013

- Alternative Calendar – Review
- Standard Five
- Calendar Events
- Multi-Cultural Day
- Vocabulary and Outcomes
- Lock Down
- Staff Development Needs
- ACT Plans
- Other

Staff 2/6/13

1) Calendar - Aug 22-23 Teachers Aug 28 kids
Approved ~~in~~ at Feb. Board

HC - Oct 4

2). Standard 4 done
Stand 5 do mo of Feb
Compiling then to school eval.

3). 4 day weeks?? any opposition, let Mr. U know ASAP
Send positives to Mr. U. ASAP, too.

4). 2/19 FFA 2-3 Kids spec
~~M~~ 2/18th BBB pigtail here approx 4PM

5) ~~Multi~~ May-cultural day - Dist wide Community (is a possibility)
Native American Culture
Visit w/ Scott
~~to~~ Teachers - think about a Native American Unit in your classes.

6) Vocab + Outcomes - spend even more time
In Outcomes what you want your students to know
NWEA ↓ Class by RIT
→ Select teacher
Click on Red M. Phillips (203) ↓ to see scores in each cate
X on all students in cell will give all
scroll down to find RIT scores & range

4) We have our passwords (mine is in NEA folder on desktop)

Faculty Agenda
2.6.2013

- **Alternative Calendar – Review**
- **Standard Five**
- **Calendar Events**
- **Multi-Cultural Day**
- **Vocabulary and Outcomes**
- **Lock Down**
- **Staff Development Needs**
- **ACT Plans**
- **Other**

7 blue stud / red norm / yellow dist - paper form or email (211 student)

8 ☆ Goal for student (I need to meet w/ Cathy McAtee - email her ASAP

9 • Lockdown - Feb Thurs. magnets in door - door locked

My Big Campus - to see Mrs. Trevillyan - Joe Johnston.

cover windows

get a procedures leave lts on, shut door

10 Vocab - Ipad - draw a picture to illustrate

<u>education</u> (AP)

11 - ACT plans -

Staff Meeting Agenda

Wednesday, Oct. 17th, 2012

SES Library at 7:30

1. Parent/Teacher Conferences – Nov 6th & 8th from 4pm – 8pm. Scheduled through the office.

   Grades done by Thursday, Nov 1st at 1 pm

   Schedule posted outside of door.
   siblings schedules maybe later than 1:5 apart
   make scheduling through office

2. Place Based/Family Night – Nov 15 - Annette

   Game night for students and families (family will bring favorite game from home)
   Red Ribbon week of 23rd – 31st of Oct
   PTO has ordered gifts
   "Families" will have assembly during that week
   Resource committee has arranged for Students - Voting on Oct 30th

   students $16,000 fundraiser
   on wish list

3. New resource officer – Ken Lehr

   introduction
   Ron & Ken going over Bullying program
   Ron & Ken going K-6th, will visit with Staff
   Ken has books
   Dave used example of girls in Cody. We need to know where students are going after school.

   Kaye shadowing Ken
   informed per Ken

4. Pumpkin Day – Starts at 1:00 pm today

   Teachers can use pumpkins for Math lessons/projects but carving is not good idea.
   Starting 6th grade — Kg at 1:00

5. Common Core – Standard II - looking at all as a school, then sharing as District
   Writing -
   Math -
   Reading -

6. Calendar for 2013- 2014 - Discussed continuing present calendar. Seems to be working well.

7. Concerns
   - Mrs. Norm will be leaving us for weeks
   Valerie will be out and doing tutoring part
   - Picture retakes Oct 23rd

SARATOGA PTO MEETING

Agenda

March 12, 2013

I. Call to order

II. Approval of Minutes

II. Treasurer's report

a. **Bills paid – CCSD #2 for 689.01 (teacher's wish list)**

b. **Ending balance - $5,905.25**

IV. Principal Rangitsch's report

V. Friday activities report

VI. Old Business

a. **Family Fun Night – PTO Carnival (April 18)**

VII. New Buisness

a. **Parent/teacher conferences – April to arrange food again?**

b. **2013-2014 school calendar**

VIII. Next meeting date (April 9) and adjournment

Saratoga Elementary

FRIDAY ENRICHMENT

Friday Activity List for 2012-2013

9-14-2012 Wyo Game & Fish Expo Field Trip

9-28-2012 Audubon Society - Owl Pellet Dissection

10-05-2012 Scavenger Hunt in the Forest – with Jean Runner and Kent Miller

10-12-2012 Reach for the Stars: Constellations and Star Origins

10-17-2012 Creepy Halloween Experiments and Craft

10-26-2012 Missoula Children's Theater: Let's Make-up Workshop

11-02-2012 Maura Jacobsen – Pottery Workshop: Owls

11-09-2012 Continent Study: South America

11-16-2012 Thanksgiving: Poetry, Crafts and Collages

11-30-2012 Science Day: Newton's Laws of Physics

12-07-2012 Holiday Workshop – Ornaments & Presents

12-14-2012 Holiday Party

01-11-2013 Artist Study – Representational, Abstract & Non-objective with "My Art Book"

01-18-2013 Oceans: Creatures, Habitats, & Pollution

01-25-2013 Survival in the Snow – with Platte Valley Search & Rescue and D'Ron Campbell

02-01-2013 AR Sledding Day

02-08-2013 Cooking & Nutrition

02-15-2013 Jump Rope for Heart and Hoops for Heart

02-22-2013 Weather Experiments

03-01-2013 Photography Exposed: Digital Cameras

03-08-2013 Life Science – Botany

03-15-2013 Origami Workshop with Win Ratz

03-22-2013 Maura Jacobsen Workshop: Zen-Tangle Record Bowl

04-12-2013 Day at Veteran's Island with the Soil & Water Conservation District

04-19-2013 Fossils with the Platte Valley Community Center

04-26-2013 Laramie Field Trip to UW Geological Museum & Art Museum

05-03-2013 Cake Decorating with Janese White

05-10-2013 Community Garden: Soil Samples and Planting Seeds

05-17-2013 Amazing Race & Picnic

Encampment

Monday, October 22, 2012

Attendance: Jordan, Diane, Brenda, Brooke, Linda, Cathy, Jake,

Agenda:

1. District Calendar: What do we want? Before the district meeting, I'll meet with the other two representatives from our school, and see if the three of us can come up with an Encampment vote, that way the three of us can represent the same calendar for our school.

Stick to 5 full days, or compromise with 4.5 days? (From discussion from last year)

More rigor, common core....how can we do it in four days?

Can have high impact fridays for sports (regionals etc) across the distric. But all sports don't occur on Friday...so why is that a reason to have friday off?

What would occur on the 1/2 day? Teach first half day with no "specials." Teachers then stay after for meetings and planning etc. So its not a "free" time off.

But we don't want to go into June!

2. Halloween Parties: Are parents allowed to come? Per your own decision.

F1

received 3/26/13

Subject: FW: Calendar

From: Bob Gates (BGates@crb2.k12.wy.us)

To: robinajones@yahoo.com; MErickson@crb2.k12.wy.us;

Date: Tuesday, March 26, 2013 11:04 AM

Mike: I have not looked at it, but can say with 99% certainty that what you have will be meet the requirement. Thanks for sending this stuff.

Encampment Info.

From: Mike Erickson
Sent: Tuesday, March 26, 2013 10:56 AM
To: Bob Gates
Subject: FW: Calendar

Here is what we have for calendar let me know if you need more.

From: Jordan Seitz
Sent: Monday, February 04, 2013 2:14 PM
To: Mike Erickson
Subject: Calendar

I made digital copies for you:

Attached are copies of the survey questions and results for both surveys, and also a document for all the comments from the big survey. I also found one meeting where we talked about it and I also wrote it down that we'd talked about it!

Steps taken:

Community Survey:
Survey through Survey Monkey was placed online. Parents and staff were notified via mass emails, word of mouth, and links on the main school web page. Used the results to sculpt our calendar. The goal was to be in school for at least the state requirements, usually five days per week, and holidays and in-service days that matched the rest of the district. When we finally got a calendar built, we had two options, and submitted a second survey to the staff to decide whether our school wanted "option A or option B."

Let me know if you wanted more details than that.

JS

Jordan Seitz
6th Grade Teacher
JH Track Coach
Encampment K-12
jseitz@crb2.k12.wy.us

48

Response Summary

Total Started Survey: 84
Total Finished Survey: 84 (100%)

PAGE: 1

1. What is your position with the school?

Create Chart Download

	ResponsePercent	ResponseCount
Certified Staff	22.9%	19
Classified Staff	7.2%	6
Community Member	69.9%	58
	AnsweredQuestion	**83**
	SkippedQuestion	**1**

2. What is your preferred school week length?

Create Chart Download

	ResponsePercent	ResponseCount
5 day	77.1%	64
4.5 day	14.5%	12
4 day	8.4%	7
	Comment Show Responses	30
	AnsweredQuestion	**83**
	SkippedQuestion	**1**

3. What would be your compromise for week length?

Create Chart Download

	ResponsePercent	ResponseCount
5 day	45.0%	36
4.5 day	50.0%	40
4 day	11.3%	9
Comment Show Responses		27
AnsweredQuestion		**80**
SkippedQuestion		**4**

4. If the week is shortened to 4.5 days, what would occur when the students leave on Friday?

Create Chart Download

	ResponsePercent	ResponseCount
Once students leave, so do the teachers.	17.9%	14
Teachers stay every Friday until normal time, using it for meetings and collaboration.	35.9%	28
Teachers stay some Fridays until normal time, using it for meetings and collaboration.	37.2%	29
Teachers stay after students leave, but their leave time is earlier than the regular school day end time.	20.5%	16
Comment Show Responses		25
AnsweredQuestion		**78**
SkippedQuestion		**6**

5. If the week is shortened to 4 days, what would occur on the Fridays? Please click all that apply.

Create Chart Download

	ResponsePercent	ResponseCount
No one comes to school on Friday.	11.3%	8
Teachers come to school on some Fridays for collaboration, meetings, and trainings.	49.3%	35
Teachers come to school for part of the day on Friday.	15.5%	11
District trainings, meetings, and in-services occur on Fridays.	69.0%	49
Students come to school for one of the Fridays each month.	29.6%	21
Comment Show Responses		22
AnsweredQuestion		**71**
SkippedQuestion		**13**

6. Should we still consider high impact Fridays to be off regardless of weekly schedule? Such as regionals for sports etc. Create Chart Download

	ResponsePercent	ResponseCount
Yes	74.7%	59
No	25.3%	20
	Comment Show Responses	17
	AnsweredQuestion	79
	SkippedQuestion	5

7. When is your preferred start and end dates for school year, regardless of weekly schedule? Create Chart Download

	ResponsePercent	ResponseCount
Start after Labor Day, End by Memorial Day	27.2%	22
Start after Labor Day, End by May 31	21.0%	17
Start after Labor Day, End in June	2.5%	2
Start before Labor Day, End by Memorial Day	33.3%	27
Start before Labor Day, End by May 31	13.6%	11
Start before Labor Day, End in June	2.5%	2
	Comment Show Responses	16
	AnsweredQuestion	81
	SkippedQuestion	3

8. If we shorten the school week, would you want to shorten any breaks? Please select any of the following breaks you would want to consider shortening. Create Chart Download

	ResponsePercent	ResponseCount
None. I do not want to shorten any holidays breaks.	55.7%	44
Thanksgiving	7.6%	6
Christmas	34.2%	27
Spring Break	29.1%	23
	Comment Show Responses	17
	AnsweredQuestion	79
	SkippedQuestion	5

9. If we shorten the school week, would you want to extend the school day?

Create Chart Download

	ResponsePercent	ResponseCount
Yes, regardless of start/end dates for the year.	8.0%	6
No, regardless of start/end dates for the year.	18.7%	14
Yes, if it means getting out in May instead of June.	44.0%	33
No, but I still want to get out in May instead of June.	29.3%	22
Comment Show Responses		19
AnsweredQuestion		75
SkippedQuestion		9

10. Parent/Teacher Conferences: When?

Create Chart Download

	ResponsePercent	ResponseCount
After school like we've been doing it.	95.1%	77
During school.	4.9%	4
Comment Show Responses		23
AnsweredQuestion		81
SkippedQuestion		3

Question 2

Since school is about learning, then attending school 5 days a week allows the students more time for learning than 4 days a week. Also Encampment's PAWS and other standardized test scores are typically higher than other schools in the district. This tells me that the way we have school five days a week is working, so I think the rest of the schools should consider going back to 5 day weeks. Why are we considered as being stubborn, I could say the other schools are being stubborn.

I have heard negative things about the 4 day school week

Student contact time is paramount and the more it is spread out throughout the calendar year the less effective. Student retention, especially elementary, is dramatically increased when there is only a two day weekend and contact time is better utilized because less time is used to review material already covered.

If you shorten to a 4 day week then eliminate all activity absences during the week. That means music, FCCLA, FFA, Student Council, etc. Since that won't happen you can't single out sports either. Bottom stick with the 5 day week.

Our children attended Encampment Schools and graduated from Encampment High School. They received an excellent education and have attained honors at the college level.

4.5 may be workable but do not agree with the 4 day program

I think it is more realistic for teachers to have 5 days to effectively teach the mountains of material they are required to teach and allow the students time to absorb and master the mountains of material.

Kids need time for church and family activities

I know my seven children benefit from having a five day school, they retain what they learned and the structure is important.

I know the sports schedules make it tough, and I'd favor 4 days if the kids were really getting 40 hours worth of education. Parents need to be more involved in that aspect.

In the work force most jobs are 5 days a week, reality for our youth

Schol should be held five days a week. Too much in this district revolves around the sports schedule. Life is not about sports. It is about building learning skills so students can compete in the real world. Not the world in this valley.

Without knowing the data from test scores from the schools who participate in a 4 day school week within the district, it will be very difficult to suggest a school week length preference. Other than the cut back financially for the school district, what are the academic benefits for the

kids? Is Encampment the only school in the district on a 5 day week schedule? For me, there are too many unknowns to properly fill out the survey. Sincerely, A community member

4 day week with Fridays open till noon or shortly after to help with student needs.

Saratoga and Hanna both say it's great to have a 4-day week plus the kids get more education since they are gone on Fridays for sports activities.

I find it very hard to understand how reducing the number of days of schooling could ever be considered beneficial to the education of a child.

I like my summers and 5 days a week isn't hurting anyone!

We moved our kids from Saratoga to Encampment this year, and one of the biggest selling points was the five day week! Plus, other schools in the country and the world are adding hours and days, but we are taking them away, it just doesn't make any sense!

10/24/2012 7:26 PMView Responses

I have read studies and feel it's most beneficial to my child's education. I also have concerns about the children roaming the streets on Fridays, it leaves more opportunity to get into trouble.

But same breaks and start and end dates or close to them. No specials on Friday so we can fit core curriculum in.

I think that we should go to school five days a week whenever possible. The policy of half-days or days off on high-impact activity days seems to work for our high school. But, if we play at home that Friday night, we should be in school.

I truly believe the 5 day week is in the BEST INTEREST of OUR KIDS!! They have the OPPORTUNITY for more instructional time with our TRAINED PROFESSIONALS we call TEACHERS! School is important in readying our children for their futures and what better way to do this than to have them used to a 5 DAY WEEK!

If...athletics are mostly planned for fridays.

I prefer a 5 day week. Perhaps we could have an early release every friday to compromise. When there are only 4 days, the day is too long and it makes it hard with extra curriculur actvities.

I would like to see the .5 day used for staff meetins, data meetings, planning, preparation, and collaboration amongst staff members.

My school age child does better in retaining the information over a two day weekend rather than a three day weekend better. Also, it does not feel so hurried in learning the same informantion in 5 days compaired to 4 days

However, I don't find it beneficial when teachers are consistently pulled from the classroom for meetings and trainings, so I am willing to compromise if it means there is more teacher/student time, not subs.

Easiest for planning. Why are we trying to decrease in-class time when we are increasing rigor?

Four day weeks make the days too long for everyone especially young students and student athletes with after school activities.

I would be o.k. with 4.5 days!!

Question 3

I would be willing to compromise with this.

I dont think we should have to compromise. I get really tired of our school being dictated to by Saratoga. They started this mess and they can deal with it. Leave us be!When this started it was all about sports and teachers that didnt want to work 5 days a week. Maybe we better screw our heads on and realize whats important here, like our kids education. Sports have their place but shouldnt be the dominating factor. It was also stated when Saratoga started this itwas so sports wouldnt have to be played in the middle of the week. This still happens. I also believe our teachers are paid pretty darn good and are not overworked. nd after doing quite a bit of subbing through the years, I dont think they are kverworked

As close to a regular 5 day as we can get

No compromise!

Children need a consistent and regular time in the classroom.

With the assurance that teachers would be able to have that 1/2 day to teach core subjects.

Way too much to learn to go to 4 days...

i dont like the 4 or 4.5 day. it keeps kids in school til mid june and it dont work

I will not compromise my children's education. Encampment tests at a high level and the 5 day week is one of it's strengths.

I think that a 4.5 day week would cause many scheduling nightmares, not only with specials, but also with high school classes.

Kids need consistent time in school everyday to build skills. For heavens sake you don't even have any type of business classes in Encampment. Who is teaching kids about finances, accounting, loans, investing? The home ec teacher in pro-life classes. That is NOT adequate to prepare people for life.

Target days as we are now doing.

Isn't this the same question.

Compromising in order to replicate the schedule of a lesser school does not appear to be a positive move.

Elementary could be 5 full days, high school Friday's off on high activity weekend. I don't by the argument that Friday's should be for activities because there seem to be other days in the week especially that are also used for activities like Tuesday night ball games.

I do not know why we have to compromise. If we like our schedule then we should be able to stay with it. The district let it be split up and so maybe they should deal with it. When are we going to start putting our children's education first, instead of some teacher or administrator's desire to work 4 days?

We prefer the 5 day week, but if we MUST compromise for a week length, I think the only compromise is 4.5 days. But if that is the case, there should be VERY FEW weeks that are anything but the 4.5 days. The 4 day week is unreasonable. The kids are missing out on so much by not being in school.

I will not compromise on this. If I had my way school would be year round, on six weeks off two/three.

ONLY IF the remainder of the day is a study hall where students can work on homework, or read. This time can be used to give the students any extra help from the teachers they may need.

I suppose I could compromise, MAYBE, to a 4.5 day week, but I would suggest Wednesday be the short day. My reasoning for this, many doctors offices are closed on Fridays, so it is very difficult to get orthodontics, eye exams, etc. taken care of when the students would be out of school. This compromise, however, would be against my better judgment. I realize sometimes kids have to miss school. What I don't understand is why we would TAKE AWAY a day of school and then have them miss additional days for activities, appointments, etc.

Early release on friday, or some fridays. I prefer the 5 day week or 4.5 with out early on friday.

Until true study is shown that shorter weeks do not deprive our childs learning. The only advantage to this is for the teachers to only work 4 days. Our family works 5 days, most people I know work 5 days. What is this teaching our kids about the real world. Okay I want a job, but I have never applied myself for a true work week. This isn't just a school thing it is a life lesson.

I would be willing to do 4.5 or 4 day, as well, with the key factor being the teacher/student contact time. Our children are getting far too much instruction through the use of subs and the quality of instruction is lessened. Whatever it takes to keep our great teachers in the classroom is what I would support. That is the number one factor in my book!

I would like the district to be on the same page, and this is a good compromise.

We are still having lunch and running busses so no money is saved.

Anything

Question 4

I would definitely be opposed to 4.5 days. If there is a change it should be only 4 days, why go for just half a day?

We all help pay these teacher wages and I believe they need to put in a days work. Kids are our future and we need to do the best by them we can. Teachers need to be in the classroom, not off to meetings. So they could use this time for their meetings and prep time or grading papers.

As long as there is something being accomplished by the teachers staying at the school, let them stay and try to accomplish things they may feel necessary.

Current teacher contracts are based on 1382 hours. When looking at the current 5 day schedule including the .5 hour before and after school that teachers should still be in the building and in-service days, the total time is conservatively 1363 hours. That means teachers are allotted only 20 hours throughout the school year to work before they begin volunteering hours. Contracts hours may need to be adjusted. In-Services (especially in-building) could occur during this time.

That way all the teachers can get the students homework graded and get it entered into the computer.

This should not be an option.

The teachers work day should be the same length. If they come 1/2 hour before and stay 1/2 hour after school then they should continue to do so even on the short days. If the teachers have an opportunity to put the time to good use and choose to do so on an as needed basis then that is great also.

I suppose this would be left to the teachers to determine how to best use that 1/2 day.

Will they get paid less if they have shorter hours?

Teachers should know what they need to do.

School should be five days a week.

Once students leave, teachers should be allowed to finish the days work and leave when students are gone.

What about resource aides? Will our time be cut or is there a possibility of using this as catch up time since we must do the assignments, etc. on our own time?

See below

Also meeting with parents or giving students extra help

The teachers need to be there if the students need to get help, if parents need to get in touch with them, or for the staff to have meetings. The parent/teacher conferences could be held on Friday afternoons also.

Teachers stay after but leave earlier than regular day would be fine too.

I would love to have collaboration and planning time built into our weeks...the question always is: who is going to enforce it? Some of use will work wisely with that time, others will blow it off and make the former group feel lousy.

The students shouldn't leave early and neither should the teachers (see comment for question #3).

This time could also be used for students needing extra help. I feel most of Encampment's teachers would stay regardless.

Teachers should be able to vote and decide what works best for them.

If the students are going to be deprived of school time then at least if the teachers stayed after school they could help those who are having areas that need additional time

The district should plan inservice and trainings at this time, when possible. Teachers should have the same benefit for early release times, but provide additional support when needed or by request.

If teachers stay every Friday, then have them get out an hour or so earlier than the normal day end time. But if Teachers stay until the normal end time each Friday, then give them a couple free Fridays that they don't have to stay.

Most teachers will put in extra time that is necessary to complete their job. I do not like telling them they must stay. Come to our school on weekends and vacations or after hours and view the staff still working.

Question 5

If it is decided that school is to be cut to 4 days I feel that trying to get in as much education time as possible for the students is necessary to continue the excellent history of the education of the Encampment students!! It would be a shame to allow the newer or younger students have to miss out on the opportunities the older students had :(!

A 4 day school week is not an option in our mind.

i dont agree with any of the answers because i feel the students should have 5 days a week of school

This should not be an option.

If it were to come to pass that Encampment School goes to a four day week. I would like to see all required teacher meetings and education days be held on those days when students aren't allowed to be in school rather than wasting more time taking other days off for those activities.

Again, I suppose this is for the teachers to decide how to best use that time.

Why are you even considering this? What about working parents? Who will watch kids? How will they have enough learning time?

Schools need to be open some on almost all Fridays to help with students that need extra time and help.

Resource Aides? Basically, the students loose valuable time :(

Maybe there should be an option that allows the teachers to take the full week off. Needless to say I find this survey ludicrous!

Meeting with students and parents as well.

I do not think we should have to compromise. We need to fight for what we think is important for the education of our children. I believe it will be hard to get everything done in 4 days and the teachers may struggle as well as the students. If the week is shortened, then Fridays better be used wisely by staff, so there are no interruptions the other days of the week and we end up with 3 days of school. If there is no school Fridays, then no school Fridays. What happens when we have holidays on Mondays and you are down to a 3 day week. Then they will want to make kids go Friday to make up for the Monday. That keeps everyone confused.

All teachers should be at the school and AVAILABLE for the students to access them for help on at least half of the Fridays. They should also be able to access the computers for AR testing, grades/assignments, etc.

I think a 1/2 day on Friday is plenty of time for collaboration and a whole day wouldn't be used as effectively.

If you shorten the school week down to 4 days it will only reflect poorly on the students. If the argument is that the students will miss less school, then it's not a good argument. If a student HAS to miss school then let the parents decide if it's suitable or not. Let the parents parent. By shortening the school week it'll make our kids lazy. A full school week with the possibility of a missed day teaches the kids responsibility, integrity, communication, and work ethic. They learn how to schedule around tests, find friends who take notes, take it in their own hands to gather homework they missed, and communicate with the teachers. Don't baby our children, let them LEARN AND GROW!

I really have a hard time with the sporatic Friday thing we have seen in Saratoga. I thought teachers were supposed to be at school certain Fridays, but I'm not sure that is happening the way it was meant to. Students may try to utilize a teacher that makes their own schedule on Friday and is unable to make contact because of the inconsistency of it all.

The kids should be in school, they learn better with more consistent days, instead of fewer VERY long days.

I do not want to do a 4 day week.

Kids also run around town as is seen on Fridays in Saratoga because there is no activities or school to keep them busy. Parent do have to work in most families in this economy and it is hard to find something that works for the families on those days

Again, it's all about teacher - student contact time and minimizing the pull-outs. Will a shortened school week actually change the training schedules or do we lose the teachers for a longer day? Any data to support the increased contact time?

Two Fridays a month off, and Two or Three Fridays designated as staff development, meetings or planning.

would not support 4 day week

Question 6

If there are very few students going to be in school because of scheduled event, then yes.

I don't know what this means

When there are no students because of those activities then it means teachers don't have a class to teach to.

When a majority of students are gone with an athletic event it is impossible to teach new material so high impact days should always be considered.

If there is a shortened schedule to 4 days there should be not need. If there is then stick with the 5 day.

Perhaps for High School Students only.

Not all kids play sports so they should be in class not goofing off. The ciriculum for those Fridays can be set up to accomodate teachers and students being gone and still have value for the students who remain. Yes, the students who are gone on those trips need to make up the work their classmates accomplished on that day.

I don't like it for elem. kids, but I suppose it could effect their families.

See above

the kids seem to be working it out fine, if they want to play sports they'll keep their grades up, my kid does

Maybe the kids go too much?

If the high impact Fridays were considered there would be little reason be out much more than those days. There a lot of Fridays that school is in session when there are very few kids there and there are days that there is no school when very few of the kids are gone but are going to be back at school for a sporting event later that afternoon/evening. Most of the events are planned far enough in advance to coordinate the school schedules.

This policy works really well for our high school.

See Comment from question #5.

This would allow our non-sport students to support their classmates as well.

Many kids and teachers miss anyway.

We could find common high impact days across the district....

Question 7

This is really difficult to answer.

This 1 or the first 1.

Ending before June gives our students the opportunity to find summer employment (skills they will need in the future) as well as becoming valuable contributors to the business workforce in our tourism driven economy.

I see no reason why school should still be going on into the month of June.

This makes it easier for parents to schedule.

I like Christmas Breaks and Spring Breaks

Start date needs to be close with state WHSAA start dates with sports. Not much before Labor Day.

These start/end dates could be acheived if breaks were shortened and still go 5 days a week. It always used to be done.

Even if we need to cut some of our breaks short, I feel this would be a good option. Without having air conditioning in the classrooms, the heat in aug and sept can make learning difficult at times.

Start and end dates should depend on how we choose to spend our time during that year. Not the other way around.

If it is a 4 day week, then it goes longer into the year.

The biggest piece to me is starting after Labor Day. The rest is not significant to our family.

If we shorten some of the vacation time this could be accomplishe, however option 2 would work as well and we could still be out before Juen.

It is nicer weather in the fall, therefore I'd like to start later in the fall, and go further into the spring when the weather isn't as nice.

It is so difficult to keep students on task when the weather is nice outside.

Please no school into June!

Question 8

Again, we like things the way they are. It has been working.

Along With alot of other families, our families live out of town. We have to allow drive time to get there, and to shorten the holidays would make this hard.

I do not want to shorten the school week!

I think that the kids need these down times to relax and keep them from burning out on school.

Maybe 1 week or 1.5 week, but 2 weeks is a little long for students to be out of school.

Don't shorten the school week.

For those of us with family in distant places, it is very difficult to travel to spend time with them if breaks are shortened.

I think this is a good idea to shorten breaks to keep the end of school year in May.

I believe especially in a small school district like ours that has so many interruptions because students belong to so many activities that take them out of the school room that students especially in the high school need as much school time as they can get. Our nation is behind other countries in many subjects and our students need to be in the classroom as much as possible.

The kids are going to need some breaks, but I think Spring Break could be shortened, regardless of week length. Christmas break could be shortened, which would be sad. The thought of going to school into June is disgusting to me though. We as a family have a life besides school and we enjoy doing things when the weather is good. I'd rather have my kids in school 5 days and get it done and get out when the time and weather change.

Having 5 days for Thanksgiving, and 10 days for Spring Break is unnecessary. The Christmas Break tends to be a little long also, but only for those that don't go out of town.

Only if we absolutely had to.

There are too many people that want to see family far away and if it is shortened teachers would be taking time off and we would have more subs come in and students would most likely struggle because of this.

Do away with spring break and add 2 days to Easter. Come back from Christmas break on January 2nd or the 1st day possible if it falls on a weekend.

I need breaks from school to keep my sanity. My students need it to rejuvenate. I need all the time off school that I can get during breaks so that I'm able to travel to visit family.

The break adjustments would depend on each year where they fall in the calender.

Only if we had to. Christmas is long this year but has not been in years past, and I don't know how we would have shortened it any more.

Question 9

An extra 5 minutes in each class will be of no benefit.

I do not want a shorter week. My kid learns better with the schedule he has now.

Again do not want to shorten the school week!

With so many students participating in after-school activities starting later would mean less family/homework time after practices.

This is especially important for elementary students.

It must be taken into account that Encampment School has several students who come in from quite a ways out of town and there are some that prefer to come to Encampment to school although they live in Saratoga. Lengthening the school day would require that those children be ready and on the school bus at an extremely early hour which is hard on both the parents and the children.

Our school is already fairly long and I'm not sure how effective student learning would be if day was lengthened.

Longer days not good for kids! Don't shorten the school week!

I think it would be okay to lengthen the school day some.

After 3:00ish, concentration/absorption levels have been reached!

Encampment aleady goes longer days than is required. I think some figureing needs to be done.

8am to 3:20pm is long enough. We have to think of all of the students, especially kg-6. The younger students don't need to be there any longer than that!

Not for elementary. The school day is already longer than what is required.

For the past couple of calendars, the approach seems to be simply to meet the minimum requirements. I would like us to move away from doing just the bare minimum and actually build a calendar that will offer our students the maximum learning time.

Extending the day is dreadful. Kids can't get all their homework done, especially if have they have sports.

Only if it's 5-10 minutes longer

This may also increase time requirements for staff. If so, salaries must reflect that.

However, the day is already very long for lower elementary.

Once again, long days are not productive for anyone.

Question 10

We have the best participation in the evenings.

We work and it would be impossible to meet during regular school hours.

I think it should be required for parents to attend at least one conference even in high school

Evenings are great because many parents work and because the kids don't lose education hours.

Better turn-out for working parents?

Who will teach if it's during school??? How will working parents get there???

mid-quarter rather than after its too late to help on grades

It makes no difference to me either after or during.

You could possibly use the off Friday, should you go that way.

Some parents work and cannot attend meetings during school. Another possibility would be to have one of the conference days be on Friday during the day, and on Thursday night to accommodate the working parents.

People have jobs that do not concur with school hours.

Response Summary

Total Started Survey: 30
Total Finished Survey: 30 (100%)

PAGE: 1

1. Which calendar do you prefer?

Create Chart Download

	ResponsePercent	ResponseCount
Calendar "A" (Short Spring Break)	40.0%	12
Calendar "B" (Long Spring Break)	60.0%	18
	AnsweredQuestion	**30**
	SkippedQuestion	**0**

JOHNSON COUNTY SCHOOL DISTRICT NO. 1
ADMINISTRATION OFFICE
601 WEST LOTT
BUFFALO, WY 82834-1688
PHONE: (307) 684-9571
FAX: (307) 684-5182

February 18, 2013

Brian Aragon
Wyoming Department of Education
2300 Capitol Avenue, 2nd Floor
Cheyenne, WY 82001

Dear Brian,

Johnson County School District No. 1 would like to continue with the alternative calendar for both Buffalo and Kaycee School for the 2013-2014 and 2014-2015 school years.

Last year we were approved by you to operate on an alternative schedule for a one year period. This year we are requesting approval for a two year waiver. For the 2013-2014 calendar there are some common in-service days between Buffalo and Kaycee for staff to work in related topic areas, which also reduce the number of days we need to hire substitutes, assisting in student learning in the classroom. Buffalo is in school for 171 days and Kaycee is in school for 167 days.

For the 2014-2015 calendar we have aligned both Buffalo and Kaycee to the same schedule consisting of 171 students days. Our school day for all schools is longer than the required time in hours for the year. Please see enclosed hours of instruction.

Our evaluation for student learning will be tied to several factors. We will review data from PAWS, MAP assessments and other district led initiatives at each school. Attendance along with student failure is monitored by each school.

Enclosed please find the calendars for the 2013-2014 and 2014-2015 school years for each Buffalo and Kaycee School. We have also included a calendar survey summary in which we took input from students, staff, and patrons of the community. Please feel free to contact me if you have any questions. Thank you for your service.

Sincerely,

Dr. Rod Kessler

Dr. Rod Kessler, Superintendent
Johnson County School District No. 1

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT:
Johnson County School District #1

DISTRICT CONTACT:
Dr. Rod Kessler

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013.

PLEASE KEEP SUBMISSIONS CONCISE: ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	✓
Education objectives (How will students benefit from this alternative schedule?)	✓
Description of the schedule(s) and a copy of the calendar(s)	✓
Method of evaluating how student learning has improved	✓
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	✓
Copy of public comment records	✓
Length of waiver (circle one) • 1 year • 2 years	2 years
Evidence of meeting required hours: • Elementary 900 • Mid/Jr. High 1050 • High School 1100	✓

PLEASE NOTE: A letter of intent to continue or cancel an Alternative Schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved Alternative Schedule must also document and submit changes annually.

Regular Meeting, Board of Trustees
Johnson County School District #1
Administration Office
Monday, February 11, 2013
Regular Meeting 6:00 p.m.

ITEM		SUMMARY/JUSTIFICATION	RECOMMENDED ACTION
I.	**Call to Order – Pledge**		
	A. Roll Call.		**INFORMATION**
	General Reports:	Reports by Administrators in Attendance; Climate Survey; Security & Safety Update	**INFORMATION**
	Public Comment.		
II.	**Consent Agenda**	Discussion may occur on any item if requested by a member of the trustees or patrons in attendance.	**APPROVAL**
	A. *Minutes	Board will approve the minutes of the January 28th, 2013 regular meeting.	**APPROVAL**
	B. *Warrants	Board will approve bill list dated February 11th, 2013.	**APPROVAL**
	C. Bid	Board will review and approve the Cloud Peak furniture bid.	**APPROVAL**
	D. *Calendar	Board will review and approve calendars for 2013-2014 and 2014-2015 school years.	**APPROVAL**
	E. *Common Core	Board will review updates for common core state standards.	**INFORMATION**
	F. *LG Policies	Board will review LG Policies 1.4-1.5 & 2.9-2.11	**INFORMATION**
	G. *Policy	Board will review and approve Section F policies on a second reading.	**APPROVAL**
	H. Executive Session	Board will break for an executive session for personnel matters.	**APPROVAL**
	I. *Employment	Board will review and approve employment requests including sabbatical & Superintendent renewal.	**APPROVAL**

Other Business: Dr. Gosar; Budget Priorities; Work Session Reminder
Comments from Trustees:
Adjournment:

*Supplemental information included in board packet mailing.

Regular Meeting, Board of Trustees
Johnson County School District #1
Kaycee K-12 School
Monday, January 28, 2013
Regular Meeting 6:00 p.m.

ITEM		SUMMARY/JUSTIFICATION	RECOMMENDED ACTION
I.	**Call to Order – Pledge**		
	A. Roll Call.		**INFORMATION**
	General Reports: Natl. Board Celebrations; Kaycee Report /pre-school pilot; Reports by other administrators in attendance; Security & Safety Update		**INFORMATION**
	Public Comment.		
II.	**Consent Agenda**	Discussion may occur on any item if requested by a member of the trustees or patrons in attendance.	**APPROVAL**
	A. *Minutes	Board will approve the minutes of the January 14th, 2013 regular meeting.	**APPROVAL**
	B. *Warrants	Board will approve bill list dated January 28th, 2013.	**APPROVAL**
	C. *Health Ins. Incentive	Board will review and approve Heath Insurance Incentive Option requests.	**APPROVAL**
	D. CostA Rica	Board will review and approve out of state bus request for spring Coast Rica trip.	**APPROVAL**
	E. *LG Policy	Board will review LG Policies 2.1-2.2	**INFORMATION**
	F. *Policy	Board will review and approve Section F policies and GA policy on a first reading.	**APPROVAL**
	G. Executive Session	Board will break for an executive session for personnel matters.	**APPROVAL**
	H. Employment	Board will review and approve employment listing including Superintendent renewal.	**APPROVAL**

Other Business: Board Retreat; NSBA; Calendar
Comments from Trustees:
Adjournment:

*Supplemental information included in board packet mailing.

2013-2014 Buffalo Calendar

Approved 2/11/2013

JULY 2013

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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AUGUST 2013

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SEPTEMBER 2013

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OCTOBER 2013

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NOVEMBER 2013

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DECEMBER 2013

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22	23	24	25	26	27	28
29	30	31				

AUGUST
19 Fall Activities Begin
22 All District Meeting
20-23, 26 Staff Only, No Students
27 First Student Day

SEPTEMBER
2 Labor Day

OCTOBER
14 Staff Only, No Students
25 End of 1st Quarter

NOVEMBER
1 Parent Teacher Conferences
27-29 Thanksgiving Break

DECEMBER
23-27, 30-31 Holiday Break

JANUARY
1-3 Holiday Break
17 End of 2nd Quarter
20 Staff Only, No Students

FEBRUARY
17 Staff Only, No Students
28 No Staff, No Students

MARCH
14 Staff Only, No Students
21 End of 3rd Quarter
28 Parent Teacher Conferences
31 Spring Break

APRIL
1-4 Spring Break
21 Staff Only, No Students

MAY
24 Kaycee Graduation
25 Buffalo Graduation
26 No Staff, No Students
30 Last Student Day

JUNE
2-3 Staff Only, No Students

Legend:
No Staff/No Students
Staff Only

JANUARY 2014

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FEBRUARY 2014

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MARCH 2014

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APRIL 2014

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MAY 2014

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JUNE 2014

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29	30					

Snow days may be made up during previously scheduled staff only days or added to the end of the school year.

Total student days = 171
Total staff days = 185

2013-2014 Kaycee Calendar

Approved 2/11/2013

JULY 2013

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AUGUST 2013

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SEPTEMBER 2013

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OCTOBER 2013

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NOVEMBER 2013

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DECEMBER 2013

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22	23	24	25	26	27	28
29	30	31				

AUGUST
19 Fall Activities Begin
22 All District Meeting
20-23, 26 Staff Only, No Students
27 First Student Day

SEPTEMBER
2 Labor Day
13 Staff Only, No Students

OCTOBER
4 Staff Only, No Students
14 Staff Only, No Students
25 End of 1st Quarter

NOVEMBER
1 Parent Teacher Conferences
8 Staff Only, No Students
27-29 Thanksgiving Break

DECEMBER
23-27, 30-31 Holiday Break

JANUARY
1-3 Holiday Break
17 End of 2nd Quarter
20 Staff Only, No Students

FEBRUARY
7 Staff Only, No Students
17 Staff Only, No Students
28 No Staff, No Students

MARCH
7 Staff Only, No Students
21 End of 3rd Quarter
28 Parent Teacher Conferences
31 Spring Break

APRIL
1-4 Spring Break
21 Staff Only, No Students

MAY
24 Kaycee Graduation
25 Buffalo Graduation
26 No Staff, No Students
30 Last Student Day

JUNE
2-3 Staff Only, No Students

Legend:
No Staff/No Students
Staff Only

JANUARY 2014

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APRIL 2014

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MAY 2014

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JUNE 2014

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Snow days may be made up during previously scheduled staff only days or added to the end of the school year.

Total student days = 167
Total staff days = 185

2014-2015 Buffalo Calendar

Approved 2/11/2013

JULY 2014

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AUGUST 2014

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SEPTEMBER 2014

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OCTOBER 2014

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NOVEMBER 2014

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DECEMBER 2014

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AUGUST
18 Fall Activities Begin
21 All District Meeting
19-22, 25 Staff Only, No Students
26 First Student Day

SEPTEMBER
1 Labor Day

OCTOBER
13 Staff Only, No Students
24 End of 1st Quarter
31 Parent Teacher Conferences

NOVEMBER
26-28 Thanksgiving Break

DECEMBER
22-26, 29-31 Holiday Break

JANUARY
1-2 Holiday Break
16 End of 2nd Quarter
19 Staff Only, No Students

FEBRUARY
16 Staff Only, No Students
27 No Staff, No Students

MARCH
6 Staff Only, No Students
13 Staff Only, No Students
20 End of 3rd Quarter
27 Parent Teacher Conferences
30-31 Spring Break

APRIL
1-3 Spring Break

MAY
23 Kaycee Graduation
24 Buffalo Graduation
25 No Staff, No Students
29 Last Student Day

JUNE
1-2 Staff Only, No Students

Legend:
No Staff/No Students
Staff Only

JANUARY 2015

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FEBRUARY 2015

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MARCH 2015

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APRIL 2015

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MAY 2015

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JUNE 2015

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29	29	30				

Snow days may be made up during previously scheduled staff only days or added to the end of the school year.

Total student days = 171
Total staff days = 185

2014-2015 Kaycee Calendar

Approved 2/11/2013

JULY 2014

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AUGUST 2014

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SEPTEMBER 2014

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OCTOBER 2014

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NOVEMBER 2014

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DECEMBER 2014

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21	22	23	24	25	26	27
28	29	30	31			

AUGUST
18 Fall Activities Begin
21 All District Meeting
19-22, 25 Staff Only, No Students
26 First Student Day

SEPTEMBER
1 Labor Day

OCTOBER
13 Staff Only, No Students
24 End of 1st Quarter
31 Parent Teacher Conferences

NOVEMBER
26-28 Thanksgiving Break

DECEMBER
22-26, 29-31 Holiday Break

JANUARY
1-2 Holiday Break
16 End of 2nd Quarter
19 Staff Only, No Students

FEBRUARY
16 Staff Only, No Students
27 No Staff, No Students

MARCH
6 Staff Only, No Students
13 Staff Only, No Students
20 End of 3rd Quarter
27 Parent Teacher Conferences
30-31 Spring Break

APRIL
1-3 Spring Break

MAY
23 Kaycee Graduation
24 Buffalo Graduation
25 No Staff, No Students
29 Last Student Day

JUNE
1-2 Staff Only, No Students

Legend:
No Staff/No Students
Staff Only

JANUARY 2015

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18	19	20	21	22	23	24
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FEBRUARY 2015

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MARCH 2015

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15	16	17	18	19	***20***	21
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APRIL 2015

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MAY 2015

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JUNE 2015

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Snow days may be made up during previously scheduled staff only days or added to the end of the school year.

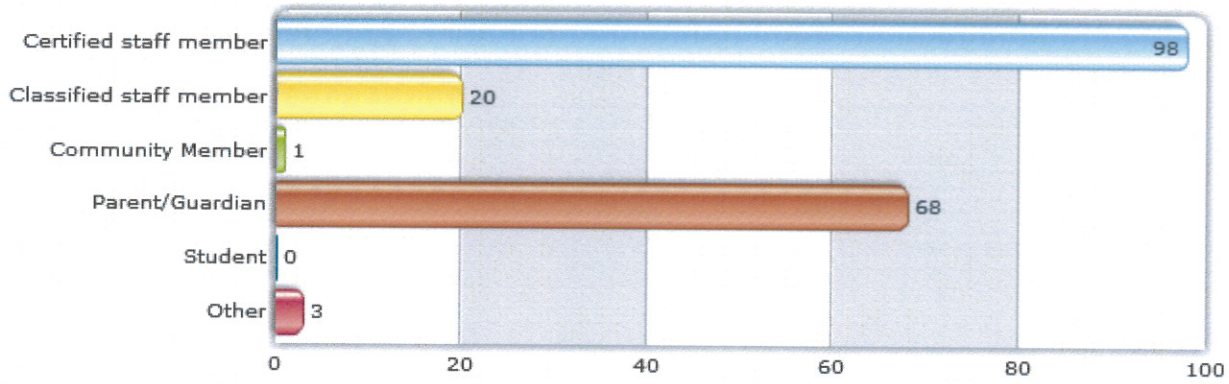
Total student days = 171
Total staff days = 185

Data Report

Date: 2/7/2013

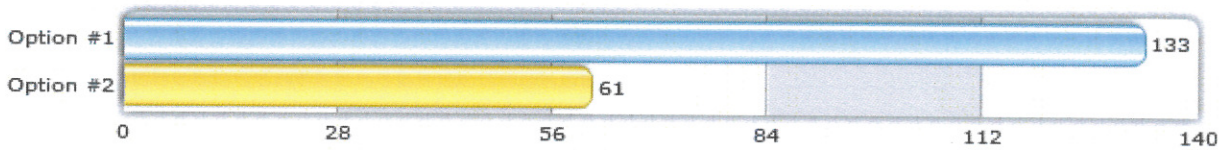
Purpose: School Calendar Survey

Number of Respondents (may not have answered every question or chosen a role)**:** 194

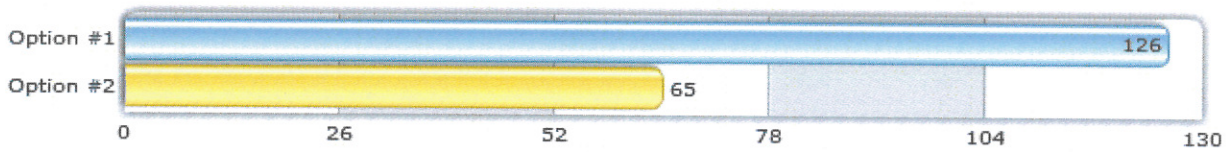


Survey Results

2013-2014 School Year:



2014-2015 School Year:



Johnson County School District #1
Hours of Instruction

Buffalo High School 9-12 grades
8:01 – 3:34
Lunch 35 minutes

Clear Creek Middle School 6-8 grades
8:15 – 3:27
Lunch 25 minutes

Clear Creek Elementary School 4-5 grades
8:05 – 3:20
Lunch 35 minutes

Meadowlark Elementary School K-3 grades
8:15 – 3:27
Lunch 50 minutes

Kaycee K-12 School
8:15 – 3:35
Lunch 43 minutes

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Lincoln #2

DISTRICT CONTACT: Amanda Welch

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013.

PLEASE KEEP SUBMISSIONS CONCISE: ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	✓
Education objectives (How will students benefit from this alternative schedule?)	✓
Description of the schedule(s) and a copy of the calendar(s)	✓
Method of evaluating how student learning has improved	✓
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	✓
Copy of public comment records	✓
Length of waiver (circle one) • 1 year • 2 years	✓
Evidence of meeting required hours: • Elementary 900 • Mid/Jr. High 1050 • High School 1100	✓

PLEASE NOTE: A letter of intent to continue or cancel an Alternative Schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved Alternative Schedule must also document and submit changes annually.

Lincoln County School District #2
P.O. Box 219 Afton, WY 83110 • 307-885-3811 • www.lcsd2.org
Jon Abrams - Superintendent

April 18, 2013

Brian Aragon
Wyoming Department of Education
Hathaway Bldg., 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Brian:

This letter serves as our official request to continue the modified calendar with Star Valley High School, Cokeville Elementary and Cokeville High School for the 2013-2014 and 2014-2015 school years.

We have seen significant benefits with the alternative calendars and it is our desire to see them continue. Please feel free to contact me if you have questions.

Sincerely,

Jon Abrams
Superintendent

Star Valley High School
Alternative Calendar Request

The educational objectives for the Star Valley High School alternative calendar are to increase student attendance and decrease the amount of time students are taught by substitute teachers. Attendance data from the most recent three semesters (during implementation of our alternative calendar) has been analyzed and compared with three semesters of data prior to implementation. Student attendance at SVHS has improved from 94.5% to 95.9%. Teachers were also absent from the classroom 110 (7.3%) fewer days, which significantly reduced the amount of time students were taught by substitute teachers. There has also been a slight increase in student grades as indicated by a rise in student GPAs by .008%. Ninety-three percent (93%) of students at SVHS scored proficient or advanced on the 2012 PAWS in reading. This was our best performance ever and the best in Wyoming in 2012.

Students at SVHS will attend school during 162 days, each having 412 minutes of instructional time. Students will participate in four 83 minute classes, one 35 minute academic support/remediation class, and a 20 minute guided reading class with five 7-minute passing period between each class and one 33 minute lunch hour. School begins at 8:10am and dismisses at 3:45pm. Counting only the instructional time and 5 minutes between each class, the total instructional minutes each day equal 412. We will have two early release days where students will be released after 2nd hour. Students will participate in 211 minutes of instructional time during these days. The total number of instructional hours during the 2013-2014 school year will be 1,105.7.

5/22/13

The Cokeville schools are currently completing our 9th year using an alternative calendar. The alternative calendar that we have adopted provides regular instruction for our students Monday – Thurs. Our calendar includes 153 scheduled contact days with our students and 165 contract days for our teachers. The additional staff days are used to provide interventions for students, professional development and parent-teacher conferences.

Our CHS school day runs from 8:00 am – 3:55 pm or 7 hours and 25 minutes. (7 hours and 55 minutes minus a 30-minute lunch.) Our mandatory student contact for the year equals 1,134.75 hours, which exceeds the state's requirements for Jr. and Sr. High School students.

Our CES school day runs from 8:00 am – 3:00 pm for a total of 6 hours and 10 minutes per day. (7 hours minus 50 minutes for lunch and recess) Our total student contact hours for the year is 943.5 hours, which exceeds the state's requirements.

Traditionally both CES and CHS have been high performing schools. This trend has continued since adopting the 4-day alternative calendar. Both schools have met every AYP target each year since adopting the alternative calendar. In every area, the students of both schools have also exceeded the state averages in each of the tested areas. One area that we are particularly proud of is the 100% graduation rate that we have achieved each year since adopting our alternative calendar.

One opportunity that the 4-day week has provided for us is a chance for student remediation. We are providing this remediation two ways. First, at CES we provide an after school program that runs from 3:00 – 4:00 Mon. – Thurs. During this time, Teachers are available to assist identified students that would benefit from additional teaching time. We also provide Title I assistance for identified students as well. This has reduced the amount of instructional time missed due to pullout programs. Transportation is provided for those students participating in the after school program.

Second, we have implemented a Friday School program at CHS. This program provides an opportunity for students to voluntarily receive additional help in their studies. The success of this program is indicated by the fact that on any given Friday, we have 10 – 15% of our students who choose to attend and take advantage of the Friday School program. We also utilize mandatory attendance to Friday School in the place of ISS and certain OSS situations. This has almost eliminated instructional time missed due to student infractions of school rules. Students needing to meet our athletic eligibility criteria also utilize Friday school. Since implementing our Friday School, we have eliminated failing grades and have not had to run a single credit recovery program.

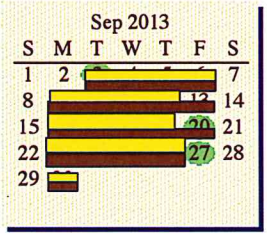
Overall, I believe that the alternative calendar is achieving the educational goals that we have set for the Cokeville schools. We have achieved our goal of increasing the instructional time of the students. Our student's performance on standardized tests continues to be among the highest in the state. Our community strongly supports the alternative calendar, as does the teaching staff. It is my strong belief that the alternative calendar benefits the students of the Cokeville schools.

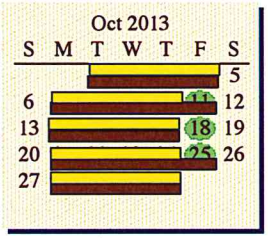
Sincerely,
Keith Harris, Ed.S., Principal, Cokeville Schools

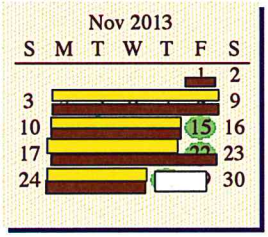
SVHS
Elem., SVMS, SCHS

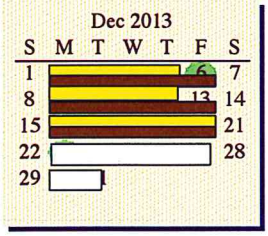
Lincoln County School District #2

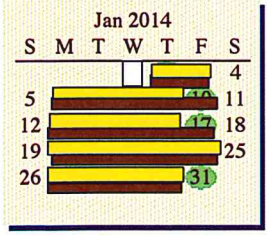
School Calendar 2013-2014











August

26 SVHS Students Start

September

3 Elementary- SVMS-SCHS Students Start

20 Remediation Friday- SVHS

27 No School

October

11 Remediation Friday- SVHS

18 No School- Fall Break

25 Remediation Friday- SVHS

November

12 -13 Evening PTC's- Elementaries-SVMS-SCHS

15 No School- Elementaries- SVMS-SCHS; Remediation Day- SVHS

22 Staff Inservice Day- SVHS- No School for SVHS Students

28 -29- Thanksgiving Break (early release Nov. 27)

December

6 Remediation Friday- SVHS

23 -Jan. 1- Christmas Break

January

2 School Resumes

10 Remediation Friday- SVHS

17 Staff Inservice Day- SVHS- No School for SVHS Students/ End of 1st semester

31 No School for Students

February

7 Remediation Friday- SVHS

11 -12 Evening PTC's- Elementaries-SVMS-SCHS

14 No School

17 No School- Presidents Day

March

7 Remediation Friday- SVHS

14 No School

31 - April 4- Spring Break

April

11 Remediation Friday- SVHS

25 Remediation Friday- SVHS

May

16 Remediation Day- SVHS

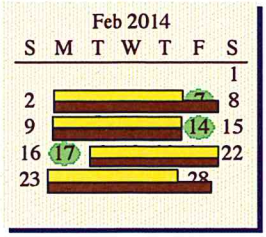
26 No School- Memorial Day

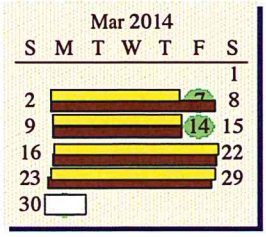
29 SVHS Graduation

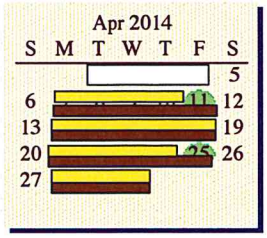
June

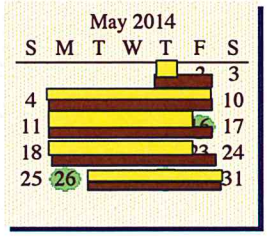
3 SCHS Graduation

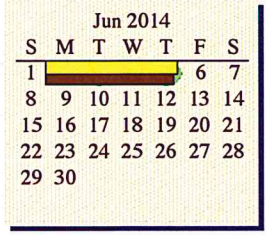
5 Last Day for Students (early release)

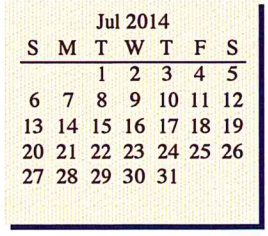








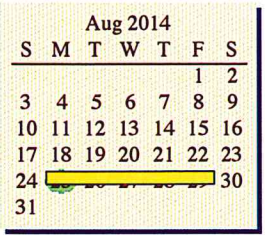


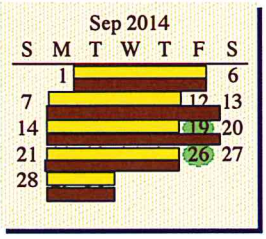


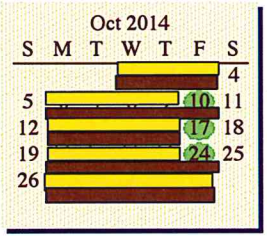
SVHS

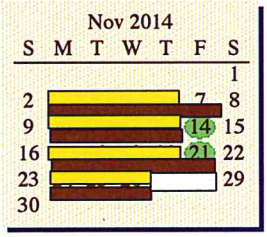
Elementaries, SVMS and SCHS

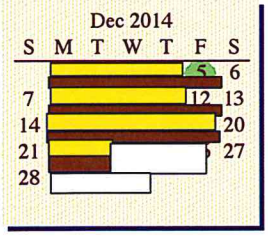
PROPOSED CALENDAR 2014-15

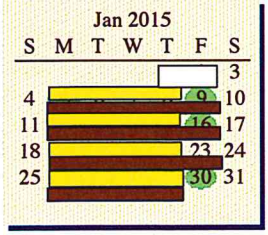












August

25 SVHS Students Start

September

2 Elementary-SVMS-SCHS Students Start

19 Remediation Friday- SVHS

26 No School

October

10 Remediation Friday- SVHS

17 No School- Fall Break

24 Remediation Friday- SVHS

November

11 -12 Evening PTC- Elementaries-SVMS-SCHS

14 No School- Elementaries-SVMS-SCHS; Remediation Friday- SVHS

21 Staff Inservice Day- SVHS- No School for SVHS Students

27 -28- Thanksgiving Break (early release Nov. 26)

December

5 Remediation Friday- SVHS

24 -Jan. 1- Christmas Break (early release Dec. 23)

January

5 School Resumes

9 Remediation Friday- SVHS

16 Staff Inservice Day- SVHS- No School for SVHS Students/ End of 1st semester

30 No School

February

6 Remediation Friday- SVHS

10 -12 Evening PTC's-Elementaries-SVMS-SCHS

13 No School

16 No School- Presidents Day

March

6 Remediation Friday- SVHS

13 No School

30 - April 3- Spring Break

April

10 Remediation Friday- SVHS

24 Remediation Friday- SVHS

May

15 Remediation Friday- SVHS

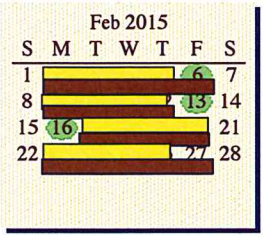
25 No School- Memorial Day

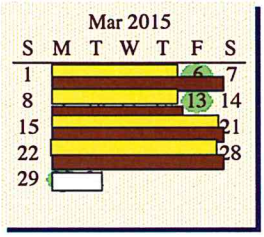
27 SCHS Graduation

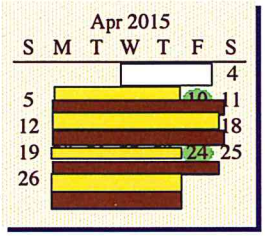
28 SVHS Graduation

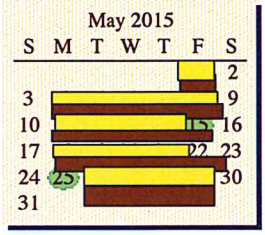
June

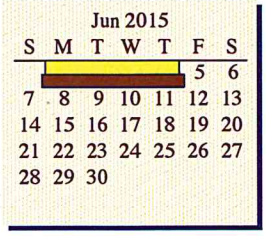
4 Last Day for Students











Cokeville 2013-2014 School Calendar

Aug 2013

S	M	T	W	T	F	S
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Sep 2013

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Oct 2013

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Nov 2013

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Dec 2013

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29	30	31				

Jan 2014

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

21 Teacher Work Day (CES)

22 -23 Teacher Work Days

26 Students Start

30 Teacher Work Day

September

2 Labor Day

6 School Day

27 Teacher Work Day

October

4 School Day (Homecoming)

November

8 Teacher Work Day

22 PTC

28 Thanksgiving (Early dismissal Nov. 27)

December

20 School Day

23 - Jan 1 Christmas

January

2 School Resumes

3 School Day

10 Teacher Work Day

February

7 Teacher Work Day

March

14 PTC

April

2 -3 Spring Break

11 Teacher Work Day

May

23 Teacher Work Day (CHS)

26 Memorial Day

28 CHS graduation

30 Last Day of School (Noon dismissal)

153 Student Days

164 Teacher Days- 1 more to be scheduled

Feb 2014

S	M	T	W	T	F	S
						1
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Mar 2014

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30	31					

Apr 2014

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May 2014

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Printed by Calendar Creator for Windows on 4/9/2013

Cokeville 2014-2015 School Calendar

Aug 2014

S	M	T	W	T	F	S
					1	2
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31						

Sep 2014

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28	29	30				

Oct 2014

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26	27	28	29	30	31	

Nov 2014

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30						

Dec 2014

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28	~~29~~	~~30~~	~~31~~			

Jan 2015

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

20 Teacher Work Day (CES)

21 -22 Teacher Work Days

25 Students Begin

29 Teacher Work Day

September

1 Labor Day- no school

5 Scheduled School Day

26 Scheduled School Day (Homecoming)

November

21 Parent Teacher Conferences

27 Thanksgiving (Noon dismissal Nov. 26)

December

24 - Jan. 2 Christmas (Noon dismissal Dec. 23)

January

5 School Resumes

9 Teacher Work Day

March

13 Parent Teacher Conferences

April

2 - 6 Spring Break (Noon dismissal)

May

22 Teacher Work Day (CHS)

25 Memorial Day- No School

27 CHS Graduation

29 Last Day of School (Noon dismissal)

153 Student Days
160 Teacher Days- 5 more to be scheduled

Feb 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Mar 2015

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2015

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			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

Printed by Calendar Creator for Windows on 4/8/2013

Local students participate in pilot tests

A number of Wyoming school districts have volunteered to be part of a national pilot for the assessment of common core standards in Language Arts and Math.

Nearly 7,000 students in 15 Wyoming school districts will take "Smarter Balanced Assessments" in the coming weeks. Nationwide, more than one million students in grades 3-11 are slated to take part in the pilot.

The Smarter Balanced Assessment is a collaborative effort of 24 member states of the Smarter Balanced Assessment Consortium (SBAC), which has developed its tests to measure performance on the Common Core State Standards, specifically addressing college and career readiness.

Wyoming adopted the Common Core State Standards in English Language Arts and Mathematics in July of 2012. Currently, Wyoming's state assessment, the Proficiency Assessment for Wyoming Students (PAWS) has some alignment to the Common Core but is not fully aligned.

"This is an opportunity to move to a new and improved assessment, which is aligned to the Common Core," said Wyoming Department of Education's assessment director, Deb Lindsey. "We are looking forward to receiving feedback from the districts on how they view the SBAC tool."

WDE is encouraging schools to volunteer for the pilot as a reflection of its renewed interest in SBAC activities. The collaborative effort of K-12 and higher education leaders is one of the important benefits of SBAC.

Among the districts which have signed up to participate in the pilot test are Weston County 7; Uinta County 1; Sheridan County 2; Park County 1; Natrona County 1; Lincoln County 2; Johnson County 1; Fremont County 6 and 1; Crook County Schools; Big Horn County 3 and 2, as well as Albany County 1.

Participation in the pilot test is voluntary. Schools will have access to support and resources, including a training test to become familiar with the format of the online assessment.

Since the pilot test is designed to be a test of the items and performance tasks—not an opportunity to report on student learning—schools will not receive student scores and the test will not replace other statewide assessments.

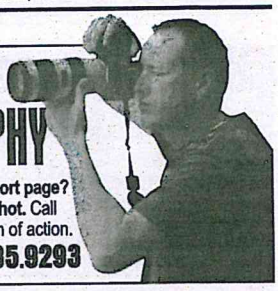
"This test is under development, and in order to make sure the test is both valid and reliable, we have to essentially test the test. That's what this year's pilot and next year's field tests are about," said Lindsey. "The teachers and students get to see what the next generation assessment systems look like and how content is assessed on the Common Core State Standards, especially in an on-line environment."

Wyoming is currently an Advisory state, rather than a Governing state, of the Consortium. This means that schools in Wyoming can volunteer to participate in the pilot but they have not been selected to participate in the scientific sample component of the pilot.

The pilot test will allow SBAC to evaluate the performance of assessment items and the online test delivery system under real-world conditions. This information will be used to develop additional items and performance tasks, conduct initial scaling, and refine the test engine during the next 18 months.

Smarter Balanced is developing a balanced system of assessments (with formative, interim, and summative components) that measure achievement and growth toward college and career readiness.

AARON C. JENKINS PHOTOGRAPHY



See your athlete on our sport page? It's likely Aaron took the shot. Call him to buy a season's worth of action.

Call Today 307.885.9293

Thank You

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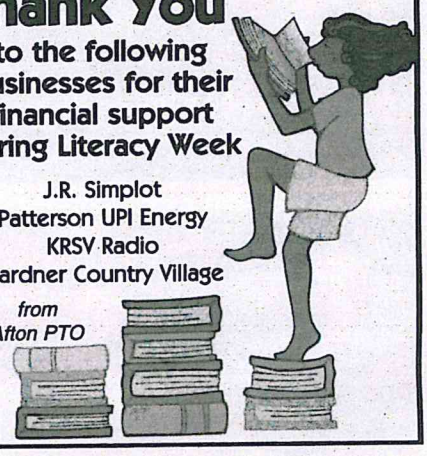

Calendar

Continued from page 12A

Parent teacher conferences will take place on Friday, March 15.

Seventh grade students will participate in a music clinic in Lyman on Saturday, March 15.

Cokeville High School Prom is set for Friday, March 22.

The National Honors Society Banquet will take place on Thursday, March 28.

There will be no school on Monday, April 1 and Tuesday, April 2 for Spring Break.

SVHS (307) 885-7847

State speech is March 14-16.

Prom at Star Valley High School will take place on Saturday, March 23. The dance will begin at 8:30 p.m. with Promenade scheduled to start at 10 p.m. Student admission is $15 a couple or $10 for individual. Cost for parents is $5 a couple of $3 for an individual.

An orchestra concert is set for Thursday, March 28 at 7 p.m. in the Star Valley High School Auditorium.

LCSD No. 2 (307) 885-3811

The next meeting of the Lincoln County School District No. 2 Board of Trustees is Thursday, March 14 at 6:30 p.m. in the School District Office Building.

Board Agenda

March 14, 2013
6:30 p.m.
LCSD#2 District Office

I. **Call to Order and Invocation**
II. **Pledge of Allegiance and Adopt Agenda**
III. **Recognition**
IV. **Executive Session**
V. **Delegations/Reports**
  A. Report on Calendar Audit
  B. BOCES
  C. Dr. Kal Sellers
  D. Report from Thayne Elementary
  E. Monthly Financial Update
VI. **Board Travel/Activities/Procedures**
  A. Board Travel/Activities/Procedures
VII. **Board Informational Items**
  A. Enrollment
VIII. **Correspondence**
IX. **Public Comments**
  A. Public Comments
  B. Public Comments on Alternative Calendar for Cokeville High School and Star Valley High School
X. **Action Items**
  A. 1:1 Initiative
  B. Alternative Calendar for SVHS and Cokeville
XI. **Consent Agenda**
  Section 1
  A. Payment of Bills
  B. Approval of minutes for February 14, 2013 meeting
  Section 2
  A. Personnel
XII. **Policies**
  A. ECA- Building Security
  B. GCBD- Staff Leave
  C. JHCD- Administering Meds to Students
XIII. **New Business**

LUCDA-Afton Child Development Center Presents:

Free Developmental Screening

Children ages 3 through 5 years

Afton Center - Friday, April 12, 2013
8:30 a.m. to 3 p.m.
Call **885-9286** for an appointment

Alpine Center - Friday, April 12, 2013
8:30 a.m. to 3 p.m.
Call **654-4116** for an appointment

Thayne Center - Friday, April 19, 2013
8:30 a.m. to 3 p.m.
Call **883-4116** for an appointment

Development Areas Checked:

Vision, Hearing, Speech, Language, Physical Development, Social Skills, Problem Solving & Behavior

Screening for children ages birth to three years is ongoing throughout the year. If you have concerns about your infant or toddler's development, you may call **Pamela Simons,** Infant-Toddler Service Coordinator at **883-4116.**

SV Ranch appoints new member to town's planning and zoning board

By Sarah Hale

The Planning and Zoning Board of the Town of Star Valley Ranch has a new alternate board member. Orman "Bob" Horton has been selected to serve in the position.

According to information provided by the Town of Star Valley Ranch, Orman's term will end on June 30. 2013.

There are currently five board members and one alternate board member serving on the Town of Star Valley Planning and Zoning Board.

The Planning and Zoning Board meets the first and third Wednesday of every month at 5 p.m. in the Star Valley Ranch Town Hall. The public is invited to attend.

For more information about the Planning and Zoning Board of the Town of Star Valley Ranch, contact the town hall at 883-8696.

SV Ranch accepting donations for trees

By Sarah Hale

The Natural Resources Board and the Beautification Committee of the Town of Star Valley Ranch are accepting donations to purchase trees for the 2013 Arbor Day Celebration. The celebration is set to take place on Saturday, June 8, 2013 in Fox Run Park. Festivities will begin at 10 a.m. on that date.

According to information provided by the Natural Resources Board, the goal for 2013 is "to add additional new trees to the park."

The Town of Star Valley Ranch has created an account to collect donations for the purpose of trees. Donations can be dropped off at the town hall or mailed to the town clerk.

According to information provided by the Town of Star Valley Ranch, donations of $50 or more toward the purchase of trees will be recognized with a plaque displayed at the Star Valley Ranch Town Hall.

For more information on how to make donations toward the purchase of trees for the Town of Star Valley Ranch, contact the town hall at 883-8696.

Ranch works to revise outside lighting regulations

By Sarah Hale

The Town of Star Valley Ranch is working to revise its outside lighting regulations. Ordinance 2013-01, relating to outdoor light, was passed on first reading this month.

The ordinance is a revision to the town code. Under the proposed ordinance, the "grandfathering of lighting installed prior to the establishment of lighting standards" would be eliminated "at the time that any maintenence is performed on the lighting."

"No person, firm or corporation shall install or erect any floodlight, search light, security light or other form of light source in such a manner that the light rays from such device fail to conform with the terms of this code," the proposed ordinance states. "Further, no person, firm or corporation shall install or erect any floodlight, searchlight, security light or other type of light source in such a manner that the light there from may distract the attention of any vehicle driver from the operation of a vehicle in a safe and prudent manner."

The proposed ordinance must pass three readings before it can officially be adopted by the town.

Estate Sale

LOG HOME KITS

AMERICAN LOG HOMES IS ASSISTING LIQUIDATION OF LAND DEVELOPER'S ESTATE

3 Log Homes selling for BALANCE OWED. FREE DELIVERY
- Model #101 Carolina $38,940 - BALANCE OWED $17,800
- Model #203 Georgia $49,500 - BALANCE OWED $22,900
- Model #305 Biloxi $36,825 - BALANCE OWED $15,700
- NEW – HOMES HAVE NOT BEEN MANUFACTURED
- Make any design changes you desire!
- Comes with Complete Building Blueprints & Construction Manual
- Windows, Doors, and Roofing NOT INCLUDED
- NO TIME ON DELIVERY

View at www.thegreatamericanlogco.com

Ready Only Reply. Call 704-602-3035 ask for Accounting Dept.

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EXCLUSIVE AFFILIATE OF CHRISTIE'S INTERNATIONAL REAL ESTATE

Jerry Hodson Associate Broker 307-690-4010

The Number ONE Real Estate Agency in the Area!

Power Search MLS Listings www.instarvalley.com

SOLD in 13 DAYS - 212 Buffalo Dr. Trail Ridge Sub.

UNDER CONTRACT - SVR 4 Bd. 2 Ba. 2000 sq. ft.

UNDER CONTRACT - SVR 260 Redwood Rd. $199,000

UNDER CONTRACT - 1243 Vista, Magnificent Log Home on Star Valley Ranch Borders Natl. Forest $499,000

NEW LISTING - 30 ACRES in AUBURN $150,000

NEW LISTING - Trail Creek, Alpine, 3 Bdr 3 Ba. 3.3 Acres, Fenced, 2347 SQ. FT. Horse Property $429,000

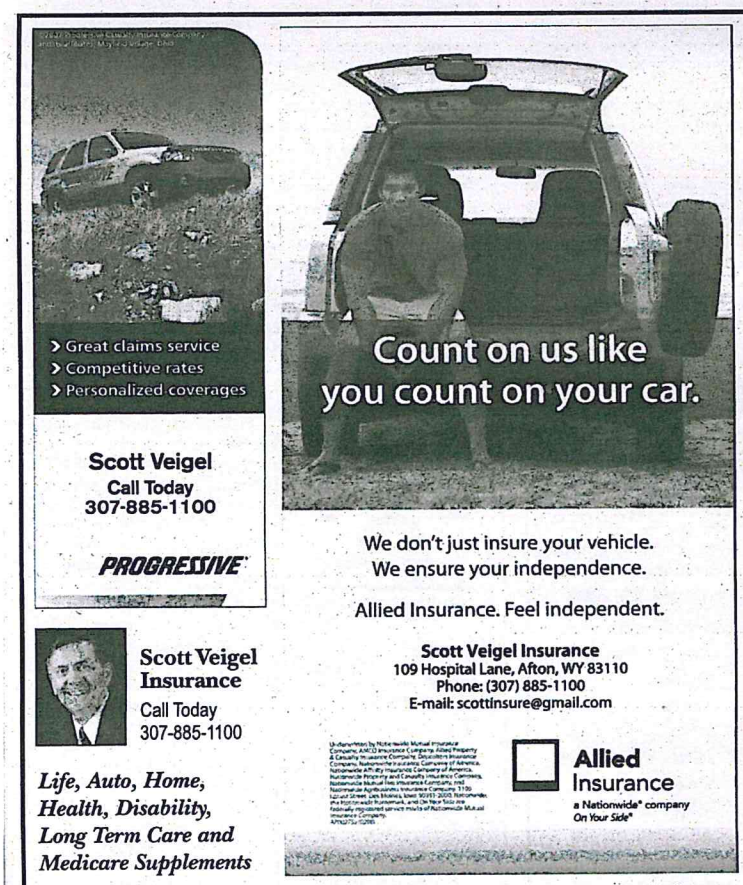
FOR SALE- Gardner Village, Gas Station, Conv. Store, Motel and Burger Barn. Afton Wy. Fantastic Bus. Opp.

SOLD

ARE YOU READY to LIST and SELL YOUR PROPERTY

CALL ME! I have Buyers actively looking for HOMES.

Jerry Hodson 307-690-4010



Board Agenda

Tuesday, April 9, 2013
6:30 p.m.
LCSD#2 District Office

I. **Call to Order and Invocation**
II. **Pledge of Allegiance and Adopt Agenda**
III. **Recognition**
IV. **Executive Session**
V. **Delegations/Reports**
   A. Neal Kiehne- Nat'l Archery in the Schools Program
   B. Report from Star Valley High School
   C. Monthly Financial Update
VI. **Board Travel/Activities/Procedures**
   A. Board Travel/Activities/Procedures
VII. **Board Informational Items**
   A. Enrollment
VIII. **Correspondence**
IX. **Public Comments**
X. **Action Items**
   A. Approval of School Calendars
XI. **Consent Agenda**
   Section 1
   A. Payment of Bills
   B. Approval of minutes for March 14, 2013 meeting
   C. Kindergarten Social Studies Adoption
   Section 2
   A. Personnel
XII. **Policies**
   A. ECA- Building Security
   B. GCBD- Staff Leave
   C. JHCD- Administering Meds to Students
XIII. **New Business**

See pg. 2 #16

Lincoln County School District #2
Board Meeting
March 14, 2013

Members present:
Alan Linford, Eileen Merritt, Karen Tallerico, Lane Allred, Stewart Petersen, Tyler Brog, Wade Hirschi

1. The meeting was called to order at 6:31 p.m. by Chairman Alan Linford.

2. Tyler Brog made the motion to adopt the agenda with the addition of the Social Studies Curriculum Adoption and the Cokeville Bus Garage under Board Information.

   Motion by Tyler Brog, second by Wade Hirschi
   Final Resolution: Motion Carries
   Yea: Alan Linford, Karen Tallerico, Lane Allred, Stewart Petersen, Tyler Brog, Wade Hirschi

3. Trustee Lane Allred will present recognition to the following:
   All-State Wrestlers- Carbon Kennington, Derrick Wolfley, Marshall Watkins, Kris Beech, Jordan Semadeni, All-State Indoor Track- David Livingston, Reno Averill, Sam Gertsch, Hailey Ricks, All-State SVHS Boys Basketball- Kohl Battleson, Wyatt Shinaver, All-State SVHS Girls Basketball- Lexi Erickson, Hailey Greenwood, Cortland Jenkins, Coach Rob Erickson- SVHS Girls Basketball- State Champions and Coach Tony Saras- SVHS Boys Basketball- State Champions.

4. Karen Tallerico made the motion at 6:37 p.m. that the Lincoln County School District Board of Trustees go into executive session for the purpose of considering personnel matters, and matter concerning litigation to which the school district is a party or to which the school district may be a party.

   Motion by Karen Tallerico, second by Stewart Petersen
   Final Resolution: Motion Carries
   Yea: Alan Linford, Karen Tallerico, Lane Allred, Stewart Petersen, Tyler Brog, Wade Hirschi

5. The public session of the meeting reconvened at 7:23 p.m.

6. Dr. John Murdoch presented a report on the 4/5 day calendar audit that he was hired to conduct. The goals desired by the school district when the calendar was adopted on a trial basis were: 1. Increase teacher time in the classroom. Minimizing the need for substitute teachers. 2. Increasing students' time in class. 3. Providing an incentive so students will want to keep up their grades (avoiding Friday school). 4. Embedding remediation opportunities for students in the form

of Friday school.

Dr. Murdoch reviewed the executive summary of the report. The report in it's entirety was made available on the school districts' website.

7. Dr. Kal Sellers provided information to the board about natural herbicides and pesticides. He requested the school district look at the option of moving towards more natural herbicides and pesticides.

8. Principal Chad Jenkins presented a report on Thayne Elementary. Highlights of his report included: enrollment and staff, school mission statement and improvement goals, PAWS scores, PLC's and the Parent Teacher Organization.

9. Business Manager JC Inskeep provided the board with the monthly financial update. Mr. Hirschi asked about two object codes and if they still fell within the adopted budget. Mrs. Merritt asked about students who were placed in residential treatment centers and if the district was reimbursed.

10. Board governance training by Von Dahl will take place on April 18 and 19. The board tentatively scheduled June 7 and 8 for further governance training.

11. The National School Board Association Convention will be in San Diego April 11-14.

12. Board members were reminded that the April board meeting will be held on April 9.

13. Enrollment figures as of March 1 were reviewed. There was a decrease of 3 students.

14. Superintendent Abrams asked the board for their direction on the design of the bus garage. Much discussion was held on this topic. Chairman LInford directed Mr. Abrams to form a committee consisting of himself, Mr. Tolman, Mr. Petersen and Mr. Hirschi to research this and then provide the board with a recommendation.

15. Correspondence recently received by the school district was reviewed.

16. Don Baker spoke in the public comment section on the alternative calendar.

17. Supt. Abrams spoke the 1:1 initiative and recommended that the board table the initiative for one year and possibly pilot it in one or more classes this year and do further study before moving forward.

18. Eileen Merritt made the motion to approve the Social Studies Curriculum with the digital portion.

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Niobrara County #1

DISTRICT CONTACT: Richard S Luchsinger

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	4/9/13
Education objectives (How will students benefit from this alternative schedule?)	4/9/13
Description of the schedule(s) and a copy of the calendar(s)	4/9/13
Method of evaluating how student learning has improved	4/9/13
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	4/9/13
Copy of public comment records	4/9/13
Length of waiver (circle one) • 1 year • 2 years	4/9/13
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	4/9/13

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

NIOBRARA COUNTY SCHOOL DISTRICT NO.1
RICHARD S. LUCHSINGER, SUPERINTENDENT
P.O. Box 629 ~ 619 West Fifth Street
Lusk, WY 82225
307-334-3793 ~ 307-334-0126 FAX

April 8, 2013

To Whom It May Concern:

Niobrara County School District #1 is applying for an alternative schedule (4 day week) for its Lance Creek School. Lance Creek is a rural school located 30 miles northwest of Lusk, Wyoming and educates students in grades K-8. We are applying for the school years 2013-2014 and 2014-2015.

The District held public hearings on February 16, 2013 and again on March 21, 2013 to listen to testimony regarding the alternative schedule. Not one person spoke against the proposal and several parents and staff spoke in favor of the proposal. The board of education voted unanimously in favor of the proposal at its regular meeting on March 25, 2013.

We have attached all the required documents and would be more than happy to answer any questions you might have. Thank you for your consideration of this application.

Sincerely,

Richard S. Luchsinger
Superintendent of Schools
Niobrara County School District #1
Lusk, WY 82225

Luchsinger, Richard

From: Heth, Loren
Sent: Wednesday, February 27, 2013 10:46 AM
To: Luchsinger, Richard
Subject: Public Hearing Lance Creek

Lance Creek 4 Day School Public Hearing
February 26, 2013

6:00 PM
School Board Attending

Loren Heth called the Meeting to Order
Cheryl Lund Board Member
Donna Hanson Board Member

Attended by

Ricki Kremers Lance Creek 334-4088
Rachel Manning Lance Creek 334-2539
Erica Stewart Lance Creek 334-5002
Justin Kremers Lance Creek 334-4088
John Harvey Lance Creek 334-3790
Gladys Harvey Lance Creek 334-3790
Andy Greer Lance Creek 334-2952
Brenda Greer Lance Creek 334-2952

General Discussion Items:

Travel distances for child attending school at Lance Creek

Bus Schedules
What would be the latest dismissal time so the bus schedule would work

Amount of time required for children of differing ages and grades
Middle school children are required to have more classroom time

Length of the school Days
Current 2:00 PM dismissal time is hard for parents to plan around their schedules
Field trips, Social interactions, and other school events would be planned on Fridays

Teachers Planning time would be on Fridays, they understood that with differing grades it takes more planning

Teacher's aid might be needed

Children attending school
8 - JK, K, 1st
1 - 3rd grader
1 - 4th grader
1 - 7th grader

Structured Recess, could it be counted as a PE? Rick

Bus Drivers retiring

Teachers retiring

Adjorned 6:45

Lance Creek School Public Hearing Sign In Sheet Mar 21, 2013

Name	Role
1. Erica Stewart	Parent
2. [illegible]	Parent
3. RIKI KREMERS	Parent
4. [illegible]	Parent
5. Justin Kremers	parent
6. Kate Brost	teacher
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

6:15 Call to order - Loren Heth - Chair - 6:57

Cheryl
Donna
Rich
Andy
Tina
Lisa Slaw
Travis

1. Ricki Kremers

A - Time - 7:30 - 2:00 Now -

B - 4 day week -

1. Plan Time
2. Travel Time
3. 2:00 For kids - Lengthen To 3:00
4. Schools are successful in State

Erica Stewart

1. Bussing - Travel Time - Less for all
2. Protect Instruction Time
3. ~~Optional~~ Remediation Time
4.

Rachel Manning

1. Time
2. Instruction -

There has been no

Calculation and Description of Lance Creek Alternative Calendar Hours

Current School Year Calendar
(2012-2013)

School Day: 7:30am-2:00pm
5 days a week

175 Days x 6.5 hrs= 1,137.50 -188.5 (13.5 hours early release and 1 hour per day for lunch/recess) = **949 hrs**

Proposed Calendar for next two years for K-6th
(2013-2014) & (2014-2015)

School Day: 7:30-3:00
2nd Friday every month optional attendance for additional enrichment PE/Music/Field Trips/Intervention/Remediation as needed

143 Days x 7.5 hrs= 1072.5 – 154.25 (11.25 hours early release and 1 hour per day → for ½ hour lunch and 15 minutes morning and 15 minute afternoon recess)= **918.25 hrs**

Required Hours: Elementary = 900 hrs

Proposed Calendar for next two years for 7th and 8th
(2013-2014) & (2014-2015)

School Day: 7:30-3:00
Required attendance of 2nd Friday every month

152 Days x 7.5 hrs= 1,140 – 89.5 hours (13.5 hours early release and 1/2 hour per day for lunch)= **1050.5 hrs**

Required Hours: Middle School=1050 hrs

**Proposed calendars meet or exceed state requirements.*

Proposed Lance Creek Alternative Calendar Description

- The Lance Creek School day will start at 7:30 and dismiss at 3:00 for K-8 students. Elementary students will attend a four day week Monday-Thursday for a total of 143 days with the option of attending additional enrichment activities on the second Friday of the month but is not required; the four day week exceeds the 900 hour requirement. Middle School students will attend 152 days which includes required attendance on the 2nd Friday of the month which also meets state requirements of 1050 hours.

- The four academic days will be interrupted as infrequently as possible with enrichment activities for PE, music, library and interventions to be scheduled on the second Friday of the month as often as possible.

- Teacher contract will include 152 student contact days, 21 employee planning/professional development days, 2 parent teacher conference days.

- Start and end dates, vacations, teacher conference days and early release days are parallel with other Niobrara schools.

- One hour per day of non-instructional time is allotted in the school day for recess and lunch break for elementary students and ½ hour a day for middle school students and has been taken out of the calculated student contact hours.

- This request is for a two year period from 2013-2015.

Proposed Educational Objectives:

Objective #1

To increase academic performance for students by protecting instructional time.

The four day student schedule will provide an opportunity to maximize instructional time frames by allowing students and teachers to make doctor or other appointments on Fridays to not disrupt learning time on the other four days. Enrichment activities will be planned on 2nd Friday of the month as much as possible to protect instructional time Monday-Thursday.

Objective #2

To increase academic performance and quality of education by building in teacher planning and professional development on Friday's when students are not in attendance.

Currently there is only one teacher at Lance Creek, due to being with students during recess, lunch and teaches specials such as PE she does not have protected plan time without students during her day. The Friday employee planning days built in when students are not in attendance will allow time for this.

Objective #3

To increase academic performance by improving student attendance.

Four day week will decrease days traveling for students, parents and teachers. Longer school day will enhance student/teacher contact time as current school day dismissal is at 2:00 pm. Longer day will increase length of day of early release will help with attendance as well. Flexibility to use Friday as a makeup day in the event school is cancelled due to weather without having to extend school year.

Evaluations of meeting Objectives:

Lance Creek Elementary will evaluate the impact of the alternative schedule annually. The evaluations will include, but in not limited to the following components

1) An analysis of all comparable statistics for achievement with in the 2013-2015 school years.
   a. PAWS
   b. MAP
   c. District Assessments
2) A summary of statistics related to attendance, behavior and student achievement.
3) Yearly analysis of student and parent survey.
4) Annual review of growth towards alternative schedule goals and objectives.

Current and Projected Lance Creek School Enrollment

Based on families who have children currently enrolled and the 1 known kindergartener to attend next year.

Current Enrollment 2012-13 School Year – 6 kids 4 different grade levels

Kindergarten – 3
2nd Grade – 1
3rd Grade – 1
6th Grade – 1

Projected Enrollment 2013-14 School Year – 9 kids 7 different grade levels

Jr. Kindergarten – 2
Kindergarten –1
1st Grade – 3
3rd Grade – 1
4th Grade – 1
7th Grade – 1

Projected Enrollment 2014-15 School Year – 9 kids 6 different grade levels

Kindergarten – 2
1st Grade – 1
2nd Grade – 3
4th Grade – 1
5th Grade – 1
8th Grade – 1

Projected Enrollment 2015-16 School Year – 9 kids 6 different grade levels

Kindergarten – 1
1st Grade – 2
2nd Grade – 1
3rd Grade – 3
5th Grade – 1
6th Grade - 1

Projected Enrollment 2016-17 School Year – 10 kids 7 different grade levels

Kindergarten – 1
1st Grade – 1
2nd Grade – 2
3rd Grade – 1
4th Grade – 3
6th Grade – 1
7th Grade - 1

Niobrara County School District #1
2013-2014 Calendar

August 19-23	In-service/ Workdays
August 26	First Day Students
September 2	No School - Labor Day
September 11	Early Release K-5
September 25	Early Release K-5
October 9	Early Release K-5
October 24	End First Quarter
October 25	No School-In-service/Workday
November 4	No School PT Conferences 10-6
November 20	Early Release K-5
November 27-29	No School - Thanksgiving Break
December 6	No School - High Activity
December 13	No School – High Activity
December 20	End First Semester-NCHS
December 21-Jan 1	No School - Christmas Break
January 2	School Resumes
January 15	Early Release K-5
January 17	End First Semester K-8
February 19	Early Release K-5
February 21	No School - High Activity
February 27-March 3	No School - Spring Break
March 12	Early Release K-5
March 20	End Third Quarter
March 21	In-service/Workday
March 26	Parent Teacher Conferences 4-7
March 27	No School - PT Conferences 9-1
March 28	No School - Good Friday
March 31	No School - Easter Monday
April 16	Early Release K-5
May 7	Early Release K-5
May 25	Graduation
May 26	No School - Memorial Day
May 30	Last Day Students
May 31	Teacher Workday

Niobrara County School District#1
2014-2015 Calendar

August 18-22	In-service/WorkDays
August 25	First Day of School
September 1	Labor Day-No School
September 17	K-5 Early Release
October 8	K-5 Early Release
October 23	End First Quarter
October 24	In-service Workday-No School
October 29	K-5 Early Release
November 3	Parent Teacher Conferences
November 12	K-5 Early Release
November 26-28	Thanksgiving Break
December 5	High Activity Day-No School
December 12	High Activity Day-No School
December 23	End first semester NCHS
December 24-Jan 4	Christmas Break-Early Release on 12/23 2:00
January 5	First Day Back
January 14	K-5 Early Release
January 16	End First Semester LEMS/LC
January 28	K-5 Early Release
February 18	K-5 Early Release
February 27	High Activity Day-No School
March 5-9	Spring Break-No School
March 18	K-5 Early Release
March 19	End 3rd Quarter
March 20	In-service/Workday-No School
March 27	Parent Teacher Conference
April 3-6	Easter Break
April 22	K-5 Early Release
May 24	NCHS Graduation
May 25	Memorial Day-No School
May 29	Last Day for Students
May 30	Last Day Staff

Lance Creek Elementary

2013-2014 School Calendar

August 2013

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	EP	EP	EP	EP	EP	24
25	26	27	28	29	30	31

September 2013

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	EP	7
8	9	10	11	12	MS	14
15	16	17	18	19	20	21
22	23	24	25	26	EP	28
29	30					

October 2013

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	MS	12
13	14	15	16	17	EP	19
20	21	22	23	24	EP	26
27	28	29	30	31		

November 2013

Su	M	Tu	W	Th	F	Sa
					EP	2
3	4	5	6	7	MS	9
10	11	12	13	14	15	16
17	18	19	20	21	EP	23
24	25	26	27	28	29	30

December 2013

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	EP	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	MS	11
12	13	14	15	16	17	18
19	20	21	22	23	EP	25
26	27	28	29	30	EP	

February 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	EP	8
9	10	11	12	13	MS	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	MS	15
16	17	18	19	20	EP	22
23	24	25	26	27	28	29
30	31					

April 2014

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	MS	12
13	14	15	16	17	18	19
20	21	22	23	24	EP	26
27	28	29	30			

May 2014

Su	M	Tu	W	Th	F	Sa
				1	EP	3
4	5	6	7	8	MS	10
11	12	13	14	15	EP	17
18	19	20	21	22	23	24
25	26	27	28	29	MS	EP

June 2014

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Closed

Early Release Day

EP Employee Planning (no school for students)

Report Cards

First and Last Day of School

Parent Teacher Conferences

MS Required Middle School Instruction

Elementary Required Student Days = 143

Middle School Required Student Days = 152

Teacher Required Contract Days = 175

If no MS students are enrolled teacher will still be required to attend on those Fridays already scheduled for instruction to meet required contract days

Calendar template by Vertex42.com

Lance Creek Elementary

2014-2015 School Calendar

August 2014

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	EP	EP	EP	EP	EP	23
24	25	26	27	28	29	30
31						

September 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	EP	6
7	8	9	10	11	MS	13
14	15	16	17	18	19	20
21	22	23	24	25	EP	27
28	29	30				

October 2014

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	MS	11
12	13	14	15	16	EP	18
19	20	21	22	23	EP	25
26	27	28	29	30	31	

November 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	EP	8
9	10	11	12	13	MS	15
16	17	18	19	20	EP	22
23	24	25	26	27	28	29
30						

December 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	EP	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	MS	10
11	12	13	14	15	EP	17
18	19	20	21	22	23	24
25	26	27	28	29	EP	31

February 2015

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	EP	7
8	9	10	11	12	MS	14
15	16	17	18	19	EP	21
22	23	24	25	26	27	28

March 2015

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	MS	14
15	16	17	18	19	EP	21
22	23	24	25	26	27	28
29	30	31				

April 2015

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	MS	11
12	13	14	15	16	EP	18
19	20	21	22	23	EP	25
26	27	28	29	30		

May 2015

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	MS	9
10	11	12	13	14	EP	16
17	18	19	20	21	22	23
24	25	26	27	28	MS	EP
31						

June 2015

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Closed

Early Release Day

EP Employee Planning (no school for students)

Report Cards

First and Last Day of School

Parent Teacher Conferences

Elementary Required Student Days= 143

Middle School Required Student Days=152

Teacher Required Contract Days=175

Calendar template by Vertex42.com

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: _____PARK COUNTY SCHOOL DISTRICT #16

DISTRICT CONTACT: _____Jay Curtis, Superintendent_____

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	**X**
Education objectives (How will students benefit from this alternative schedule?)	**X**
Description of the schedule(s) and a copy of the calendar(s)	**X**
Method of evaluating how student learning has improved	**X**
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	**X**
Copy of public comment records	**X**
Length of waiver (circle one) • 1 year • 2 years	**2 YEARS**
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	• **Elementary 950 hours** • **Mid/Jr. High 1128** • **High School 1128**

PLEASE NOTE: A letter of intent to continue or cancel an alternative schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved alternative schedule must also document and submit changes annually.

Meeteetse Schools

Jay Curtis
Superintendent/Principal

Cory Dziowgo
Assistant Principal

Tracy Turnell-Thomas
Director of Business Services

2107 Idaho Street
P.O. Box 218
Meeteetse, WY 82433

307-868-2501
Fax: 307-868-9264
www.park16.k12.wy.us

Brian Aragon
Statewide Systems of Support (SSOS)
Educational Consultant/WDE Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

4/15/13

Dear Mr. Aragon,
The purpose of this letter is to request approval of an alternative school schedule for the 2013-2014 and 2014-2015 school years. The alternative calendar consists of a 4-day school week with 148 student contact days. Our district has been operating under the 4-day calendar for the past 8 years.

Please submit this application to the State Board of Education requesting authorization. The Park County School District #16 Board of Trustees, by formal motion at a Regular Board Meeting on March 19th, 2013 has authorized this application for the next two school terms.

Enclosed, you will find all requested items and information in regards to our request for an alternative schedule. If additional information is needed, please contact me immediately.

Park County School District #16 greatly appreciates your support and collaboration in the use of the alternative schedule.

Sincerely,

Jay Curtis, Superintendent

WYOMING HATHAWAY SCHOLARSHIP PROGRAM Make College A Reality

THE STATE OF WYOMING PROVIDES **HATHAWAY MERIT AND NEED SCHOLARSHIPS** TO WYOMING STUDENTS ATTENDING THE UNIVERSITY OF WYOMING AND WYOMING COMMUNITY COLLEGES. EVERY WYOMING STUDENT WHO MEETS THE MERIT REQUIREMENTS CAN EARN A **HATHAWAY MERIT SCHOLARSHIP**. CONTACT YOUR SCHOOL COUNSELOR FOR MORE INFORMATION.

Meeteetse Schools

Jay Curtis
Superintendent/Principal

Cory J. Dziowgo
Assistant Principal

Tracy Turnell-Thomas
Director of Business Services

March 1, 2013

Subject: Four-Day School Week and Communication Survey

Dear Parents, Guardians, and Community Members

This school year has really progressed at a rapid pace this year. When you look back at all the accomplishments of the school and students—Athletics, FFA, Science Fair, and Music Program to name a few—you can see how all the activities and commitments move the year right along. With the end of the year approaching, there are some tasks that Meeteetse Schools need to address. Two of these tasks are: Four-Day School Week and Strategic Plan monitoring.

The Strategic Plan for Meeteetse Schools contains a communication component, which necessitates a needs assessment regarding our communication processes and methods. We would like to collect your input on the school's communication effectiveness and avenues. It is also time for the district to re-assess the four-day school week, and how schedule works for our system. Every two years, State statute requires us to collect feedback, and examine the effectiveness before apply for the alternative calendar. Any format that does not meet five days per week is considered an alternative calendar and requires such a review.

Part of the application process requires the gathering of stakeholder opinions and thoughts from both external and internal stakeholders. Students and staff will be provided with an opportunity to provide their input via survey. We would also gladly accept and desire your input throughout this process. There will be two different avenues for the collection of this input.

Parents and Guardians, one member of the administration team will contact you to assist in the completion of a Four-Day School Week and Communication survey. We recognize that we are all busy with other commitments and sometimes a survey slips through the cracks and does not get completed. Your input is absolutely critical, and as such we would like to receive as many responses as possible. The member of the administration team will ask the questions from the survey and record your answers in the survey software. Please know that your name will not be associated to your answers in any way. These questions will be the same for all participants. We will do our best to contact each and every family, but realize that we are under a deadline and time may run out if we are not able to connect via telephone. Parents can also stop by the office throughout the day to complete the survey if they so choose. The community survey can be accessed either by one of the following 1) calling the front office and requesting a paper version,

2107 Idaho Street • P.O. Box 218 • Meeteetse, WY 82433
307-868-2501 • Fax 307-868-9264
www.park16.k12.wy.us

2) calling and asking for the survey to be read and recorded over the phone by office staff, or 3) through the following web link :

http://www.surveymethods.com/EndUser.aspx?DDF9958CDF96808AD6

Community members, Parents, and Guardians are all invited to share their thoughts in a public meeting and School Board Workshop. There will be a public meeting for all community members, parents, and guardians on **Friday, March 15 at 1:00 pm in the cafeteria.** There will also be a Board Workshop on **Tuesday, March 19 from 6:00 to 7:00 pm** (directly before the regularly scheduled School Board Meeting) in the cafeteria for the same audience. Information, research, and handouts will be available to help distinguish between the different school week options as well as pros and cons of various formats. Administration and School Board members will be present at their respective meetings. Again both meetings are open to the public and will be open for discussion and input.

If you have any questions, please do not hesitate to contact the school.

Sincerely,

Jay Curtis

Meeteetse Schools
PO Box 218
Meeteetse, WY 82433

PERMIT NO. 6
NON-PROFIT
BULK MAIL RATE
U.S. POSTAGE PAID

POSTAL PATRON
82433

2107 Idaho Street • P.O. Box 218 • Meeteetse, WY 82433
307-868-2501 • Fax: 307-868-9264
www.park16.k12.wy.us

Park County School District #16
School-Week Input Meeting 3/15/13

Name (printed)	Signature	Affiliation (Parent, Staff, Community, Student?)
Betty Potas	Betty Potas	Community
Bob Crum	Robert K	Board
Jim Sessions	Jim Sessions	Board
Tammy Schlenker	T Schlenker	teacher/parent
Darbi Schlenker	Darbi Schlenker	student
Amy L Lewis	Amy L Lewis	parent / teacher
Molly POTAS	Molly POTAS	parent/teacher
Mike Power	[illegible]	teacher
Cory Deiongo	Cory Deiongo	Admin

Park County School District #16
School-Week Input Meeting 3/19/13

Name (printed)	Signature	Affiliation Parent, Staff, Community, Student ?)
M POTAS	M POTAS	Parent / Teacher
B Allen	B Allen	Parent
Tammy Schlenker	T Schlenker	Parent / Teacher
Betty Potas	Betty Potas	Community / grandma
Cory Drivas	Cory Drivas	Admin
Christine Hansen	[illegible]	Parent / Teacher
Tom LOVELAND	[illegible]	PARENT / TEACHER
Kendra Stuart	Kendra Stuart	Parent
Jay Curtis	[illegible]	Supt. / Parent
Sam May	Sam MAY	BOARD MEMBER / Parent
Bob Crum	[illegible]	Board / Parent
LINDA ORRELL	Linda Orrell	Board member

EDUCATIONAL GOALS AND OBJECTIVES OF THE FOUR-DAY SCHEDULE

The Park County School District #16 Board of Trustees, in conjunction with administration and teachers has adopted, as policy the following yearly expectations/goals.

GOALS

The following expectations will be used to measure the progress of Park County School District #16, toward achieving the Vision and Mission as set by the board of trustees and various stakeholder groups.

1. 85% of students in grades 3-8 and 11, will score proficient or higher on PAWS in Reading in the year 2016. The following indicators will be used in tracking district progress toward that goal.

    b. 2012 target average—81.27%
    c. 2011 target—80%

2. 82% of students in grades 3-8 and 11, will score proficient or higher on PAWS in Math in the year 2016. The following indicators will be used in tracking district progress toward that goal.

    a. 2012 target average—79.5%
    b. 2012 target—80%

3. 75% of students in grades 4, 8 and 11, will score proficient or higher on PAWS in Science in the year 2016. The following indicators will be used in tracking district progress toward that goal.

    a. 2012 target average—61.27%
    b. 2012 target—68.1%

4. K-12 students will meet their individual growth target in the following areas of MAP:
    a. Reading: 80%
    b. Math: 80%
    c. Language Arts: 80% (3-12 only)

5. Students in grade 11 will average a minimum of 23 on the ACT composite score in the year 2016. The following indicators will be used in tracking district progress toward that goal.

    a. 2012 target average—18.9
    b. 2012 target—22

6. All graduates will qualify for the Hathaway Scholarship Program.

6. All graduates will qualify for the Hathaway Scholarship Program.

7. Meeteetse Schools will maintain full accreditation.

8. All students will have the opportunity to meet the "success curricula" outlined by the Hathaway Scholarship.

9. Graduation rate will maintain a three year rolling average of 95%

    a. 2012 Target Average—95%
    b. 2012 Target—100%

Objectives

1. Maximize academic learning time by limiting out of class time for extra-curricular activities. Activities for junior high and high school students will be scheduled for Thursdays 4:00PM or later, Fridays, and Saturdays. Travel time will also be restricted to the same schedule.

2. Limit evening activities on Monday through Thursday to allow students to be home in the evenings. Practice time completion during Fall and Spring will be 6:30 PM, Winter will be 7:30 PM

3. Provide 25 full days of professional development for district staff on scheduled Fridays. The frequency and quality of the professional development program will assist in developing teachers ability to deliver high quality and rigorous instruction.

4. Provide extended Friday School remediation and enrichment opportunities with a focus on individualized learning. Opportunities will be provided for students not demonstrating proficiency on standards. In addition, enrichment and gifted opportunities will be provided.

5. Utilize Fridays, to the extent possible, for student discipline such as In-School Suspensions. This will also maximize academic learning time Monday through Thursday.

6. Improve Parent/Student communication through regular notification of Friday opportunities. Emphasis will be placed on communication for at-risk students as identified by attendance, DFI list (Down, Failing, Incomplete), and teacher referral.

7. Provides quality time for staff collaboration on school improvement, professional development, and school improvement.

8. Increase preparation of teachers to meet NCLB and State requirements.

DESCRIPTION OF THE SCHOOL SCHEDULES and YEARLY CALENDARS

K-12 Student Contact Days: 148

K-12 Extended Contact Days
(Friday Opportunities): 21

K-12 Teacher Contract Days: 173

PCSD#16 Daily Schedule						
JH and HS Schedule			Class	0:55	**ELEMENTARY Schedule**	
7:55 AM	8:50 AM	Period 1	Passing	0:03	Elementary	Start 7:55
8:53 AM	9:48 AM	Period 2	Advisory	0:25		Dismiss 3:20
9:48 AM	10:13 AM	Advisory	Block	1:30	Lunch	
10:13 AM	11:08 AM	Period 3	Lunch	0:30	Recess	
11:11 AM	12:06 PM	Period 4			Full Day (148)	
12:06 PM	12:36 PM	LUNCH		**Yearly Contact Hours**		
12:36 PM	1:31 PM	Period 5			hrs/day	Days
1:34 PM	2:29 PM	Period 6		Full Day	7.62	
2:32 PM	4:02 PM	Period 7 (Block)		TOTAL HS/JH		**11**
				TOTAL ELEM		**9**

Junior High and High School Schedule Description

- The Junior high and High School schedule, as seen above, is comprised of six 55 minute classes, and one 90 minute block. The 90-minute block for High school students represents semester classes, whereas the 55-minute classes represent year-long classes. All core classes in Mathematics, English, and Science will be delivered during the 55-minute classes. Electives will be offered during the 90-minute block periods. Junior High is similar, but the 90 minute block represents a combination Physical Education and Health Class.

- One element of this schedule is the use of a 25 minute advisory period. This period allows time for school-wide improvement initiatives in reading,

- mathematics, and writing, as well as time for technology and career assessment. An example of this is the current use of this time for "Guided Reading" and KUDER Career Testing. This period also allows administration and staff to more fully protect the core instructional time by limiting disruptions to educational delivery during core instruction periods. Class advisors also utilize this time to include students in the development of their Individualized Learning Plans. All students k-12 in PCSD#16 have digitalized ILP's. through Mileposts, by Silverback Learning.

- In this schedule, students will acquire 8 credits per year with traditional classes, and 11 credits per year with the supplement of virtual offerings.

- **School Day:** 7:55 to 4:02 with a 30 minute lunch

- **Annual Instructional Time:** 1,128 Hrs.

Elementary School Schedule Description

- **Schedule:** The daily schedule will be based on a k-5 self-contained environment that uses streaming curriculums to link academic progress. Examples are Saxon Math, and Rigby Reading

- **School Day:** 7:55 AM until 3:20 PM with a 20 minute lunch and 40 minutes of recess

- **Annual Instructional Time:** 950 Hrs. (excluding lunch and recess)

2013-2014 School Calendar

July

S	M	T	W	T	F	S		
	1	2	3	4	5	6		Independence day (4th)
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30	31					

August

S	M	T	W	T	F	S		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24	4	
25	26	27	28	29	30	31	4	

September

S	M	T	W	T	F	S		
1	2	3	4	5	6	7	3	Labor Day
8	9	10	11	12	13	14	4	
15	16	17	18	19	20	21	4	Constitution Day
22	23	24	25	26	27	28	4	
29	30						1	

October

S	M	T	W	T	F	S		
		1	2	3	4	5	3	
6	7	8	9	10	11	12	4	
13	14	15	16	17	18	19	4	Columbus Day
20	21	22	23	24	25	26	4	Parent Techer Conf.
27	28	29	30	31			4	

November

S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9	4	Veterans Day (11th)
10	11	12	13	14	15	16	4	
17	18	19	20	21	22	23	4	
24	25	26	27	28	29	30	2	Thanksgiving

KEY

- School Start
- Quarter Ends
- Staff Only Days (10)
- Staff Flex (7)
- 1/2 Student Day & 1/2 ALL STAFF DAY (8)
- Parent Teacher Conferences
- Holidays (No School)
- Holiday
- Holidays (School)
- Wyoming Holidays Recognized
- No teacher Friday

January

S	M	T	W	T	F	S		
			1	2	3	4		New Years Day
5	6	7	8	9	10	11	4	MLK Day
12	13	14	15	16	17	18	4	
19	20	21	22	23	24	25	4	
26	27	28	29	30	31		4	

February

S	M	T	W	T	F	S		
						1		
2	3	4	5	6	7	8	4	
9	10	11	12	13	14	15	4	
16	17	18	19	20	21	22	3	Presidents Day (17th)
23	24	25	26	27	28		4	

March

S	M	T	W	T	F	S		
						1		
2	3	4	5	6	7	8	4	
9	10	11	12	13	14	15	4	Quarter Ends
16	17	18	19	20	21	22	4	Parent Teacher Conf.
23	24	25	26	27	28	29	4	
30	31						1	

April

S	M	T	W	T	F	S		
		1	2	3	4	5	3	
6	7	8	9	10	11	12	4	
13	14	15	16	17	18	19		Spring Break
20	21	22	23	24	25	26	4	Easter
27	28	29	30				3	

May

S	M	T	W	T	F	S		
				1	2	3	1	
4	5	6	7	8	9	10	4	Native Amer. Day (10th)
11	12	13	14	15	16	17	4	
18	19	20	21	22	23	24	4	
25	26	27	28	29	30	31	4	Last Day of School

Nellie T Ross Birthday (27th) Memorial Day (26th)

December

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	4
8	9	10	11	12	13	14	4
15	16	17	18	19	20	21	4
22	23	24	25	26	27	28	
29	30	31					
							69

Pearl Harbor Remembrance (7th)
Wyoming Day (10th)
Christmas

June

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
							79

1st Q.	35	**Total Student Days**	**148**	3rd Q.	39
2nd Q.	34	**Total Staff Days**	**173**	4th Q.	40

2014-2015 School Calendar

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Independence day (4th)

KEY

- **School Start**
- **Quarter Ends**
- **Staff Only Days (10)**
- **Staff Flex (7)**
- **1/2 Student Day & 1/2 ALL STAFF DAY (8)**
- **Parent Teacher Conferences**
- **Holidays (No School)**
- **Holiday**
- **Holidays (School)**
- **Wyoming Holidays Recognized**
- **No teacher Friday**

August

S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	4
24	25	26	27	28	29	30	4
31							

September

S	M	T	W	T	F	S		
	1	2	3	4	5	6	3	Labor Day
7	8	9	10	11	12	13	4	
14	15	16	17	18	19	20	4	Constitution Day
21	22	23	24	25	26	27	4	
28	29	30					2	

October

S	M	T	W	T	F	S		
			1	2	3	4	2	
5	6	7	8	9	10	11	4	
12	13	14	15	16	17	18	4	Columbus Day
19	20	21	22	23	24	25	4	Parent Techer Conf.
26	27	28	29	30	31		4	

November

S	M	T	W	T	F	S		
						1		
2	3	4	5	6	7	8	4	
9	10	11	12	13	14	15	4	Veterans Day (11th)
16	17	18	19	20	21	22	4	Thanksgiving
23	24	25	26	27	28	29	2	Nellie T Ross Birthday (27th)
30								

December

S	M	T	W	T	F	S		
	1	2	3	4	5	6	4	
7	8	9	10	11	12	13	4	Pearl Harbor Remembrance (7th)
14	15	16	17	18	19	20	4	Wyoming Day (10th)
21	22	23	24	25	26	27		
28	29	30	31					Christmas
							69	

January

S	M	T	W	T	F	S		
				1	2	3		New Years Day
4	5	6	7	8	9	10	4	
11	12	13	14	15	16	17	4	
18	19	20	21	22	23	24	4	MLK Day (19th)
25	26	27	28	29	30	31	4	

February

S	M	T	W	T	F	S		
1	2	3	4	5	6	7	4	
8	9	10	11	12	13	14	4	
15	16	17	18	19	20	21	3	
22	23	24	25	26	27	28	4	Presidents Day (16th)

March

S	M	T	W	T	F	S		
1	2	3	4	5	6	7	4	
8	9	10	11	12	13	14	4	Quarter Ends
15	16	17	18	19	20	21	4	Parent Teacher Conf.
22	23	24	25	26	27	28	4	
29	30	31					2	

April

S	M	T	W	T	F	S		
			1	2	3	4	2	Spring Break
5	6	7	8	9	10	11		Easter (5th)
12	13	14	15	16	17	18	4	
19	20	21	22	23	24	25	4	
26	27	28	29	30			4	

May

S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9	4	Native Amer. Day 10th
10	11	12	13	14	15	16	4	
17	18	19	20	21	22	23	4	
24	25	26	27	28	29	30	4	Last Day of School
31								Memorial Day (25th)

June

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					
							79

1st Q.	35	**Total Student Days**	**148**	3rd Q.	39
2nd Q.	34	**Total Staff Days**	**173**	4th Q.	40

METHOD OF EVALUATING IMPROVEMENT OF STUDENT LEARNING

Our district is a member of North Central Accreditation. NCA provides the framework for school improvement planning and evaluation. In addition, the district annually evaluates student achievement through the use of standardized criterion referenced assessments. Data regarding parent/community involvement, student attendance, discipline and at-risk programs are reviewed and reported annually.

Methods and measures for evaluating student learning:

- PAWS grades 3-8
- ACT grades 9-12
- Direct Reading Assessments (DRA II) grades K-5
- Measures of Academic Progress (MAP) grades K-12
- AIMSweb grades k-5
- District Performance Assessments

EVIDENCE OF AT LEAST TWO ADVERTISED PUBLIC MEETINGS

The following meetings were held to elicit feedback and testimony prior to the submission of this application:

1. 3/15/13 at 1:00 PM
2. 3/19/13 (Board Workshop) at 6:00PM
3. 3/19/13 (Regular Board Meeting) at 7:00PM

The meetings on March 15st and 19th were advertised in a variety of ways such as Marquis, posted in prominent areas around town such as the Post Office , senior center, and convenience store, and a mailer was sent via US Postal Service to ALL postal patrons in our district . Sign-In sheets from 3-15 and 3-19 are included as evidence of attendance. Surveys of all constituent groups are included as evidence of input collection as well.

COPY OF PUBLIC COMMENT RECORDS

Input was taken in a variety of ways including separate surveys of the following constituent groups:

- Staff
- Parents
- Students
- Community Members

The following Comments are directly taken from the surveys, in un-edited form.

PUBLIC COMMENTS STAFF

(SPEAKING FOR 4- DAY)

1 It works extremely well with the extra curricular activities that the majority of our students participate in.

2 I have now worked with both types of weeks. In my classroom, I have found I am more organized and efficient in delivering my lessons. There little or no down time. Learning happening all the time.

3 Time in School; Social need of community

4 Our bodies need rest and minds need time to regenerate thought process in order to be fully effective

Using Fridays as an activity day, tutoring day, and for discipline, leaves the rest of the week for

5 Using Fridays as an activity day, tutoring day, and for discipline, leaves the rest of the week for academics.

6 Less absences due to activities. Opportunity for staff development more often. Opportunity for Friday School for students in need.

7 The four day week allows for appropriate academic time, while also allowing for activities to not infringe on that acedemic time.

8 The 4 day seems to work, i would prefer it over the 4 1/2 day

9 Although a shorter week, staff and students will not miss as many schools days. I like that students can come in on Friday's to get specialized tutorials.

10 gives students that need extra help the opportunity without feeling overwhelmed by the normal task of a regular school day.

(SPEAKING FOR 4 ½ DAY)

1 Fridays could be used more effectively.

2 This would allow the elementary students to have another opportunity for practice of new skills. The JH/HS would be able to utilize the 1/2 day for special projects, tutoring, etc.

3 This still leaves half day for sports activities and other student needs during the work week.

4 The elementary students and students at risk would receive increased direct instruction. Early Friday release for activities.

5 using Friday for testing and having Thursday for a full day of instruction

6 I think if there were a way to have 4 1/2 days for elementary and 4 for HS, that would be ideal

7 The 4.5 schedule would give students extra contact time.

8 It would still allow students to miss less school, but also may allow for shorter school days as well as more time to work with students.

9 Additional instructional time that could allow teachers to design effective, and creative experiences that students will be required to attend rather than voluntary.

10 Fits with reading and math progams, also leaves afternoon for meetings and professional development.

(SPEAKING FOR 5 DAY)

1 With a year round calendar =)

2 more consistent schedule for learning and more days to do it in.

3 I think we are trying to cram too much info in 4 days

PUBLIC COMMENTS PARENTS

(SPEAKING FOR 4- DAY)

1 Kids are in school longer hours on days they are there and utilize the hours better

2 Time off from school

3 Benifets socially, academically and Socially

4 More classroom time for kids and less absences -sports ect.

5 Less absences, a day for appts and sporting events Thurs - Sat. Less expenses (Lunches). Time with family on Friday.

6 Consistant

7 Most kids can do the work in 4 days but if a student needs the extra help they can attend friday school to get caught up. If students are caught up, they do not have to attend on Friday.

8 won't miss as much school this way

9 it allows students to participate in extra-curricular activities and keep up on homework and grades. My children seem to be doing well on this schedule.

10 more home time and better for athletics

11 it allows students to participate in extra-curricular activities and keep up on homework and grades. My children seem to be doing well on this schedule.

12 Student access to focused tutoring and other teacher assistance on Friday's. Also a 4 day school week allows time for other appointments requiring long distance travel without missing school.

13 Access to teachers for focused tutoring and other assistance.

14 Schedule appointments on Fridays. 1/2 day a waste (don't get anything done). Gone for sports to

14 make sense to have Friday off.

15 love being able to spend more with student

16 Size of high school class. Kids are gone for activities on Fridays

17 Bigest plus having kids in HS-sports and dr appt are best scheduled on Fridays.

18 Student don't miss class time - time for activities and family

19 I appreciate the co-existance of curricular and extra-curricular activities with the 4-day schedule.

20 family time

21 Makes sense from the aspect that most kids are gone on Fridays due to activities. Do not miss school time for activities. Financial benefits of a 4 day week.

22 I recognize the value of having as many kids as possible in the classroom at any given time. I also know how complicated it is for families when one child has a different school schedule than another.

SPEAKING FOR 4 ½ DAY)

1 It could provide one more morning when students are fresh and ready to work. It also replaces a "Friday School" that appears somewhat inaffective as enrichment for students..

2 HS- All extra cur. act. and still have core subjects

3 It would be some added learning time and easier maybe for the working parents.

4 Not totally with 5 day week. Better than 4. Inbetween.

5 Couple times a month they could do extra-curriculum.

6 I believe the benefits of a 4 1/2 day school week would be a good day to review & wrap up the week. Also it might allow for more hands on learning such as field trips, labs, etc.

(SPEAKING FOR 5 DAY)

1 5 full days of Academic

2 Not enough time to practice what they learn

3 more classroom time. this way the students can work on Fridays with students.

PUBLIC COMMENTS STUDENTS

(SPEAKING FOR 4- DAY)

1	yes
2	The benefits of this schedule are that if you have work you need to get done, then usually you can go in on friday to get it done. And if you are caught up, then you can enjoy your three day weekend.
3	A good balance of school time and home time to complete other activities on weekends
4	I travel to rodeos on Fridays and it is great to have that day off.
5	Easier to get extra work done from school.
6	Being involved in sports, fridays are when we take our long trips and so we would be missing that day anyway.
7	Get a longer weekend and break from school. There is enough time to learn new things in school.
8	Gives students more family time
9	4 day week has great learning benifits
10	The longer weekend gives us more time to relax, and also to do any weekend homework. The longer school days allow all the time necessary to get a good education, without overwhelming us.
11	Longer class periods to achieve more learning in one school day. And longer weekends.
12	easer on students
13	I think that it is useful to utilize Fridays for students who

13	are behind on work or who need to come in to catch up on classwork.
14	Not having to miss school on Fridays when you have games on friday, longer weekends to take a break from school, and allows you to get special help on fridays if you need it.
15	I believe that having a 3 day weekend keeps students more productive during the 4 days they're in school. Those in sports are not falling behind since there are games typically scheduled on Friday.
16	Gives the students time to catch up from the school week, and keeps us interested in what we learn because it is a shorter time period.
17	There is plenty of time to complete work and we also have plenty of time to do homework on the weekends with the extra day
18	I believe the 4 day school week benefits my learning by allowing us to hold sporting events only on the weekend instead of during the school week.
19	gives a nice break to be ready for education for the following week, with along helping the fact of our sports schedule
20	I can go to friday school if i need help
21	You do not have to miss school work due to sports activities.
22	gives the opportunity to get caught up on friday if neeed and a nice relaxing 3 day weekend
23	because you are in school longer to use ur day and on friday it is realy direct attention
24	I believe that Fridays allow those who are behind to catch up on their work.
25	I have more time on the weekend
26	the four day week helps me learn by not overwhelming me and my class mates
27	We have a shorter week which can take down stress in school.
28	the beniifits of a 4 day schedule are that we can have a 3 day weekend and we can have more free time
29	I have a little more free time but i still have good grades
30	This will leave time on Fridays for people to catch up and for more sports time.
31	The benefits of a 4 day week schedule is more time with my family and friends
32	i belive that the 4 day school week gives the student the rest he/she needs for the upcoming week of school
33	The benefits are that we get great education because we stay in school until 4 oclock and the periods are longer.
34	More time to do homework and get caught up over the weekend
35	the four day week is better for me because it gives me more time of break and it makes it easier to catch up and get homework done
36	on friends we can have a make up day so it good
37	With this schedule we are able to have a good amount of time to learn for four days and then have a nice brainbreak forthe rest of the 3 days.

38 I think its better with a 4 day week than a 5 day week

39 sports does not interfere with school work

40 works verry well and effected

41 it gives you time to relax and be able to focus when you come back from the weekend

42 it is nice to have a 3 day weekend

43 i get lots of math time

44 I like 4 day because you learn in less time and have a longer weekend

45 i think the kids just enough without jamming it in.

46 it gives me more time to be a kid

47 on friday we do cleaning at home so on saturday we have fun.

48 i think the four day school is good because you would have enough time for school

49 because it lets us have fun on the weekend

SPEAKING FOR 4 ½ DAY)

1 I had those at my other school and i didn't do so well.

2 be able to get more work done

3 ALLOWS time for non school activities

4 With the 4 1/2 day school week, we would be able to have that little bit of the day to learn.

5 i believe that after you utilize the 4 1/2 day week that there will be increases in productivity.

6 I believe so because hey, we need some what of a break man.

7 it benifits me by a different time and more school time

8 because we can get done with school faster

9 I think we should do a 4 and a half day so we can learn more.

10 i think we might learn more and kind of have a day off

1 get a little more time

12 If we have a 4 1/2 day school week we would not need to cram all of our learning into 4 days

13 sometimes we don`t get our stuff done which make us have to cram it into the next week which means our days are more hectic.

14 is ok

15 we'd have more time for silent reading time

16 we would have more time to learn and have more activities like pe and art and music and spanish library

PUBLIC COMMENTS COMMUNITY

1. Getting the calendar sent to the family on a more prompt manner would help. Changes need to be sent out as soon as possible. Sometimes families need more than a week's notice to get everything and everyone coordinated. Not all of us work at the school.
2. The 4 day schedule seems to not only benefit the students but also the parents. Please continue to keep the 4 day schedule.
3. They remember better with 5 day instruction
4. That students require remedial training to attend college tells me they are not getting the training they require in high school. That said, I feel the school year should be 12 months long with a few two week breaks throughout the year.

should be 12 months long with a few two week breaks throughout the year.

5. Friday school isn't used for instructions for core subjects. The teachers can't provide instructions when Friday school isn't required.
6. Students seem to keep on track rather than getting tired on the 5th day s of school. Athletics, band concerts, and others
7. The students seem to like and learn with the 4 day school week schedule. They utilize classroom hours better I think.

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Sheridan County School Dist #1

DISTRICT CONTACT: Marty Kobza

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013.

PLEASE KEEP SUBMISSIONS CONCISE: ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	✓
Education objectives (How will students benefit from this alternative schedule?)	in letter
Description of the schedule(s) and a copy of the calendar(s)	in letter; attached
Method of evaluating how student learning has improved	Progress Meeting Board Student Achievement Goals
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	Board Agendas - Poster
Copy of public comment records	Survey Comments, Meeting Minutes
Length of waiver (circle one) • 1 year • 2 years	
Evidence of meeting required hours: • Elementary 900 984 — • Mid/Jr. High 1050 1110 — • High School 1100 1110 —	8:00-3:40 x 148 days - 1hr. lunch + recess 8:00-4:00 x 148 days - 30 min Lunch 8:00-4:00 x 148 days - 30 min Lunch

PLEASE NOTE: A letter of intent to continue or cancel an Alternative Schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved Alternative Schedule must also document and submit changes annually.

Sheridan County School District No. 1
P.O. Box 819, Ranchester, WY 82839
Phone: 307-655-9541 Fax: 307-655-9477
Individual Success Through Education

April 10, 2013

Brian Aragon
Brian.aragon@wyo.gov

Dear Brian,

On April 9, 2013, the Board of Trustees of Sheridan County School District #1 unanimously voted to submit a request for the approval of our alternative schedule for both the 2013-2014 and 2014-2015 school years.

Our plan for the next two years includes 148 student contact days and the equivalent of 16 Education Days for staff. Students at the high school and middle school level will attend school each day from 8:00 am – 4:00 pm, while students at the elementary level will attend from 8:00 am – 3:40 pm each day. When we subtract a daily 30-minute lunch period for all students and a daily 30-minute recess block for elementary students, this translates into 1110 hours of instruction for secondary students and 987 hours of instruction for elementary students each year.

We are requesting to continue our alternative schedule because we believe it best fits our needs and it enables us to:

- ✓ ***Provide a quality education for all students in our district***
- ✓ ***Provide fewer disruptions to the instructional day***
- ✓ ***Provide opportunities for staff to be involved in meaningful curriculum development, professional training, and collaboration***
- ✓ ***Provide time for additional remediation and enrichment opportunities for students***

Students benefit by having the finest trained educators teaching and helping them to learn during productive, uninterrupted days. Students have opportunities to participate in extra-curricular, remedial, and enrichment activities while not missing regular class time. We evaluate the success of this schedule by examining progress on Board Goals and by reviewing student achievement based on PAWS, common assessment, Measures of Academic Progress tests, and ACT results.

Data contained in the most recent posted WDE Education Summary (2010) indicate that students in Sheridan County School District #1 are doing well academically:

- ✓ 2nd in the state for ACT composite average
- ✓ 1st in the state for ACT math average
- ✓ 92% graduation rate

In addition, our Annual Report Card to the Community for 2011-2012, posted on our district website (http://www.sheridan.k12.wy.us) provides evidence of the many accomplishments of our students and staff.

The Board of Trustees of Sheridan County School District #1 held two public meetings, March 19 and April 9, encouraging community to provide input about the schedule. We also provided students, parents, and employees the opportunity to comment on the alternative schedule via an online survey.

Please do not hesitate to contact me if you require additional information about our program.

Respectfully,

Martin Kobza, Superintendent

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

WYOMING HATHAWAY

SHERIDAN COUNTY SCHOOL DISTRICT ONE
REGULAR BOARD MEETING

March 19, 2013 6:00 P.M.
Big Horn High School – Room 211
Big Horn, Wyoming

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Roll Call
4. Approval of Agenda
5. **6:05 pm – Alternative Schedule Public Hearing**
6. Presentations
   - A. Teacher of the Month
   - B. Point of Sale Presentation
   - C. QR Code Video
7. Visitors
8. Student Ambassador Report
9. West Sheridan County Education Association Report
10. Administrators' Reports
11. Business Manager's Report
12. Superintendent's Report
13. Consent Agenda
    - A. Approval of Open Session Minutes and Work Session Minutes
    - B. Approval of Bills and Salaries
    - C. Administrator Renewal Approval
    - D. Policy Revisions – 2nd Reading
    - E. Approval of Extra Duty Position
    - F. Approval of Classified Resignation
14. Old Business
    - A. TRMS Boiler Bid Acceptance
15. New Business
    - A. Policy Revisions – 1st Reading
    - B. Approval to Advertise for TRE Bus Loop Remediation Bids
    - C. Approval to Advertise for TRMS/CO Roof Replacement Bids
    - D. Early Graduation Request
    - E. Correspondence
16. Board Member Reports
17. Board Signatures
18. Executive Session
    - A. Personnel
    - B. Property
19. Adjournment

SHERIDAN COUNTY SCHOOL DISTRICT ONE
REGULAR BOARD MEETING
April 9, 2013 6:00 P.M.
Board Room – Central Office
Ranchester, Wyoming
AMENDED AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Roll Call
4. Approval of Agenda
5. **6:05 Alternative Schedule Public Hearing**
6. Presentations
   A. Teacher of the Month
   B. TRMS Living History Presentations
   C. FCCLA
   D. National Board Certified Teacher Presentation
   E. Pearson Foundation
7. Visitors
8. Student Ambassador Report
9. West Sheridan County Education Association Report
10. Administrators' Reports
11. Business Manager's Report
12. Superintendent's Report
    A. Enrollment Report
13. Consent Agenda
    A. Approval of March 19, 2013 Open Session Minutes and Executive Minutes, March 28, 2013 Work Session Minutes
    B. Approval of Bills and Salaries
    C. Certified Resignations (Shary Charlson, Brooke Johnson)
    D. Extra Duty Recommendations (Steve Hanson, BHMS Track – Kari Braunberger, TRMS Track)
    E. Non-Renewal of Non-Continuing Contract Teachers (Todd Helms, Jean Anne Scott)
14. Old Business
    A. Policy Approval (EBCD-R, IGAK, EBC, EB, IGAK-R, EB-R, ECA) – 1st Reading
15. New Business
    A. Certified Staff Retention List Approval
    B. Last Day of School Hours
    C. Certified Staff Work Hours
    D. Approval of Alternative Schedule
    E. Approve TRMS/CO Roof Replacement Project Bid
    F. Approve Seeking Bids for TRE Bus Loop Project
    G. Approve Seeding Bids for TRMS Front Office Project
    H. Correspondence
16. Board Member Reports
17. Board Signatures
18. Executive Session
    A. Personnel
    B. Property
19. Adjournment

COMMENTS WANTED

PLEASE TAKE A MOMENT TO COMPLETE THE SCSD #1 ALTERNATIVE SCHEDULE SURVEY. EVERY OTHER YEAR WE MUST GATHER INFORMATION FROM STUDENTS, STAFF, AND COMMUNITY MEMBERS ON THE EFFECTIVENESS OF THE 4-DAY WEEK.

The survey can be completed by visiting our website (www.sheridan.k12.wy.us) or scanning the QR code.

A free QR code scanner can be downloaded on any smart phone by visiting the APP Store

ALTERNATIVE SCHEDULE PUBLIC HEARINGS

March 19, 2013 – BHHS Room 211
6:00 pm

April 9, 2013 – Board Room, Central Office
6:00 pm

SHERIDAN COUNTY SCHOOL DISTRICT ONE

Regular Meeting

Meeting Minutes

BHHS, Room 211
Big Horn, WY

Tuesday, March 19, 2013 6:00 P.M.

1. Call the Meeting to Order

Chairman Johann Nield called the March 19, 2013 Board of Trustees meeting to order at 6:00 pm.

2. Pledge of Allegiance

3. Roll Call

Present:

Johann Nield, Chairman	Carol Garber, Vice Chairman
Penny Barkan, Treasurer	Karen Walters, Clerk
Carla Dunham, Trustee	

Staff Attendance:

Marty Kobza, Superintendent	Jeremy Smith, Business Manager
Sara McGinnis, Curriculum Director	Bob Heimbaugh, Special Ed. Director
Judy Steingass, Tech. Director	George Mirich, BHHS/MS Principal
Matt Spring, TRMS Principal	Richard Welch, BHHS/MS Assistant Principal
Deb Hofmeier, TRE Principal	Mark Fritz, TRHS Principal
Brandi Miller, Executive Secretary	Greg Figenser, BHE
Cheryl Marsh, BH	Tina Melin, BHMS
Jesse Hinkhouse, TRE	Sara Heywood, BHE
Laurie Graves, BHE	Shawn Ivie, BHHS
Lynne Outland, BHE	Molly Swan
Pam Willis, BHE	

Visitors Present:

Preston Gromer	Andy Quinn
Tanner Warder	Brody Bard
Ben Warder	Melinda Quinn

4. Approval of Agenda **(Action)**

There were additions made to the agenda.

6. d. Science Fair Presentation
   e. History Competitor Recognition
   f. Board Member Recognition

PENNY BARKAN MADE A MOTION TO AMEND THE AGENDA WITH THE ADDITION OF HISTORY COMPETITOR RECOGNITION, SCIENCE FAIR PRESENTATIONS, AND BOARD MEMBER

RECOGNITION ALL UNDER PRESENTATIONS. CAROL GARBER SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

5. 6:05 PM - Alternative Schedule Public Hearing (Discussion)

CAROL GARBER MADE A MOTION TO ENTER INTO THE ALTERNATIVE SCHEDULE PUBLIC HEARING AT 6:05 PM. CARLA DUNHAM SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

There was a public hearing to hear comments and concerns regarding the alternative schedule. Patrons and staff were notified of the hearing via the district/school websites, flyers in buildings, notice in The Sheridan Press and email. Parents, students, and staff have also been asked to complete a survey about the schedule to provide us with additional input. There was no one individual that wanted to comment however, there was a group consensus that the 4-day week has been beneficial to the district and it's patrons. There were 218 students, parents, staff, and patrons that responded to the survey. 92% of the responders would like the district to continue on the alternative schedule (4-day week).

CAROL GARBER MADE A MOTION TO CLOSE THE ALTERNATIVE SCHEDULE PUBLIC HEARING AT 6:11 PM. CARLA DUNHAM SECONDED. IT CARRIED UNANIMOUSLY.

6. Presentation/Recognitions

a. Teacher of the Month (Presentation)

Cheryl Marsh, BHE, and Jesse Hinkhouse, TRE, were recognized as March Teachers of the Month.

b. Point of Sale Presentation - Dennis Decker (Presentation)

During dinner Dennis Decker gave a brief demonstration of the Point of Sale software that is being used at the secondary schools to purchase ala carte items.

c. QR Code Video (Presentation)

A brief video was shown on QR codes and how they are being used in the schools.

d. BHMS Science Fair Presentations (Presentation)

8 BHMS students competed in the Science Fair. Many of them brought home awards including cash awards. Tanner Worder, Preston Gromer, and Andy Quinn attended the meeting and shared their projects with the Board.

e. History Competitor Recognitions (Presentation)

BHHS students Andrew Shuster, Ben Warder, and Brody Bard competed in Billings, MT for the Montana History Bowl. The team now has the honor of being the Montana champions and have earned the opportunity to attend the National History competition April 25-29 in Washington DC.

f. Board Recognition (Presentation)

Carol Garber presented Johann Nield with a certificate of appreciation from WSBA for his work and dedication during the recent legislative session.

7. Visitors

No Comments

8. Student Ambassador Report (Information)

BHHS Student Council Advisor Shawn Ivie said Student Council has been busy working on student recognition projects. The Uniband fund raising project was a huge success.

9. West Sheridan County Education Association Report (Information)

No Report Given.

10. Administrator's Report (Information)

Lucas Wolleman and Matt Wigglesworth have both been given the honor of receiving the Star Scholarship. This scholarship includes tuition, spending money, software allowances, travel etc. A letter from a gentleman who attended the State Basketball tournament was sent to BHHS commending the Lady Rams for their sportsman like actions, manners, and school representation. The Board thanked the administrators for their detailed reports.

11. Business Manager's Report (Information)

Jeremy and Dayton Mayor, Bob Wood will be meeting with MDU about the progress of (hopefully) getting natural gas brought into the TR valley.

12. Superintendent's Report (Information)

Marty distributed the New Hathaway requirements prior to the meeting.

The Board Strategic Planning Work Session is scheduled for, March 28, at 8:00 am. The A-Team will join the work session from 8:00 am - 10:00 am. As soon as Dr. Joel provids Marty with a schedule of the days events he will share it with the Board.

13. Consent Agenda (Consent Agenda)

a. Approval of Minutes (Consent Agenda)

February 19, 2013, Regular, Executive Session and Work Session minutes.

b. Approval of Bills and Salaries (Consent Agenda)

c. Administrator Renewal Approval (Consent Agenda)

- George Mirich, BHHS/MS Principal
- Richard Welch, BHHS/MS Assistant Principal
- Greg Figenser, BHE Principal
- Deb Hofmeier, TRE Principal
- Matt Spring, TRMS Principal
- Mark Fritz, TRHS Principal
- Jeremy Smith, Business Manager
- Bob Heimbaugh, SpEd Director
- Sara McGinnis, Curriculum Director
- Judy Steingass, Technology Director

d. Policy Revisions - 2nd Reading (Consent Agenda)

- ACE-R, Section 504 Due Process
- ACE-E, Section 504 Forms
- ACE, Section 504
- AC-R, Title IX

- AC, Nondiscrimination
- ABB, Staff Involvement in Decision Making
- ABAA-Parent Guardian Involvement

e. Approval of Extra Duty Position **(Consent Agenda)**

Pete Kilbride, TRHS Head Golf Coach

f. Classified Resignation **(Consent Agenda)**

Alicia Vonberg-Kerns, TRHS Alternative School Supervisor

MOTION: CAROL GARBER MADE A MOTION TO APPROVE THE CONSENT AGENDA AS PRESENTED. JOHANN NIELD ABSTAINED FROM WARRANT #124830. PENNY BARKAN SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

14. Old Business

a. TRMS Boiler Bid Acceptance **(Action)**

The TRMS Boiler Bid information was provided prior to the meeting.

CAROL GARBER MADE A MOTION TO APPROVE GW MECHANICAL'S BOILER BID FOR THE TONGUE RIVER MIDDLE SCHOOL BOILER REPLACEMENT PROJECT. PENNY BARKAN SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

15. New Business

a. Policy Revisions - 1st Reading **(Unfinished)**

The following policies were handed out prior to the meeting:

- IGAK_R, District Crisis Management Plan
- IGAK, Crisis Plan
- ECA, Building and Grounds Security
- EBCD-R, Emergency Closings
- EBCD, Emergency Closings
- EBCC-R, Bomb Threats
- EBCB-R, Fire Drill Regulations
- EBC, Emergency Plans
- EB-R, Safety Program
- EB, Safety Program

There was discussion concerning multiple changes. It was decided to table 1st reading on these policies. Board members agreed that it would be best practice to submit proposed changes to Brandi prior to the meeting this will allow time for review prior to the meeting.

b. Approval to Advertise for Bids - TRE Bus Loop Remediation **(Action)**

The district received a state grant which will fund this project. Jeremy will email the sketch when it is recieved from the engineers.

c. Approval to Advertise for Bids - TRMS/CO Roof Replacement **(Action)**

The district was awarded a state grant which will fund this project. The warranties have expired on the CO and TRMS roofs.

d. Early Graduation Request **(Action)**

Request Pulled

e. Correspondence **(Information)**

No Correspondence.

16. Board Member Reports **(Information)**

Recreation District - There will be a meeting at the Central Office, April 3.

Jeremy, Marty, and Zach Cummins met with The Press to answer additional questions concerning the Big Horn Community Center.
?
TRCP - There will be a fund raiser April 27 at the Ranchester Town Hall. This will include a silent auction, dinner, and dance.

17. Board Signatures

18. Executive Session **(Executive Session)**

CARLA DUNHAM MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 8:23 PM. CAROL GARBER SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

CARLA DUNHAM MADE A MOTION TO COME OUT OF EXECUTIVE SESSION AT 9:15 PM. CAROL GARBER SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

a. Personnel

19. Adjournment

The chairman adjourned the meeting at 9:15 pm.

Johann Nield, Board Chairman

Karen Walters, Board Clerk

Brandi Miller, Board Secretary

SHERIDAN COUNTY SCHOOL DISTRICT ONE

Regular Board Meeting Minutes

Meeting Minutes

Board Room, Central Office
Ranchester, WY

4/9/2013 6:00 P.M.

1. Call the Meeting to Order

Johann Nield called the meeting to order at 6:00 pm

2. Pledge of Allegiance

3. Roll Call

Present:

Johann Nield, Chairman
Carol Garber, Vice Chairman
Penny Barkan, Treasurer
Karen Walters, Clerk
Carla Dunham, Trustee

Staff Attendance:

Marty Kobza, Superintendent
Jeremy Smith, Business Manager
Sara McGinnis, Curriculum Director
Bob Heimbaugh, Special Ed. Director
Judy Steingass, Tech. Director
George Mirich, BHHS/MS Principal
Matt Spring, TRMS Principal
Deb Hofmeier, TRE Principal
Mark Fritz, TRHS Principal
Brandi Miller, Executive Secretary
Bret Layher, BHHS
Margo Iames, TRMS
Lamont Clabaugh, BHE
Shannon Moline, TRMS
Laurie Graves, BHE
Keri Braunberger, TR
Susan Board, TRE
Mike Board, TRE
Cara Reichert, CO
Pat Mischke, TRHS
Robert Griffin, TRMS

Visitors Present:

Tina Schmidt, Sheridan Press
Chris Foy, Sheridan Media
Sally Layher
Caylyn Dygon
Dehlaney Schulthess
Skye Bense
Kris Korfonta
Jane Drozd
Laurie Dygon
Allie Linhart
Kassidy Reichert
Craig Reichert
Casey Caywood
Amanda Buller
Sarah Rawlings
Eryn Aksamit
Dean Hatzenbiler
Austen Scammon
Sara Nielson
Sarah Maze

4. Approval of Agenda (Action)

CAROL GARBER MADE A MOTION TO APPROVE THE AMENDED AGENDA AS PRESENTED. PENNY BARKAN SECONDED THE MOTION. MOTION PASSED UNANIMOUSLY.

5. 6:05 PM - Alternative Schedule Public Hearing (Discussion)

PENNY BARKAN MADE A MOTION TO GO INTO THE ALTERNATIVE SCHEDULE PUBLIC HEARING AT 6:05 PM. KAREN WALTERS SECONDED THE MOTION. MOTION CARRIED UNANIMOUSLY.

Discussion on the 4-day week. The audience was overwhelmingly in favor of continuing the alternative schedule. A parent expressed concern of their child forgetting too much information over the three day weekend. Many of the attendees were thankful for the extra time the 4-day week allows for family time.

CAROL GARBER MADE A MOTION TO CLOSE THE ALTERNATIVE SCHEDULE PUBLIC HEARING AT 6:09 PM. PENNY BARKAN SECONDED THE MOTION. MOTION CARRIED UNANIMOUSLY.

6. Presentation/Recognitions

a. Teacher of the Month (Presentation)

Keri Braunberger, TRMS, and Bret Layer, BHMS were recognized as April Teacher of the month in their building.

b. TRMS Living History Presentations (Presentation)

Students from Mr. Griffin's history class gave their living history presentations. The student's were to choose a hero to research and present on. The hero could be a personal or famous hero. Bailey Chalfant, Caylyn Dygon, Dean Hatzenbiler, Dehlaney Schulthess, and Skye Bensel presented.

c. FCCLA Presentation (Presentation)

Sarah Maze, Sara Nielsen, Chylo Bluemel, Kassidy Reichert, Sarah Rawlings, Eryn Aksamit, Austen Scammon, Casey Caywood, and Amanda Buller presented their FCCLA projects they presented at state. Pat Mischke's FCCLA group have 13 members qualify for the national convention.

d. National Board Certified Teacher Presentation - Laurie Graves (Presentation)

A prezi created by district National Board Certified Teachers was presented explaining the benefits of becoming NBCT certified.

e. Pearson Foundation Presentation (Presentation)

Jane Drodz (Pearson Foundation) from Washington DC, spent the last week with Laurie Graves and Lamont Clabaugh's classes. A time laps prezi was presented of the student's collecting trash then transforming it into a work of art (ram head).

7. Visitors

Kris Korfonta expressed concern of the kiln being moved out of the art room permanently during the TRMS front office renovation.

8. Student Ambassador Report (Presentation)

No report given.

9. West Sheridan County Education Association Report (Presentation)

Margo Iames gave a breif update on WEA. National teacher week and school nurse week are both in May.

10. Administrator's Report (Information)

Administrator reports were distributed prior to the meeting for review.

11. Business Manager's Report (Information)

Jeremy's report was distributed prior to the meeting for review. He attended a meeting with the School Facilities Department to address the capacity issue at TRE. TRE is on the list and has been alloted the money to proceed with design.

Jeremy gave a brief description of the TransFinder program that is being installed on busses. The busses will be equiped with a cell/GPS enabled iPad to track the routes as well as provide a "real-time" roster of who is on the bus. Lori Thornburg will do a TransFinder presentation at our May board meeting.

12. Superintendent's Report (Information)

The community, parents, staff, and student Strategic Planning meetings will be held May 1 & 2. Invitations will be sent out to those people who are on the lists you will provide Brandi. An advertisement will be placed in The Sheridan Press asking for volunteers to participate in the meetings.

The Whitney Foundation donated $9,000 toward equipment for our fire fighting program that is being offered at both high schools.

13. Consent Agenda (Action)

a. Approval of Minutes (Consent Agenda)

March 19, 2013 - Open and Executive Session Minutes
March 28, 2013 - Work Session Minutes

b. Approval of Bills and Salaries (Consent Agenda)

The summary of bills and salaries was distributed prior to the meeting for review.

c. Certified Resignations (Consent Agenda)

Shary Charlson, BHE, and Brooke Johnson, TRE, have submitted letters of resignation for the Board's approval.

d. Approval of Extra Duty Recommendations (Consent Agenda)

Steve Hanson - BHMS Track
Keri Braunberger - TRMS Track

e. Approval and Direct Superintendent to Give Notice to Non-Renewal Staff (Consent Agenda)

Jean Anne Scott - TRHS
Todd Helms - BHMS

PENNY BARKAN MADE A MOTION TO APPROVE THE CONSENT AGENDA AS PRESENTED. CAROL GARBER SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

14. Old Business

a. Policy Approval - 1st Reading (Action)

- IGAK-R -District Crisis Management Plan
- IGAK - Crisis Plan
- EB-R - Safety Program
- EBC - Emergency Plans
- EBCD-R - Emergency Closings
- ECA - Building and Grounds Security
- EB - Safety Program

PENNY BARKAN MADE A MOTION TO APPROVE POLICIES EBCD-R, IGAK, EBC, EB, IGAK-R, EB-R, AND ECA ON FIRST READING INCLUDING THE RECOMMENDED CHANGES FROM LEGAL COUNCIL. CAROL GARBER SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

15. New Business

a. Approval of Certified Staff Retention List (Action)

The certified staff retention list was distributed prior to the meeting for review.

CAROL GARBER MADE A MOTION TO APPROVE THE CERTIFIED RETENTION LIST AS PRESENTED. CARLA DUNHAM SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

b. Last Day of School Hours (Action)

PB MADE A MOTION TO APPROVE AN EARLY RELEASE FOR THE LAST DAY OF SCHOO, JUNE 4, 2013 AT 1:30 PM. CD SECOND

c. Certified Staff Work Hours (Action)

CD MADE A MOTION TO APPROVE CERTIFIED STAFF BE IN THEIR BUILDING FROM 7:30 AM - 4:30 PM, MONDAY THRU THURSDAY, UNLESS INVOLVED IN A SCHOOL SPONSORED EXTRA-CURRICULAR PROGRAM. IF THERE IS A FULL DAY OF SCHOOL ON FRIDAY CERTIFIED STAFF MEMBERS ARE REQUIRED TO BE IN THEIR BUILDING FROM 7:30 AM THRU 4:00 PM AS PRESENTED. PB SECOND

This would provide consistencey throughout the district.

d. Approval of Alternative Schedule (Action)

PB MADE A MOTION TO APPROVE SUBMITTING THE FOUR DAY WEEK APPLICATION AS PRESENTED. CD SECOND

e. Approval of TRMS/CO Roof Replacement Bid (Action)

The TRMS/CO Roof Replacement bid information was distributed prior to the meeting for review.

CARLA DUNHAM MADE A MOTION TO APPROVE THE BID FROM REDD ROOFING IN THE AMOUNT OF $508,606 FOR THE TRMS AND CENTRAL OFFICE ROOFING PROJECT AS PRESENTED. CAROL GARBER SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

i. New Agenda Item

f. Permission to bid TRE Bus Loop Project (Action)

The existing bus loop at TRE is an ADA violation. There is a grant the district received from the state to fund this project.

KAREN WALTERS MADE A MOTION TO APPROVE ADVERTISING FOR THE TRE BUS LOOP BIDS AS PRESENTED. PENNY BARKAN SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

g. Permission to seek bids for TRMS front office project (Action)

PENNY BARKAN MADE A MOTION TO APPROVE ADVERTISING FOR BIDS FOR THE TRMS FRONT OFFICE PROJECT AS PRESENTED. CARLA DUNHAM SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

h. Correspondence (Information)

A funding request from Destination Imagination was read requesting help funding 14 students who earned the opportunity to attend nationals. Big Horn Teton Science group submitted a card thanking the Board for their continued support.

16. Board Member Reports (Information)

17. Board Signatures

18. Adjournment

The chairman adjourned the meeting at 8:21 pm.

Johann Nield, Board Chairman

Karen Walters, Board Clerk

Brandi Miller, Board Secretary

I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Parent	-	my child forgets everything he learned from the previous week with a 3 day weekend.	-	he is bored on Fridays while parents are at work	-	I have to have a sitter, we have to work late on Thursdays and all evening Fridays to get the extra homework done that is sent home because of the shorter week (we assume that is why) and he can't remember anything by Monday morning	No	I want to return to 5 day school weeks with full school days.	No	I want to return to 5 day school weeks with full school days.
Parent	+	Wish I would have had something like this. Good motivation for kids, especially for kids participating in sports!	+	More opportunities for family activities and to help Parents who have special needs!	+	Even though this is my childs last year it has been a great help and advantage for me and my family!	Yes	With the 4 day program I know it limits a lot of options, but at least 1 snow day should be built in!	Yes	I am sure other parents will agree, but I think the 4 day schedule should be continued to keep improving education and help break the monotony for children. I know they look forward to the 3 day weekends especially if they have homework it gives them added time!
Parent	+	I feel my son benifits from a 4 day week and would support the continuation of the policy as is.	+	The 4 day week allows our family to spend more time together and also gives my son more time to apply his acedemic skills to real life experiences	+		Yes		Yes	
Parent	+	When compaired to SCSD #2, our children learn as much in four days as to the five. Sporting events that are held on Friday have little impact on school studies as it is not a school day.	+	Our family is able to spend three days off together which is builds a health family	+	I have Fridays off and it gives me time to spend with my wife who teaches and my children who attend school	Yes	I'm very satisfied with the four day work week.	Yes	I believe that the four day week is also a financial move as it cut costs.
Student	+	I like to get fridays off.	+	I like that I can be with my family when i am out on fridays.	+	School does let me learn and I like that we get a good lunch.	Yes	I am satisfied by the schedule because I can learn more with a longer day and get a three day weekend.	Yes	I would like to continue because we get to learn more than we would if we wern't going to this school.
Student	+	i feel like i have learned a lot :D	+/-	they dont really care at all -_-	+	I LOVE THEFOUR DAY WEEK!!! :>	Partially	i dont really care how it works as long as it stays im satisfied	Yes	KEEP IT THAT WAY PLEAS D:
Student	+/-	I do not see any difference in it although that is my opinion.	+	I like it because it allows me time to talk and play with my dog, Teddy	+	I have more time to play outside	Yes	I have gotten used to it	Yes	I have gotten used to it
Student	+	this place has some the best teachers and some great learning skills noone can explain!	+	it is great for my family becuase we tend to travel alot and its convieniant for us.	+	i think the 4 day week is a clever idea but i hate the fact it goes till 4 in the after noon because sometimes in the middle of the year on my way home its allready getting dark and i live 2 houses away from the school.	Yes		Yes	
Student	+	I don't stay cooped up in classroom for 5 days.	+	We get weekends together.	+	I like the weekend as long as it is. I won't like the changes to a 5-day school week.	Yes	I don't stay cooped up in a classroom for 5 days.	Yes	
Student	+/-	it lets you spend time with your family	+	time with friends o o __	+	i get the sleap i need -_-zzz	Yes	lets me have a break	Yes	in think we neeeeeed a break evrey once ina wile
Student	+	I like the the four day school week because you have one extra day on the weekend with your family and friends.	+	it has a good efect on my family because if we have to go to billings or something we can leave on friday instead of leaving on Sat.	+	I like it because i can hang out with my friends for three days not just two.	Yes	I am because you can sleep in and not have to get up early to go to school.	Yes	I think school district 1 should keep the four day school week just because it is nice to have one extra day on the weekend.
Student	+	the school week sould be 3 days	+	i like it	+/-	it sould be 3day week	No	it sould be a 3day week still	No	like I said before it sould be a 3day week
Student	+	my teacher is very organised and nice to me when i want to learn	+	we all love to spend time with our family	+	It gives me time to have fun on fridays and gives me time to be with my family and travel too	Yes	BIG TIME I LOVE 4 DAYS TO LEARN	Yes	PLEASE let us have a 4 day week still. because i want the family time that i have too

I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Student	+	We still learn a lot even though its shorter than sheridan	+	It dosen't interfer with our personel life	+	It dosen't interfer with anything I do	Yes		Yes	We go longer in hours than other schools
Student	+	i like the 4 day week schedule/weeek!!!!!!!!!!	+	I get to spend more time with my familey!!!!!!!!!!!!!!!!!!	+	we should get out a bit earlier!!!!!!!!!!!!!!!!	Yes	YES!!!!!!	Yes	YES!!!!!!!!!
Student	+/-	Because we go a hour longer anyway	+	well ill get to stay away from my family longer	-	ILL GET LESS MEATBALL SUBS MAN I GOTTA HAVE MY MEATBALL SUB!!!!!!!!!	No	Meatball sub man!!!!!!!!!!!!!!!!!!	No	EVERYONE NEEDS MEATBALL SUBS
Student	+	i think it is realy nice.	+	i get to spend time with my family.	+	i get to hang out with my friends and have a longer weekend.	Yes	it is verry nice.	Yes	it helps with my leaning becausei am not under stress for 5 days.
Student	+	I like the schedule as it is	+	I like the schedule as it is	+	I like the longer week ends and the linger school days	Yes	peace out!	Yes	Its a great schedule from my point of view
Student	+	some of the teachers when they pull you out in they say bad words to you wich I dont think is right	+	it is really nice	+	i like some of the activitys	Yes	it is a nice school plann	Yes	i would like u guys 2
Student	+	I love the four day week!!!	+	I have plenty time with my family!!!	+	I learn a lot at Big Horn!!!	Partially	I think we should get out of school a little earlier!!!	Yes	I think the four day week is great!!!
Student	+	I realy like the four day week	+	it is realy good for me and my family ilove it	+/-		Yes		Yes	
Student	+	this is not that good					Partially		No	
Student	+	this is great thing	+	get more time to spend with parents	+	yes i love it	Yes	yes its amazing	Yes	I AM POSITIVE
Parent	-	Students are exposed to material/subject 4 days per week vs. 5 days per week in other districts.	+	We take time to be together over weekends and Fridays give us one more possible day to go to events or hang out together.	+/-	Positive effect - we go places and do things together as a family on the weekends. Negative effect - the school day is long and after sports, our children have not gotten home before 6:30, sometimes 7 pm!	Partially	The academic classes are usually 45-50 minutes each, 4 times per week. Students spend less time per class than their counterparts in 5-day a week school. Have we looked into or studied the effects of this? Do students lose because 5 weeks in our district equals 4 weeks in another district and thus they are exposed to less content or less rich understanding/exploration?	Perhaps	
Parent	+	We have had children in this school district since 1995 and I feel very strongly in keeping the 4 day school week.	+	It has helped somewhat to keep academics in priority and keep sports or other activities for Fridays.	+	The school week moves very quickly having Fridays off.	Yes		Yes	Most definitely!
Staff Member	+	I love the 4 day week it allows me more time with family and other activities that are important to a well rounded life.	+	Has allowed me to persue other venues and still have a rewarding emploment.	+	Even though I still work a lot it gives flexiblity to maintain a balanced work schedule.	Yes	Would like shorter breaks spring amd Christmas and start after Labor day amd end by Memorial day, or at least start after labor day Md end in early June.	Yes	Nothing better than the four day week, but perhaps a three day week.....lets try it?
Parent	+	The students actually get more class time and therefore one on one help after instruction time.	+	We love the extra day to unwind, relax and reconnect with our family. It also allows us to do some life skill training with our kids outside of the classroom.	+		Yes	It also very practical because there are so many Fridays that would be missed by our HS students as they travel to and from sporting events. It helps to strengthen the community also, as many Fridays have extracurricular activities available, such as sports, open ice skate, rec district activities, skiing, etc.	Yes	It also allows for the students to schedule their doctor appts on Friday and a day for working which helps to develop their work ethic, responsibility and life skills.
Parent	+	4 long days on allows students to stay focused adn push hard the whole time.	+	Much greater flexibility to go out of town or give the kids a breather from school	+	My children are more alert and happier attending school 4 days vs. 5 days a week	Yes	Yes, it's absolutely to the advantage of everyone.	Yes	The 4 day schedule was a major reason we chose BH over Sheridan.

I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Staff Member	-	Students miss more when they miss a day of school. Doctors and dentists often don't work on Fridays.	+		+		Partially		Yes	
Parent	-	Kids don't have enough time with the teachers.	+		-	It is hard to schedule doctor or dentist appointments on Friday.	No		No	
Staff Member	-	Students miss more when they miss a day of school. Doctors and dentists often don't work on Fridays.	+		+		Partially		Yes	
Parent	+	I love the 4-day week schedule. I am a graduate of District 1 and have children attending District 1. The 4-day week schedule is one of the reasons my children go to District 1 as I live within the boundaries of both Districts.	+	As a parent that has the option of staying home with children part of the week I love that I can spend an extra day with my kids at home. I can't imagine having to send my kids to school on Friday when I have the option of spending that time with them! I feel very fortunate to be able to have my kids on a four day schedule. My kids work hard during the week to get all their work done so that we can spend time together on Fridays. Also, having the Friday off lets us schedule appointments that have to be done on a weekday on a day off from school instead of taking children away from school	+	Love the four day week!	Yes	Again, I graduated from District 1 and don't feel as though I was at any disadvantage with my education. I was at the top of my class and tested into higher level classes my first year in college. I know that having that extra day allowed me to have a better attitute about school and also allowed my to gain life experience as I got older. I was able to work on Fridays, something that many of the town kids are not able to do. This allowed me to be very independent and helped to make me a responsible adult.	Yes	I think it would be a terrible decision to go to a 5 day a week schedule. The small class sizes and the 4 day week schedule make District 1 a great school district. Keep the 4-day week schedule!!
Parent	-	All of my kids get lost in the shuffle at BH. I attribute this to a lack of attention by teachers who spend most of their time helping those that are falling behind. That is great, but it leaves my kids without any significant instruction opportunities. This problem is consistent in all grades with some teachers better than others. Many classes are a waste of their time. Maybe if the teachers had a shorter work day, they would have enough time to reflect on each student's progress at the end of the day? I don't have any strong opinions on how to fix it, just that it isn't working at BH.	+	We love having 3 day weekends!	+		Partially		No	
Parent	+	I believe with the 4 day week students are able to take advantage of a more focused learning experience. With the 5 day schedule students have missed days due to in service days for the teachers and other activities that normally would be on a friday non school day.	+	With having fridays off, we are able to plan longer events for our family time that would normally cause the student to miss school.	+	I enjoy the 4 day schedule for my student so we can have a regular day during the week to do activities that normally would be closed by the time I was off work.	Yes		Yes	I was a student of the 4 day school schedule and as such I am very positive about the schedule and hope that the school continues to offer it for the students. My student enjoys having the schedule the way it is and is hopeful that it stays also.

I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Parent	-	They doesn't seem to be any academic benefit. There are no opportunities for expanded study in areas of interest or talent, i.e. no AP, no other language to take, no performing arts, no expanded music/voice. Just seems to be focus on core discipline courses and meeting guidelines so Administration can tour accolades, yet for such a small school, individual or small pods of students are not able to excel. Focus seems to be only about facilitating athletic schedule into the academic schedule, and the convenience of having Fridays to travel to sports events.	-	Difficult to merge school schedule with Classic M - F work schedule, obviously; and more than difficult for a single parent to work and accommodate school schedule.	-		No		No	
Parent	+/-	I see the same amount of progress in my children as I seen in a school with a 5 day week.	+	We have had a lot more time together and we now have a day to just be at home and be together.	+		Yes		Yes	
Parent	+	It helps to keep the kids focused on their schoolwork. It helps to keep them from school "burn out" by having a 3 day weekend. The 3 day weekend also allows them do have more time for homework.	+	If we ever have time off from sport schedules we can plan a 3 day family get away. ie; skiing, hiking, fishing.	+	I have noticed a positive attitude with my son. Because he knows that in only 4 days he has a weekend to look forward to.	Yes		Yes	
Staff Member	+	Just makes sense.			+	Allows students to use the Fridays as activity days and reduces conflicts with school work	Yes	The four day week has little or no impact on the negative side for students.	Yes	
Parent	+	More effective time management.	+	3 day weekends have given us more quality time.	+		Yes		Yes	
Parent; Staff Member	+	Longer sessions to work on concepts	+	It is wonderful to make appts on firdays without missing school and having the extra day to do homework and catch up from the week.	+		Yes	It is wonderful schedule!	Yes	
Parent; Staff Member; Community Member	+	In a small school, the four day week makes sense if the M-Th is protected without exception.	+		+		Yes		Yes	
Staff Member	+	Leaves Friday's open for school activities, appointments, etc. Hopefully, allows students to appreciate their responsibility in their learning and education.	+	Have this non-school day to fulfill other obligations, appointments, etc.	+	Great to have family time, fulfill other obligations, etc.	Yes	As an employee, it allows for flexibility in work/personal schedules. Keeps us Healthy! :)	Yes	It has worked for the 26 years that I have been in this community and as an employee and parent. Thanks!
Student	+	I really like the 4-day week because it gives me a more relaxed weekend, and more time to spend time with friends and family. Plus it gives me plenty of time to get homework done. I would rather go 4-days than 5-days.	+		+		Yes		Yes	
Parent	+	Allowed my students to participate in school activities that fall on Friday without missing valuable school time. It also allows the students to schedule valuable one on one time with their teachers since the teachers make time for them and are allowed to be able to meet with their students on Fridays.	+	We appreciate being able to schedule family outings or lunches as well schedule medical appointments without having to take them out to school for the dentist or eye doctor.	+	I know that when I am at work, my girls use the time to get their homework done on Friday and if their is a piece they need help with there is time during the weekend to line up help since they do their homework on Friday rather than Sunday night.	Yes		Yes	

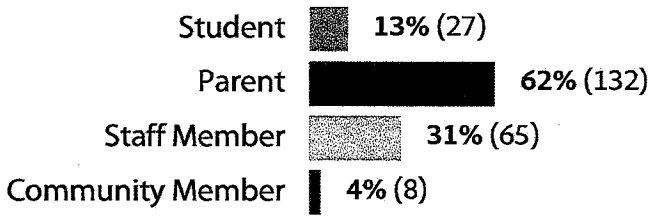
I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Parent	+/-	It's a long day for the youngest children, but as long as they are getting recess and rest time, the 8 hour day shouldn't cause problems.	+	We love 3 day weekends!	+/-	With one child in school and two at home, our schedule is quite consistant.	Yes		Yes	
Parent	+	I believe my kids do better in their schooling on the 4 day weeks, they never seem bored with this. Where they did with 5 days	+	It's works. Most appointment are made Friday it works	+		Yes	As our family we all like it, it works, leave it alone please	Yes	
Parent; Community Member	+	This is their routine. The kids like it, they are use to it and it works for them	+	With a 4-day school week our family is able to do more things together. I believe it makes stronger families.	+	I am able to do things at home that need to be done with the kids being in school and I look forward to having Fridays to spend with my kids and scheduling appointments so they don't miss school	Yes		Yes	I think the kids look forward to having Fridays off and being able to do more activities that other school districts don't get to do because they go to school on Fridays
Parent	+	I really like that the kids are able to have all their extra activities on Friday without missing any classes. It als has been benificial to the teachers and parents for meetings.	+		+		Yes		Yes	
Parent	+	I feel the 4DSW provides a great learning environment for both of my kids because my wife and I both went to dic #1 4DSW as students. Friday school is geat for students that need a little more help in their studies.	+	The 4DSW is ideal for students in sports and allows the student to participate in Friday activities without missing a day of school. All WY schools should have the 4DSW	+	My wife and I both attended Dic #1 schools and are very use to the schedule with our kids. We are so lucky to have the Alternative schedule and I feel the kids coming out of Dic #1 have been challenge and are more prepaired for college and real world because of the 4DSW.	Yes	Our family loves the 4DSW and it works very nice for us. Please keep the 4DSW Alternative schedule as is	Yes	~Dan Bockman
Parent	+	The few extra minutes a day does not affect them in a negative way as would a whole extra day. It would take the kids awhile to get used to that and could have an affect on their learning during that time.	+	Good for a long weekend getaway, if you can afford the gas!	+	It really does not affect my work or the day. I think he is happy to have the day off and that is good for me.	Yes		Yes	Keep it!
Parent	+	The kids are able to attend and not miss as much school. They are able to focus more on school and learning. Even though they have longer days I think it is a positve.	+	spend an extra day with family which allows more time together.	+	More family time together, while knowing the kids are stilling getting a great education.	Yes	It works for the kids.	Yes	If something works great, why change it.
Parent	+	I think the students really benefit from this model. They appear to like school quite a bit more and don't get as "burned out" as they did at the other regular school.	+	Becasue the pace of life seems to get faster each year the extra day with our family is a great opportunity to reconnect and see what is going on in our lives.	+	I love, love it.	Yes		Yes	please do not consider changing this!
Parent	+	students can go for extra help on fridays and not miss school for athletics as much	+	I enjoy spending fridays with the kids, shopping, appointments, and lessons can be done then.	+		Yes		Yes	

I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Staff Member	+	I believe that the extra time devoted to curriculum and improving teacher instruction on Fridays is very beneficial to teacher performance. However, I see us as a district pulling away from our Fridays to use as curriculum improvement (taking a day a month during valuable teaching time). On a four day week, just as I think students need to be accounted for in school so do teachers. Three day weeks just do not work. By the time I count up my absences for schoolwork, I have missed 2 weeks of school. In addition, when I was ill, I didn't feel that I could take the day with all of my absences. My students even say, you are going to be gone again! Let's keep our Fridays productive for the work we are trying to accomplish during the school week. While as a parent, I loved the 4 day school week, my children were able to attend sports events, do homework and be quite rested by Monday. However our home environment differs quite a lot from the typical students at our school. So selfishly I loved it for my own children and don't feel like they suffered at all academically. I don't know that we could honestly say it has helped the average student in our school as families scramble for expensive	+	See above...oops	+	Feel like I have time for some personal events as well as my school work.	Partially		Yes	
Staff Member	+	I love that students don't miss class for athletic events during the 4 day week, unless it is a regional or state tourney.	+	The three day weekend allows families to plan music lessons, attend events, and/or travel together. I think it is hard on families who rely on school to feed their children breakfast and lunch.	+	I am able to schedule appointments on Fridays without missing much work.	Yes		Yes	
Parent	+	It gives kids time to heal so there is n't so much school missed.	+		+		Yes		Yes	
Student	+	I like it	+	works well with my families schedule	+		Yes		Yes	
Student	+	It's awesome	+		+/-		Yes		Yes	
Parent	+	We have 3 students at Big Horn and they love school. The extra day gives time for study and they are excited and energized. If there were academic issues relating the 4 day school week, we would want to change. But, if it isn't broken, DON'T FIX IT.	+	We are able to spend more quality time with our chidren over the long weekend.	+	The kids are happy, I am happy	Yes		Yes	
Parent	+	Absolutely!	+	I am so thankful for a 4 day week schedule, allows much more family time! My kindergartner is wiped out by the time Thursday rolls around.	+		Yes		Yes	

I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Parent; Staff Member	+	Most athletes would miss Friday anyways, now they can focus more on school work.	+	We have freedom to do more as a family on the weekends especially since I coach most of the school year.	+	Shorter week/longer weekend keeps me and others from burning out and being more effective educators towards the end of the week.	Yes	Our students miss less school by having a 4 day work week than the normal 5 day work week.	Yes	I have worked in a 5 day week schedule and I am much happier and more efective in the 4 day work week.
Staff Member	+	The extended day allows students to get more accomplished during the school day where we have more influence to make a difference.	+	They can attend activities with the family and students.	+	I get to use Fridays to get caught up on paperwork which allows me to see more students during the school day when they are here.	Yes		Yes	
Staff Member	+	I see both sides. But for many of our students that do not have positive exposure at home and go three days with out some form of converstation or stimulation a 5 day week would be better.	-	For those parents that can stay home and interact with their child on Friday it is great but most kids spend it in a daycare. I realize that a daycare is better than most home environmnets but this is not always the case. A five day week would help those out who have to work.	+	Most of the time I use Friday as my planning day when it is not required to be at school for a building or district day. I use the day for planning but having a shorter day in the week may allow for planning time. It also helps with the sports. I know I would have to be gone traveling with my child for sports as they are not in school related sports.	Partially	There are pros and cons for a 4 day and a 5 day week.	Perhaps	
Staff Member	+	This helps keep all students on the same page when sporting events and art performances typically take place on Fridays. It also gives students the opportunity to have a "study hall" day and individualized help from teachers when class is not in session.	+	This gives families more time to support each other in their interests, get involved with the community, and explore their hobbies together. All of these factors have positive effects on the learning emotions and behaviors of students.	+	Teaching a four day week allows me to have a "reflection day" to take a deeper look at my instruction and student progress. Fridays also serve as an integral "study hall" day in which I can work with individual students on specific skills to help them improve their overall acheivment. Fridays also give me the extra time I need to write thoughtful and effective lesson plans and activities.	Yes	I would not change a thing about our four day week. It is beneficial to staff, parents, and most importantly students and their achievement.	Yes	Again, no changes should be made!
Parent	+	Longer class periods benefit both the student and teacher.	+	Love the three day weekend-make for great family time!	+	Love it!	Yes		Yes	
Staff Member	+	Allows for extra learning activities to take place on Fridays.	+	Allows for families to have extra time.	+	Gives opportunity for Professional Development.	Yes		Yes	
Staff Member	+/-	The students learn just the same in the 4 day week as any 5 day week school. Sheridan 1 is such a small district, the students are able to get through more material than a larger school whether it be a 4 day week, or a 5 day week.	+	Having a 3 day weekend to spend with my children is worth every long work day. That is the number one reason I enjoy working in District 1.	+	Having Fridays open allows the staff to meet with cohorts and collaborate occasionally.	Yes	It is nice to have a 3 day weekend; I hope we do not move to have mandatory work days for more than 1 Friday per month.	Yes	
Parent	+	My daughter has ADHD and a written language disability. The extra weekend day gives her extra time to complete assignments and work one-on-one with teachers.	+	We can spend extra time together with family and home projects as well as take weekend trips without our daughter missing school.	+		Yes		Yes	
Parent	+	My son's ADHD works better with a 4 day week so he has that extra weekend day to process & also time to do homework.	+	Gas mileage for 5 days a week to drive out would possibly become a hardship on my family.	+	Less hardship on my family is +.	Yes		Yes	
Staff Member	+	The kids are more engaged in a 4 day week because they know they will get time off. It helps for A/B day as well.	+	I get more time with my children. We can go out of town if needed without the worry of getting a Sub.	+	I love it, I get a break if I need it to do shopping or If I need I can and have come up to school to do grading and other things school related because there just isn't that time to sit at your desk while students are present!!!	Yes	Please don't change a thing!	Yes	

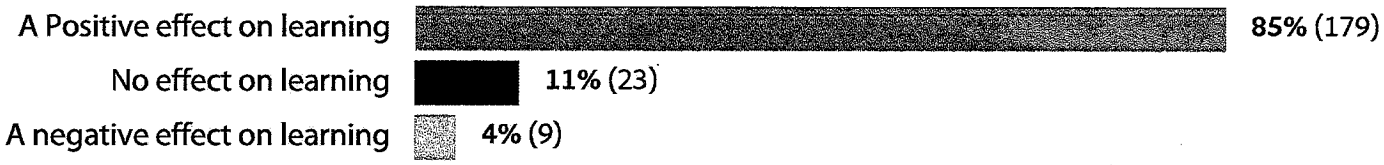
I am a:	Learning The 4-day week schedule has:	Comments:	Family The 4-day week schedule has:	Comments:2	Self The 4-day week schedule has:	Comments:3	I am satisfied with the way the 4-day week schedule operates:	Comments:4	I would like the district to continue the 4-day week schedule:	Comments:5
Parent; Staff Member; Community Member	+	I love it!!!!	+	I love it!!!!	+	I love it!!!!	Yes	I love it!!!!	Yes	Most definitely!!!
Staff Member	+	so many opps for fridays...kids not missing school for activities	+	again...offers opps for family trips like a ski trip...allows kids to work or help in family related jobs	+	i love having a 3 day wknd once in a while...plus i don't miss school for coaching - much.	Yes		Yes	
Parent	+	It is the reason we do not live in Sheridan.	+	Having three day weekends opens up so much more family time	+	I have been able to adjust work better	Yes		Yes	

I am a:



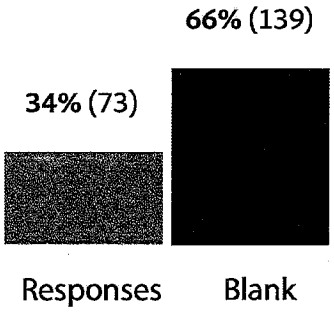
* 212 total responses, 100% of submissions

Learning The 4-day week schedule has:



* 211 total responses, 100% of submissions

Comments:

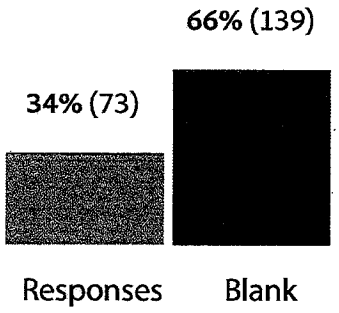


* 73 total responses, 34% of submissions

Family The 4-day week schedule has:

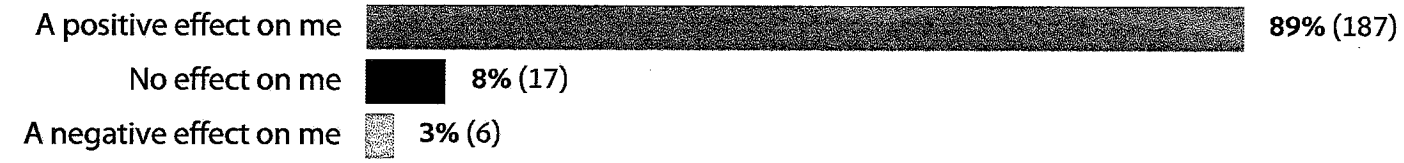
* 208 total responses, 98% of submissions

Comments:



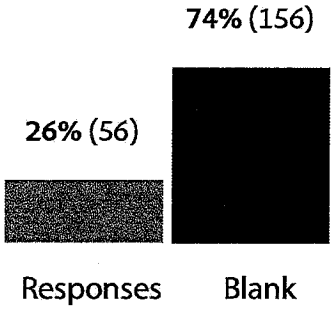
* 73 total responses, 34% of submissions

Self The 4-day week schedule has:



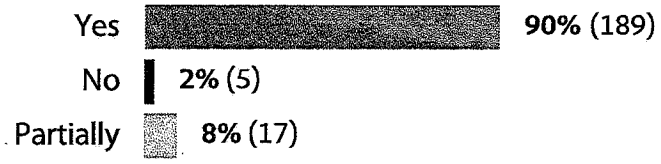
* 210 total responses, 99% of submissions

Comments:



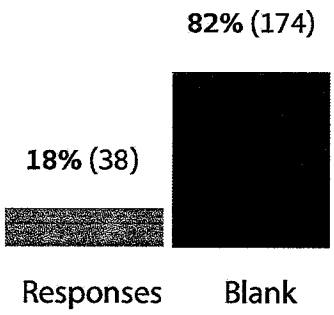
* 56 total responses, 26% of submissions

I am satisfied with the way the 4-day week schedule operates:



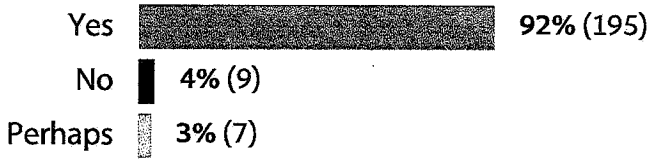
* 211 total responses, 100% of submissions

Comments:



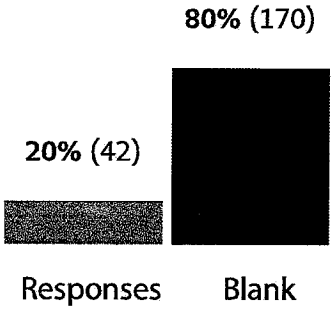
* 38 total responses, 18% of submissions

I would like the district to continue the 4-day week schedule:



* 211 total responses, 100% of submissions

Comments:



* 42 total responses, 20% of submissions

Sheridan County School District #1
2013-2014 Student Year Calendar

Approved 1-22-13

Legend:	Yellow - School in Session	Lt. Blue - Vacation Days

Summary: Begin August 26, Thanksgiving Break: November 27-28, Christmas Break: December 23 - January 2, Spring Break: March 10-13, Easter Break April 21, Memorial Day: May 26, Last Day: June 5

MONTH	Number of Instructional Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
		M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
JUL		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
AUG	4				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
SEPT	15							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
OCT	20	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
NOV	14					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1
DEC	12	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
JAN	16			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
FEB	16						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	1	2
MAR	13	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
APR	17		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 E	21	22	23	24	25	26	27	28	29	30				
MAY	17				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1
JUNE	4	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
TOTAL	148																																			

NOTE: The school calendar must include 148 instructional school days.

***The Spring Break dates coincide with Sheridan College's Spring Break**

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Sheridan County School District #3

DISTRICT CONTACT: John A. Baule, District Sup't.

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013.

PLEASE KEEP SUBMISSIONS CONCISE: ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	March 27, 2013
Education objectives (How will students benefit from this alternative schedule?)	March 27, 2013
Description of the schedule(s) and a copy of the calendar(s)	March 27, 2013
Method of evaluating how student learning has improved	March 27, 2013
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	March 27, 2013
Copy of public comment records	March 27, 2013
Length of waiver (circle one) • 1 year • 2 years	March 27, 2013
Evidence of meeting required hours: • Elementary 900 • Mid/Jr. High 1050 • High School 1100	March 27, 2013

PLEASE NOTE: A letter of intent to continue or cancel an Alternative Schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved Alternative Schedule must also document and submit changes annually.

Sheridan County School District #3

P.O. Box 125 / 1601 Meade Avenue
Clearmont, WY 82835

(307) 758-4411
www.sheridan3.com

March 25, 2013

Brian Aragon, Educational Program Consultant

Standards, Learning and Accountability Division

Wyoming Department of Education

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Dear Mr. Aragon:

The purpose of this letter is to request approval for an alternative Schedule for Sheridan County School District #3. Including the current school year, the Arvada / Clearmont Schools have had an approved alternative schedule (two years increments) for the past twelve years. The Sheridan County School District #3 Board of Trustees have approved submitting the requested documentation to your office.

The required documents are included with this letter.

Respectfully,

John A. Baule

John A. Baule, District Superintendent

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

The State of Wyoming provides *Hathaway Merit and Need Scholarships* to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship.

Education objectives (How will students benefit from this alternative schedule?)

- The alternative schedule results in increased time on task, with less interruption from co-curricular activities, FFA, field trips, "college days",etc. This benefits both the student population, and the faculty.

- Fridays without classes, are necessary for the 16 days of faculty and staff inservice and professional development work. That is especially important for accreditation work, meeting accountability requirements, and other high quality professional development. This leads to improved instruction and teaching in the classrooms, which also benefits the students.

- Students are able to get additional help from teachers on Fridays, when it is mutually agreed upon in advance.

Description of the schedule(s) and a copy of the calendar(s)

- A copy of the Arvada – Clearmont Jr. / Sr. High School 2013-2014 Master Schedule is enclosed. All classes for all grades (K-12) begin at 8:00 A.M. Dismissal is at 4:00 P.M. for all students.

- Elementary (K-6) students have 15 minute morning, and afternoon recesses, and noon recess from 11:25 A.M., to 11:40 A.M.

- A copy of the 2013-2014 school calendar, and a copy of the 2013-2014 school calendar summary page are enclosed.

Arvada-Clearmont Jr/Sr. High School

2013-2014 Master Schedule

Elementary Lunch 11:00 – 11:25
High School Lunch 11:29 - 11:55

Teacher	1st Period 8:00 – 8:50	2nd Period 8:53 – 9:43	3rd Period 9:46 – 10:36	4th Period 10:39 – 11:29	5th Period 11:58 – 12:48	6th Period 12:51 – 1:41	7th Period 1:44 – 2:34	8th Period 2:37 – 3:27	9th Period 3:30 – 4:00
Betz	WY History 7	US History 10	Geograp 9	Govt 11	Civics 8	WY Hist 11-12	PREP	Western Civiliz 11-12	STUDY HALL
Crawford	Eng 11	English 12	Eng 7	Eng 8	Eng 9	English 10	LA Rdg 2-12/College Eng 12	PREP	STUDY HALL
	Sci 8	Chem 11-12	Biol 10	Phy Sci 9	Sci 7	PREP	Study Skills 7	Chem 11-12	STUDY HALL
Perry	Adv Math 12	Alg I 9	Math 8	Math 7	Geom 10	Alg II 11-12	PREP	Math Credit Recovery	STUDY HALL
	PREP	Elem Band	Elem Band	Elementary Music			Band 7-12	Chor 7-12	STUDY HALL
Wagner	Tier 3 Reading		Span III	Reading	PREP	Spanish I	Intro to Span 7-8	Spanish II	ELEMENTARY
Clabaugh	PE/Health 9-10	PE 7-8	Elementary PE			Health 7/8	PREP	Weights 11-12	STUDY HALL
Latham	Ag Shop 12	Adv Ag 11-12	Ag Shop 11-12	Divers. Ag 10	Animal Sci 11-12	Ag Shop 11-12	PREP	Intro to Ag 9	STUDY HALL
Knudsvig	Art 9-12	PREP	Yearbook 11-12	Elementary Art			Art 7-12	Art 7-12	STUDY HALL
Rohrer	PREP	Elem Technology		Desktop Publishing 9-12	Accounting I 10-12	Tech 7/Careers 8	Intro to Business 9-12	Tech 5-6	Elem Technology
Ellingrod	Counselor			Careers 12		Counselor			

Elementary	Junior High 7th & 8th	High School 9th – 12th	Junior/High School 7th – 12th	PREP – Planning	Study Hall

Sheridan County School District #3
School Calendar Summary
2013-2014

August 14-16	Faculty Inservice 8:00-4:00 PM (8:00-Noon on the 16th)
August 19-20	Faculty Inservice 8:00-4:00 PM
August 19	1st Practice HS Volleyball, Golf, Football, JH Volleyball
August 21	**First day of School For all K-12 Students**
September 2	**Labor Day (No School)**
September 3	**Classes Resume**
September 6	**School in Session**
September 12	Teacher Inservice 4-8:00 PM; Meet the Teachers Dinner 5:00 PM
September 20	Teacher Inservice 8:00-4:00 PM
October 17	End of 1st Qtr (34)
October 18	Teacher Inservice 8:00-4:00 PM
October 21	Beginning of 2nd Qtr
November 7	Parent Teacher Conferences/Teacher Inservice 4:00-8:00 PM
November 15	Teacher Inservice 8:00-4:00 PM
November 27-29	**Thanksgiving Break (No School)**
December 2	**Classes Resume**
December 20	**School in Session. Early Dismissal @ 1:00 PM,** End of 2nd Qtr(35)/1st Sem (69), Teacher Inservice 1-5:00 PM
Dec 21-Jan 5	**Christmas Break (No School)**
January 6	**No School for Students**-Teacher Inservice 8:00-4:00 PM
January 7	**Classes Resume,** Beginning of 3rd Qtr
February 21	Teacher Inservice 8:00-4:00 PM
March 12	**Early Dismissal @ 1:00 PM,** End of 3rd Qtr (38), Teacher Inservice 1:00-5:00 PM
March 13-14	**Winter Break (No School)**
March 17	**Classes Resume,** Beginning of 4th Qtr
March 21	Teacher Inservice 8:00-4:00 PM
April 11	Teacher Inservice 8:00-4:00 PM
April 21	**Easter Break (No School)**
April 22	**Classes Resume**
April 25	**School in Session**
May 9	Teacher Inservice 8:00-4:00 PM
May 23	**Last Day of School, Early Dismissal @ 1:00 PM,** End of 4th Qtr (41)/2nd Sem (79), Teacher Inservice 1:00-5:00 PM
May 25	Graduation 2:00 PM
May 26	Memorial Day
May 27	Teacher Inservice & Checkout 8:00-4:00 PM. Grades Final @ 4:00 PM

August 2013

August 2013

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jul 28 - Aug 3	**Jul 28**	29	30	31	**Aug 1** HS Gym closed until Aug 18 Johnson & Sheridan Co Fairs	2	3
Aug 4 - 10	4 HS Gym closed until Aug 18 Johnson & Sheridan Co Fairs	5 Rewax Tile Floors and Clean Hallway Carpets	6	7	8	9	10 State Fair
Aug 11 - 17	11 HS Gym closed until Aug 18 State Fair	12	13	14 Faculty Inservice & All Staff Mtg School Board Mtg 7:00 PM	15 Faculty Inservice (2)	16 Faculty Inservice 8-12:00 (2 1/2)	17
Aug 18 - 24	18 HS Gym closed until Aug 18	19 *Fall Sports Parent Mtg 6:00 PM 1st Practice HSVB, HSFB, Golf 1st Practice JHVB Faculty Inservice (3 1/2)	20 Faculty Inservice (4 1/2) Rec Bd Mtg 7:00 PM	21 1st DAY OF SCHOOL	22 Day 2	23	24
Aug 25 - 31	25	26	27	28	29 Day 6	30 JHVB @ Kaycee 6/7:00 (Kaycee)	31 HSVB @ Gillette Soph Tourney

September 2013

September 2013

Su	Mo	Tu	We	Th	Fr	Sa
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29	30					

October 2013

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sep 1 - 7	**Sep 1**	**2** NO SCHOOL-Labor Day	**3** CLASSES RESUME	**4**	**5** HSVB vs Buffalo Frosh/JV 5/6:00	**6** Day 10 HSVB vs Meeteetse 4:30/5:30 (C SCHOOL IN SESSION	**7**
Sep 8 - 14	**8**	**9**	**10**	**11** School Board Mtg 7:00 PM	**12** Day 14 Meet the Teachers Dinner 5:00 Teacher Inservice 4-8:00 PM (5)	**13** HSVB vs Hulett 4/5:00 (Clearmo JHVB vs Tongue River 2/3:00 (C	**14** HSVB @ Buffalo Tourney (Buffa JHVB @ Wright Tourney (Wrigh
Sep 15 - 21	**15**	**16**	**17** Constitutional Day Observed Rec Bd Mtg 7:00 PM Student Council Summit (Caspe	**18**	**19** Day 18 JHVB vs Big Horn 5:30/6:30 (Cle	**20** HSVB vs Midwest 5/6:00 (Clearr JHVB @ Midwest 3/4:00 (Midwe Teacher Inservice (6)	**21** HSVB vs Upton 1/2:00 (Clearmo JHVB @ Buffalo Tourney (Buffal
Sep 22 - 28	**22**	**23**	**24**	**25**	**26** Day 22 HSVB @ Kaycee 6/7:00 (Kaycee JHVB vs Kaycee 4/5:00 (Clearmo	**27** HSVB @ Upton 4/5:00 (Upton) JHVB vs Holy Name 5/6:00 (Cle	**28** JHVB JV @ Big Horn Tourney (B JHVB Varsity @ Sage Valley Tou
Sep 29 - Oct 5	**29**	**30**	**Oct 1**	**2**	**3**	**4**	**5**

October 2013

October 2013

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November 2013

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sep 29 - Oct 5	**Sep 29**	30	**Oct 1**	2	3 Day 26	4 HSVB @ Hulett 4/5:00 (Hulett) JHVB @ Big Horn 2/3:00 (Big Hc JHVB @ Holy Name 5:30/6:30 (C	5 HSVB @ Kaycee Tourney (Kayce JHVB @ Tongue River 2/3:00 (T
Oct 6 - 12	6	7 WY Student Press Conv	8	9 School Board Mtg 7:00 PM	10 Day 30	11 HSVB @ Midwest 4/5:00 (Midw JHVB vs Midwest 2/3:00 (Clearm	12 HSVB vs Kaycee 6/7:00 (Clearm JHVB Dist Tourney (Clearmont)
Oct 13 - 19	13	14 1st Practice JHGB JHGB Parent Mtg 6:00 PM	15 Rec Bd Mtg 7:00 PM	16	17 Day 34 End of 1st Qtr (34)	18 JH Music Festival @ Big Horn Teacher Inservice (7)	19 HSVB @ Meeteetse 1/2:00 (Mee
Oct 20 - 26	20 All State Music Auditions thru Nov 1	21 Beginning of 2nd Qtr	22	23	24 Day 38	25 Regional HSVB	26
Oct 27 - Nov 2	27	28	29	30	31 Day 42 JHGB vs Holy Name 5/6:00 (Cle State HSVB @ Casper TBA	**Nov 1**	2

November 2013

November 2013

Su	Mo	Tu	We	Th	Fr	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 27 - Nov 2	**Oct 27**	28	29	30	31	**Nov 1** State HSVB @ Casper TBA (Casper) JHGB vs Tongue River 2/3:00 (C	2 JHGB @ Sheridan Tourney (She
Nov 3 - 9	3	4	5	6	7 Day 46 Parent Teacher Conf 4-8 PM (7	8	9 JHGB @ Kaycee 10/11:00 (Kayc JHGB @ Midwest 2/3:00 (Midw
Nov 10 - 16	10	11 State Student Council (Cody) Veterans Day Observed	12	13 School Board Mtg 7:00 PM	14 Day 50 JHGB vs Big Horn 5:30/6:30 (Cle	15 HS Music Interschool Gillette JHGB @ Tongue River 3/4:00 (T Teacher Inservice (8 1/2)	16 JHGB @ Buffalo Tourney (Buffal
Nov 17 - 23	17	18 1st Practice HSBB Winter Sports Parent Mtg 6 PM	19 Rec Bd Mtg 7:00 PM	20	21 Day 54	22 JHGB @ Holy Name 4/5:00 (She	23
Nov 24 - 30	24	25	26 Day 56 JHGB @ Big Horn 5:30/6:30 (Big	27 NO SCHOOL-Thanksgiving Break	28 Thanksgiving	29 Nellie T. Ross Birthday Observed	30

December 2013

December 2013

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January 2014

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Dec 1 - 7	**Dec 1**	**2** CLASSES RESUME We The People	**3**	**4**	**5** Arvada Christmas Concert Day 60	**6** JHGB vs Kaycee 3/4:00 (Clearmo JHGB vs Midwest 6/7:00 (Clearm	**7** *HSBB vs Meeteetse (Clearmon Girls 12:00/Boys 1:30 JHGB @ Midwest JV Tourney (M Pearl Harbor Day Observed
Dec 8 - 14	**8**	**9**	**10** Wyoming Day Observed	**11** School Board Mtg 7:00 PM	**12** Clearmont Christmas Concert Day 64	**13** HSBB @ Little Six Tourney TBA (Hanna)	**14** JHGB Districts @ Big Horn (Big
Dec 15 - 21	**15**	**16**	**17** Rec Bd Mtg 7:00 PM	**18**	**19**	**20** *SCHOOL IN SESSION Day 69 EARLY DISMISSAL 1:00 PM End 2nd Qtr (35) 1st Sem (69) HSBB @ Gillette Sophs 4/5:30 (G Teacher Inservice 1-5 PM (9)	**21**
Dec 22 - 28	**22**	**23** NO SCHOOL-Christmas Break	**24** Christmas Eve	**25** Christmas	**26**	**27**	**28**
Dec 29 - Jan 4	**29**	**30** NO SCHOOL-Christmas Break	**31** New Year's Eve	**Jan 1, 14**	**2**	**3**	**4**

January 2014

January 2014

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February 2014

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Dec 29 - Jan 4	**Dec 29**	30	31	**Jan 1, 14**	2	3	4
				NO SCHOOL-Christmas Break New Year's Day			
Jan 5 - 11	5	6	7	8	9	10	11
		1st Practice JHBB 4:00 JHBB Parent Mtg 6:00 PM NO SCHOOL FOR STUDENTS Teacher Inservice (10)	Beginning of 3rd Qtr CLASSES RESUME	School Board Mtg 7:00 PM	Day 72	HSBB vs Upton 4/5:30 (Clearmo	HSBB vs Midwest 4/5:30 (Clear
Jan 12 - 18	12	13	14	15	16	17	18
	All State Music TBA				Day 76	HSBB @ Hulett 4/5:30 (Hulett) JHBB vs Tongue River 2/3:00 (C	JHBB @ Kaycee 9/10:00 (Kaycee JHBB @ Midwest 1/2:00 (Midwe
Jan 19 - 25	19	20	21	22	23	24	25
		Martin Luther King Jr Day Obse Wyoming Equality Day Observe	Rec Bd Mtg 7:00 PM		Day 80	HSBB @ NSI 5:30/7:00 (NSI) JHBB @ Big Horn 1/2:00 (Big Ho JHBB @ Holy Name 5/6:00 (Sh	HSBB @ Wright Toulmey TBA (V
Jan 26 - Feb 1	26	27	28	29	30	31	**Feb 1**
					Day 84 HSBB @ Kaycee 5:30/7:00 (Kayc JHBB vs Big Horn 5:30/6:30 (Cle	JHBB @ Tongue River 2/3:00 (T	

February 2014

February 2014

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March 2014

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan 26 - Feb 1	**Jan 26**	27	28	29	30	31	**Feb 1** HSBB @ Upton 1/2:30 (Upton) JHBB @ Buffalo Tourney (Buffal
Feb 2 - 8	**2**	3	4	5	6 Day 88 JHBB vs Holy Name 5/6:00 (Clea	7 HSBB @ Midwest 4/5:30 (Midw JHBB @ Midwest 3/4:00 (Midwe	8 JHBB @ Kaycee JV Tourney (Ka
Feb 9 - 15	**9**	10	11	12 School Board Mtg 7:00 PM	13 Day 92 HSBB vs NSI 5:30/7:00 (Clearmo	14 HSBB vs Kaycee 5:30/7:00 (Clea	15 JHBB vs Kaycee 10/11:00 (Clear JHBB vs Midwest 3/4:00 (Clear
Feb 16 - 22	**16**	17 PAWS ALT window - Mar 28 Presidents Day Observed	18 Rec Bd Mtg 7:00 PM	19	20 Day 96	21 HSBB @ Hulett 4/5:30 (Hulett) Teachers Inservice (1.1)	22 JHBB @ Districts: (Tongue River
Feb 23 - Mar 1	**23**	24	25	26	27 Regional HSBB TBA (Douglas) Day 100	28	**Mar 1**

March 2014

March 2014

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April 2014

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2/23 - 28	**Feb 23**	24	25	26	27	28	**Mar 1** Regional HSBB TBA Douglas
3/2 - 7	2	3 PAWS window-Mar 28	4	5	6 State HSBB TBA (Casper) Day 104	7	8
3/9 - 14	9	10	11	12 Day 107 EARLY DISMISSAL 1:00 End 3rd Qtr (38) Parent/Teacher Conf 1-5 PM (1 School Board Mtg 7:00 PM	13 NO SCHOOL-Winter Break	14	15
3/16 - 21	16	17 Beginning of 4th Qtr CLASSES RESUME	18 Rec Bd Mtg 7:00 PM	19	20 Day 111	21 Teacher Inservice (12 1/2)	22
3/23 - 28	23	24	25	26	27 Day 115	28	29
3/30 - 4/4	30	31	**Apr 1**	2	3	4	5

April 2014

April 2014

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May 2014

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mar 30 - Apr 5	**Mar 30**	31	**Apr 1**	2	3 Day 119	4	5
Apr 6 - 12	6	7	8	9 School Board Mtg 7:00 PM	10 Day 123	11 Teacher Inservice (13 1/2)	12
Apr 13 - 19	13	14 SAWS/SAWS-ALT-May 2	15 Rec Bd Mtg 7:00 PM	16	17 Day 127	18 Good Friday	19
Apr 20 - 26	20 Easter	21 NO SCHOOL-Easter Break	22 CLASSES RESUME PLAN/EXPLORE-May 2	23 ACT @ Clearmont	24	25 Day 131 SCHOOL IN SESSION	26
Apr 27 - May 3	27	28	29	30	**May 1**	2	3

May 2014

May 2014

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June 2014

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Apr 27 - May 3	**Apr 27**	**28**	**29**	**30**	**May 1** Day 135	**2**	**3**
May 4 - 10	**4**	**5**	**6**	**7** ACT Makeup	**8** Day 139	**9** Native American Day Observed Teacher Inservice (14 1/2)	**10**
May 11 - 17	**11**	**12**	**13**	**14** School Board Mtg 7:00 PM	**15** 143	**16** Regional HS Track TBA	**17**
May 18 - 24	**18**	**19** JH/HS Awards Night 5:30 PM	**20** K-6 Elem Field Day 12-4:00 PM Rec Bd Mtg 7:00 PM	**21** Graduation Practice 10-11:30	**22** State HS Track (Casper)	**23** *LAST DAY OF SCHOOL (148) EARLY DISMISSAL 1:00 PM Elementary Awards End 4th Qtr (41) 2nd Sem (79) Teacher Inservice 1-5 PM (15)	**24**
May 25 - 31	**25** Graduation 2:00 PM	**26** Memorial Day	**27** Grades Final @ 4:00 PM Teacher Inservice & Ck Out (16)	**28**	**29**	**30**	**31**

Arvada-Clearmont Jr/Sr. High School

2013-2014 Master Schedule

Elementary Lunch 11:00 – 11:25
High School Lunch 11:29 - 11:55

Teacher	1st Period 8:00 – 8:50	2nd Period 8:53 – 9:43	3rd Period 9:46 – 10:36	4th Period 10:39 – 11:29	5th Period 11:58 – 12:48	6th Period 12:51 – 1:41	7th Period 1:44 – 2:34	8th Period 2:37 – 3:27	9th Period 3:30 – 4:00
Betz	WY History 7	US History 10	Geograp 9	Govt 11	Civics 8	WY Hist 11-12	PREP	Western Civiliz 11-12	STUDY HALL
Crawford	Eng 11	English 12	Eng 7	Eng 8	Eng 9	English 10	LA Rem 7-12/College Eng 12	PREP	STUDY HALL
	Sci 8	Chem 11-12	Biol 10	Phy Sci 9	Sci 7	PREP	Study Skills 7	Chem 11-12	STUDY HALL
Perry	Adv Math 12	Alg I 9	Math 8	Math 7	Geom 10	Alg II 11-12	PREP	Math Credit Recovery	STUDY HALL
	PREP	Elem Band	Elem Band	Elementary Music			Band 7-12	Choir 7-12	STUDY HALL
Wagner	Tier 3 Reading		Span III	Reading	PREP	Spanish I	Intro to Span 7-8	Spanish II	ELEMENTARY
Clabaugh	PE/Health 9-10	PE 7-8	Elementary PE			Health 7/8	PREP	Weights 11-12	STUDY HALL
Latham	Ag Shop 12	Adv Ag 11-12	Ag Shop 11-12	Divers. Ag 10	Animal Sci 11-12	Ag Shop 11-12	PREP	Intro to Ag 9	STUDY HALL
Knudsvig	Art 9-12	PREP	Yearbook 11-12	Elementary Art			Art 7-12	Art 7-12	STUDY HALL
Rohrer	PREP	Elem Technology		Desktop Publishing 9-12	Accounting I 10-12	Tech 7/Careers 8	Intro to Business 9-12	Tech 5-6	Elem Technology
Ellingrod	Counselor			Careers 12		Counselor			

Elementary	Junior High 7th & 8th	High School 9th – 12th	Junior/High School 7th – 12th	PREP – Planning	Study Hall

Method of evaluating how student learning has improved

- The district has consistently graduated 95% or higher of each Senior class.
- The district tracks student improvement annually through the use of the following tests: PAWS, MAP, and the triad of ACT, PLAN, and EXPLORE at the appropriate grade levels. The district also monitors Body of Evidence (BOE) results as to the number of students who are at the Advanced, Proficient, and Basic levels of proficiency. While the scores from these tests can vary significantly from one year to the next, due to the small number of students in some grades / classes, the overall trend for the past 11 years has been steady improvement.

NOTICE OF MEETING

There will be four meetings held for the purpose of discussing the alternative calendar / 4 day school week format that has been used by Sheridan County School District #3 over the past twelve years.

Every two years, Wyoming school districts that use the alternative calendar / 4 day school week schedule, are required to re-submit a request to the Wyoming Department of Education along with supporting documentation that supports the District's request. Parents and other community members are encouraged to attend the meetings. There are four different times scheduled for meetings, in order to make it easier for parents and employees of the school district to attend.

- **Arvada Elementary School, March 6, 4:00 P.M.**
- **Clearmont Schools, March 6, 6:00 P.M.**
- **Arvada Elementary School, March 12, 6:00 P.M.**
- **Clearmont Elementary School, March 12, 7:30 P.M.**

Arvada School

ALTERNATIVE (4 DAY SCHOOL WEEK) CALENDAR MEETING

Sign in sheet 4:00 p.m.

Date: March 6, 2013

1. Kimberly [illegible] - Parent & Faculty
2. Shelley Baumgartner - Faculty
3. Alicia Alagni - Faculty & parent
4. Paula Brown - Faculty
5. Kathleen Clementi - Faculty
6. Dawn Sandberg - Faculty
7. [illegible] - parent
8. Andrea Baule - Grand parent
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Arvada Schools

ALTERNATIVE (4 DAY SCHOOL WEEK) CALENDAR MEETING

6:00 p.m

Sign in sheet

Date: March 12th 2013

1. Teri Armstrong - Para-prof.
2. Roger Armstrong - Parent
3. LeRoy Malli - parent
4. Janet C. Hansen - Community member
5. Larry W. Hansen - Community member
6. Amy Packard - parent
7. Steve Packard - parent
8. Myrna L. Lovins - Grand parent
9. Randy J. Ellingson - parent
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Clearmont Schools

ALTERNATIVE (4 DAY SCHOOL WEEK) CALENDAR MEETING

Sign in sheet 6:00 p.m.

Date: March 6, 2013

1. Janet Rissland - Business Mgr.
2. Connie Moore - Admin. Ass't.
3. [illegible] - grand parent
4. Shirley C Karp - Admin. Ass't
5. Greg Palmer - Faculty
6. Casey Dyer - Faculty
7. Melissa Martin - parent
8. Catherine A. R. Fennema - parent
9. [illegible] Fennema - Parent
10. Rich Ball - parent
11. Carol Perry - Faculty
12. Jennifer Betz - Faculty & parent
13. Thom J. Mitzel - Faculty
14. Jamman Clabough - Faculty
15. Jonela Mallow - parent
16. Matt Dehm - Faculty
17. Joyce Ellingrod - Guidance Counselor

Clearmont Schools

ALTERNATIVE (4 DAY SCHOOL WEEK) CALENDAR MEETING

Sign in sheet 7:30 p.m.

Date: March 12, 2013

1. Jolene Poppenga - Para professional
2. Ellen Kretschman - School Cook
3. Donna Mines - Para professional
4. Debbie Stazalka - Para professional
5. [illegible] - Supt / School
6. Estella J Sonnenberg - Custodian
7. Nonie Bush - Custodian
8. Bud Bush - Community member
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Copy of public comment records

- Surveys were distributed to all parents and employees. The comments of those who sent written responses are enclosed.

Survey responses from parents who have students enrolled at Arvada Elementary, or Clearmont Elementary, or Arvada / Clearmont Jr. – Sr. High School. Every family with students enrolled received a copy of the questions, and were asked to complete and return them to the District Superintendent. Sixteen surveys were completed and returned.

What do you think are the strong points and advantages of having a four day school week? What are the weak points and disadvantages? Is it beneficial, or detrimental to your family life?

- I love the four day week as it allows our family to make weekend plans that might otherwise have to wait.
- Less transportation costs for daily routes. Less extra curricular activity conflict. More "time on task" for the four days. Seems stressful sometimes to be able to "cram it all in", or accomplish everything in the time structure of the four day week. It is beneficial to our family life as we utilize the three day weekend to compete in sports, or work on the ranch, both of which are critical components of our children's upbringing.
- It is beneficial, and helps to make Doctor appointments. (Several survey respondents wrote much the same thing, with regard to medical appointments, and business appointments.)
- I love it. Ian is home to help and we can do Dr. appointments and the bank without missing school time.
- We think it is beneficial with the four day school week because we can plan our weekends as a family and have one more day to spend together.
- Families can take long weekend vacations, which is nice for split (divorced) families. A weakness if that it makes for long days for families traveling long distances, and kids are sometimes bored on Fridays.
- No sports on school nights. Weakness – long days. It is beneficial to my family.
- The 4 day school week is a benefit to our family life. We are able to plan work and play with less loss of school time.
- Strong – extra time with family, and time to attend sporting events, etc. time to get homework done. A weakness is maybe losing time with teachers.
- We have really liked the four day weeks. The kids who are in sports do not miss as much school.
- No weaknesses. It is beneficial because then Friday doctor and dentist, or town days are not days missed from school.
- Yes, beneficial. Kids are home more to care for their animals and do their chores.
- Allows for make-up days without lengthening school year. Weaknesses: athletics should be done on weekends. Are we asking too much due to the shortened week?
- It is very beneficial to family life. We appreciate having 3 days of family time.
- I don't think our district should go back to the five-day week; however, there are may need to be some modifications to the current schedule and calendar.

- I don't think the four day school week has influenced either dropouts, or graduates, with regard to staying in school, dropping out, working hard to graduate, or not.
- I think the students have minimal lost time during the four day week ,however it seems that some of the staff does not follow the same requirement.
- I feel the four day week has been a good change for our rural district. I do think, however, that the structure is sometimes overwhelming. You might alleviate that by adding a week in May. You could use those days for some of the following: have a scheduled make up day for a snow day. Split one day up to add a few minutes to the lunch period. Add to the Spring break. Don't attend school on any Fridays to allow more availability for in-service or activities.
- I think the kids miss less instructional time with the 4 day week.
- Employees should miss less work. They can plan things like appointments, banking, etc., on Fridays.
- Our family lives outside of the Sheridan County School District #3 boundaries. The four day week was a major factor in our decision to send our students to Arvada / Clearmont.
- We just want to say that since we moved out here three years ago, our kids have advanced in the classroom.
- I (we, my family) would miss more days or school with a 5 day week, because our kids are involved with HS rodeo. They would miss every Friday from mid-April to the end of the school year.
- The four day school week is beneficial to our family, because we are about 42 miles out, one way. The four day week really helps with keeping gas costs under control, without the extra (5th) day.

Survey questions and responses of K-12 faculty members, the K-12 principal, and instructional paraprofessionals. 26 people were given the survey; 16 responded.

1. Does the alternative calendar / 4 day week with 148 days of instruction provide the best educational opportunities possible for the students of Sheridan County School District #3? Why, or why not?

- Yes, it allows the most time possible for students to be on task and not missing school for activities, work or other appointments.

- Yes, students are more engaged and we don't lose Fridays to athletics/

- Absolutely it is the best choice to provide our students with the best educational opportunities possible. Not only do we get more intact teaching time, but our students are able to participate in any extra-curricular and academic opportunities that any other school (alternative or not) allows.

- Having two children enrolled in Sheridan County School District #3, I can honestly say that school "works for us". I know that I can step into either of their classrooms and see them engaged in some form of learning. Their days are long, but filled with educational content and experiences.

- Yes. Compact, intense, longer class period instruction over 4 days works the best.

- I have mixed feelings about the 4 day week. I often fell that a five day week would be helpful in getting more things accomplished, if the students are in class. But if half the students are gone to due to traveling to extracurricular events, then that fifth day wouldn't make a difference.

- Yes, I believe so.

- Yes, because we get a lot of instructional time with adequate time to complete work in class.

- The 4 day week does not provide the best educational opportunity in my instructional area. Almost all instruction in agriculture education happens while the students are in school. Occasionally I get students to come in on Fridays to do additional activities.

- Yes , standards are being met.

- I believe the intensity of the four day week does provide a good educational opportunity for our students. I'm not sure that it is the <u>best</u>, but I do know that Fridays are often

"throw away" days in other schools. I do not think we have any of these days here. We have to be focused, organized, and intense to teach effectively with a 4 day week.

- Yes. I believe it works really well, the students don't miss as much school time because of school activities which take place outside of the school building. Those activities have to take place on Friday or Saturday with a few exceptions with regional or state events.

- The 4 day week provides as many educational opportunities as a 5 day week. Ourschool days are longer than those days in a 5 day week, giving each class a longer teaching time each day. There's time during the class to really get into the subject.

- I feel the 4 – day week with 148 days of instruction provides as good of an educational opportunity as a 5 – day week, provided students are in classes for those 4 days. The week does allow for students to be gone on Friday without missing any school, but it seems as though some parents, teachers, students, etc., are not realizing the importance of the instruction time we have.

- Yes, it gives you a longer day so classes are a little longer for more instruction time.

- I think the quality of instruction depends far more on the teacher's daily planning for instruction, and then actually covering the material in the day's lessons. I've been a teacher here longer than most of the faculty, and I'm especially amused by those faculty members who claim the current 4 day school week has class periods that are longer, than when we had a 5 day school week. The individual class periods at the junior high and high school level are actually 5 minutes shorter now. By the way, those who say the class periods are longer with the 4 day week never worked in this district when we had the 5 day school week.

- As long as students are actually in class for those 4 days / week, or for the 148 days / year, they seem to do well. They can focus their academic concentration in those 4 days.

2. Would a traditional 5 day school week with 175 days of instruction offer teachers better opportunities to cover the course curriculum? Why, or why not?

- Not necessarily. More days means shorter class periods with more disruption between classes. Days missed with students and staff out of school.

- No – too many kids would miss Fridays.

- No. I've taught in both a 4 day, and a 5 day school week, and I cover the same or more in a 4 day week.

- My fear is that Fridays would be considered "down time", or have that Friday mentality. I don't see Fridays being used as optimal learning days!

- No. Shorter periods, more interruptions with athletic schedules, and scheduled in services for teachers.

- No, not if as many as half the students are gone due to traveling to extracurricular events. In that case, the fifth day wouldn't make a difference.

- Maybe, but students are more likely to be gone on Fridays, due to appointment, activities, etc.

- With the additional hours the elementary school has, I don't see a 5 day week providing that much more time.

- I know I would be able to cover more of the curriculum during the traditional five day week, more face time, more material covered in class periods.

- No. I can teach what I need to in a 4 day week. Luckily, the elementary schools put in more hours than required by the State. That helps me to get all that I need in.

- I don't think I would see a huge difference at this point. I have adjusted my curriculum over the years to make if fit the four day week. Actually, I have to cover a great deal of my total curriculum by March in order to be prepared for PAWS (in math, writing and reading).

- No. I have been with this district since the 4 day week started, and I have always had time to cover what I need to with my classes.

- I don't think so, because of the longer classes in 4 days they can cover just as much.

- A traditional 5 day school week does not offer teachers better opportunities to cover course curriculum, because of the high number of extra-curricular pull-out activities that take place on Fridays.

3. One of the original reasons for the district's adoption of the alternative school calendar was to provide high quality instruction time, with minimal interruptions caused by other school events and activities. Regardless of that original intent, there has been a steady increase in the events and activities that take students out of school and the corresponding loss of instructional time. What are thoughts on this situation? What suggestions do you have as to how to compensate for lost instruction time, whether it is due to a group of students missing classes, or an individual student?

- Strive to keep to the original plan of having as few events scheduled during the first part of the week, as possible.

- There is little that we can do about the various activities that we participate in (FFA, Music, We The People, Poetry Out Loud, etc.) Those activities are organized by the state coordinators and will be whenever. What seems to be the most troubling is testing – always in the mornings, so we lose a lot of morning classes.

- I think we need to go back to not having kids miss class time. For example, choir and band students should have their clinics on Friday or after school. I understand that state level events are out of our hands, and that is different.

- Kindergarten participated in the Pumpkin Patch, and a Theater production at the WYO. Other than those two educational experiences, we have remained at school and focused on covering the State Standards.

- Class interruptions have been cut back especially in regard to the school counselor taking students for field trips and career days. Our awareness of the value of uninterrupted class time is at the fore front. We do not take kids out class if we don't have to. Our students, when the miss class, are involved in education enriching activities, much needed to balance the repetitious class time. If you look at each discipline taught, they have minimum out of class time. Don't look at the "bulk" of the activities, look at each one and its value for the student in that area of discipline and their experience with its educational impact. Also, the 9th period (1/2 period) at the end of the school day is a great buffer for class meetings, pep rallies, etc.

- Some activities are scheduled by state and regional organizations, and we can't change those. We need to plan ahead when possible. We have been asked to limit these already. We need to remember learning does also happen outside of the classroom.

- This rarely happens in the elementary schools, and again, our hours of contact are greater than most elementary schools. I just think it's time to say no to some who insist on taking students out of class and school.

- I do not feel a loss of instructional time due to out of school activities, but I know I am one of the main culprits for taking students out. I am also a firm believer in that intra-curricular activities enhance education. In the past I have felt shorted on class time due to testing, but I think this year's testing schedule works well for me.

- I feel there would always be interruptions in instructional time. Whether it's an extra curricular activity, or whatever a kid is involved in, they are going to miss class sometime or other. This would happen during a 5 day week, too. All schools deal with this. The student needs to make up work at home, or come in on Fridays. Recording on an iPod

may help. What about the student who misses class time due to illness. I had a student who missed 20 plus days last year, due to sickness.

- This has not been an issue in the elementary schools. Our field trips affect only our own classes, and they are tied closely to the curriculum. They are often an extension of classroom learning. I am a big fan of getting some of these isolated kids out into the real world, so I don't generally look at time out of the classroom as negative. It has been very helpful to drop time consuming activities, such as Cowboy Poetry, and the science fair. Those used to eat up weeks of classroom time.

- I think the administration needs to put their foot down, and follow the guidelines set forth. Culminating events, whether it's FFA, music, art, athletics, etc. that's all that is supposed to be allowed. Keep it that way.

- I feel our students and teachers use class time to the fullest. The few days they do something besides classroom instruction, I think our students learn things of importance outside of class also. It doesn't matter if it's 4 or 5 days, you have to keep education fun and exciting. A few days out of class keeps students excited about learning.

- When one student misses class, it is her or his instruction time that is missed – it is his or her responsibility to arrange needed makeup time. When two or more are absent in our small classes, this can greatly impact the ability to have quality instruction. It will probably have to be repeated when the others return.

  I would suggest that activities that are not culminating events do not take students out classes. They either happen on Fridays or they don't happen as was the initial intent of going to a 4-day week. No early outs for games, no pull outs for music, etc.

  I would also suggest that we make decisions based on what is in the best interest of educating our students to prepare them for the assessments. That being said, if we know a culminating activity will impact the high school in a big way, then we need to plan to make up those lost days as a school. For example, if we know that the state FFA convention is going to be held the first week of April, perhaps that should be a spring break, and the missed instruction days should be added to the calendar following Memorial Day. I understand there are arguments regarding whether this is really a break for those students and teachers involved in the activity, but out focus, again, should be instruction time. While students learn lots from events such as these, they miss time to cover the material over which we as a school will be assessed. That time needs to be made up somewhere.

- I think the 4 day school week helps with extra activities so they are not missing so much school. It is important to have the "extras".

- When we think of students being gone for one day here, or two days there we don't necessarily see the big picture of what is happening as a result. If we can step back and look at the entire 148 days / year, I believe there are some key points to look at with regard to what is happening, due to increasing number of pull-out activities during the 4 day school week:

  When students miss class, they miss the learning that takes place as a result of the whole class interacting with their teacher, asking questions, working together as a whole group, etc. This is not time that they can make up.

  When students miss their math class, the teacher has to arrange with the student to work with the teacher outside of the regular day, because the 30 minute study hall is not enough time when there are other students also getting help on regular homework during that time. (In this year alone, I have logged over 100 flex hours so far, the majority of which has been spent helping students before and after school to stay caught up in math.)

  When a student misses one day in a 4 day week, he/she is actually only in school then for 3 days out of 7. When a student misses 2 days in a 4 day week (something that seems to be happening more frequently), then he/she is only in school for 2 days out of 7. This is a lot of time for a student to forget concepts, especially for a student who struggles. Is it a fair expectation that students are able to develop meaningful learning that withstands the test of time under such circumstances?

  In looking at the 148 days / year, how many total days are some students missing from classes where their test scores reflect out school's accountability towards the state standards? Last year (2009-2010), I had juniors who missed up to 12 days of school for a variety of culminating activities – the equivalent of 3 full weeks out of the 148 day school year.

  I realize it's always easier to complain and not so easy to offer proactive suggestions. I support extra-curricular activities and believe they provide many valuable opportunities for students. So rather than focus on trying to eliminate any extra-curricular functions, I'd suggest we try to find ways to help students actually be in class for 148 days (disregarding personal excused absences). For instance, when students miss class for a full day for an extracurricular event, how can that teacher taking the students work with the teacher who loses the student for a day to make up their lost class time? Would that teacher be willing to help supervise after school study time to get homework done prior to being gone? Should Friday school be mandatory for students who are gone and didn't get their homework done? Another possibility is that students be required to complete all assignments prior to leaving for an extracurricular activity and have them "signed off" on by the regular teacher. If assignments aren't done then students don't go.

4. If you have followed the current session of the Wyoming State Legislature, you most likely know that our senators and representatives are concerned about the lack of significant gains in student achievement, and some of the legislation being considered deals with "accountability" issues. Does the 4 day school week help, or hinder student achievement, and the teacher's efforts to meet the proposed requirements for education accountability?

- I believe it helps students to achieve, by shortening the week so that students mess less instructional time.
- Neutral – students are going to get what they are going to get whether the school week is 4 days, or 5 days.
- Absolutely it helps.; Data shows that at-risk students achieve more in a 4 day week, because many of them need that extra away from school.
- I think it helps in their achievement. My children "do school" Monday through Thursday. We don't schedule, or try not to schedule special events or outings during these days.
- The 4 day week helps. No in service schedule conflicts, no athletic releases. Compact, focused learning in longer periods take place.
- I have often wondered that since Friday isn't being used by the students like it should be, does the 3 day weekend set us back in having to use Monday to review and get students caught up?
- It helps. Students can do both school and extra-curricular activities without missing so much class time.
- I don't think the 4-day week detracts in any way from our instructional time.
- I do not thing the 4 day week has any influence on student achievement. Students who want to do well, will do well whether they got to school 4 or 5 days a week. Those who have no desire to do well probably won't.
- I feel it helps. Fridays can be used for student help. I don't feel we are hindering student achievement by having a 4 day school week.
- I'm not sure whether a 5 day week would improve out student achievement, but I think it is not the major factor to consider. The students who are low achievers would not likely improve much with just extra classroom time. Their difficulties are caused by more challenging problems such as poverty, and family issues.

- I think the four day week helps. Our students for the most part seem to be on track, and achieving as well or better than students going to school five days each week. I feel the students put more into four days, because they like the three days off, and use Friday to come in an receive extra help.

- I don't think the 4-day week helps or hinders student achievement.

- It gives them greater opportunity for "accountability". Class periods are longer, which gives teachers more time without interruption.

- I think the intent of the 4 day school week is a big help to students. My perception of that intent is that students focus their attention on academic achievement for 4 days with no interruptions, and then balance their extra-curricular activities during the remaining 3 days. I recall this was happening in the early years of our alternative calendar.

5. The 4 day school week also was intended to give students additional time during the typical Friday through Sunday to do homework assignments, and assignments that required more time to complete. (This probably applies more to students in grades 7-12, that it does to K-6 students.) Do you have assignments that may require a student to do homework in order to complete the assignment? Do the students complete assignments on time, and are they prepared for your classes? While it most likely varies from one teacher to another, and according to the grade level of the students ..... How much time is spent on Monday following the 3 day "weekend" reviewing what was covered the previous week?

- Don't really see students using Friday to do school work unless required to be here by the teacher. They are busy with activities, travel, etc.

- Most students do take homework home & complete it. Tests on Mondays don't work. Students forget to study. Little time is spent reviewing, as most students retain the info.

- Yes. I assign homework and typically many students don't complete it. I don't think this is a 4 day week problem, but rather an issue with students making poor choices.

- In Kindergarten, I have to review the content daily, not just on Mondays.

- Yes, I require outside work for my students. Each teacher's expectations and consequences vary. Some students make poor choices. We do our best ..... they must reciprocate. Not much more we, alone, can do. On Monday, ZERO reviewing. We keep going.

- I should have read ahead. I feel that most of my students do not use the week as it was intended, and expect class time to do all of their work. For that reason it really takes

longer to accomplish projects, so we don't get as much done as we should. For this reason Friday would give them time to work on the things that they aren't doing outside of school.

- If you're asking do they "lose" a lot of information during the 3 day break, no, I don't see that happening.

- I wrap up the week every Thursday, and no not spend time reviewing on Monday. We just move forward.

- I feel it helps. Fridays can be used for student help. I don't feel we are hindering student achievement by having a 4 day school week.

- I require students to read 1 ½ hours (at least) over the weekend. I do not send projects or difficult homework home due to the lack of resources many of the students have.

- No. I try not to give my students homework, if they do not finish something during class time, it is because they did not put forth the effort during class, therefore they made the choice to have homework. Usually very little time if any is spent reviewing on Monday. Students know where they're at for the most part.

- We spend about 5 minutes on Monday reviewing what was covered the previous week.

- Students have homework every day in math. Most can complete this homework in class and in study hall if they choose to do so. The exception is students who get behind due to absences or who are struggling and need extra help. Most students complete their homework on time; a few lack the self-discipline but this has nothing to do with the 4 day week. I do an automatic review on Mondays because of the 3 day weekend, but my expectation is that the 7-12 grade students are able to take the responsibility to complete their homework.

6. During the 10 years the 4 day school week has been used, class periods have been shortened by approximately 5 minutes each (Jr. HS and HS), and study halls have been eliminated except for the final 3 minute period from 3:30 p.m. – 4:00 p.m. Students have been required to carry 8 classes per day (some due to changes at the state level). Has this helped to improve t he academic achievement of the students?

- I don't know, but I see our students still doing well. Most students make good use of study time allowed during the day.

- The change to the mandatory study hall has improved education, due to less classroom disruption for assemblies, class meetings, etc. The students can get help without disrupting teachers and other classes.

- I see no negative impact. I know of schools that are in a Five day school week, and also have 8 classes per day and offer no study hall at all.

- There is never enough time, it seems. However, I feel that I manage the time I do have, and use it to the best of my ability.

- Helped tremendously.

- I do think that the opportunity for our students to achieve great things is there, in the way things are set up during the 4 day week. I think that where things may not be as effective, is the assignments or requirements outside of the classroom. Because my classes are technology oriented, and students not having access to the technology outside of the classroom (at home), it often seems the 4 day slows things down.

- Mostly it has. A scheduled study hall each day is good.

- I think the 8 period day does give students more opportunities. I really don't know if it has improved academic success. I also feel that teaching is a timed event, the 50 minutes goes by so fast. I would like to take a week and try a block type schedule, doubt class periods, classes meeting every other day. I think I am doing a competent job, but if I had more time I could teach more.

- The 8 period day doesn't have much impact on the K-6 students, as we are largely self-contained for our core subjects. I believe I've adjusted over the years, but it has been challenging. My concern with moving to a 5 day week would be that Friday could be a waste of time with students gone for sports and other activities. I did spend time in the elementary school before it moved to a 4 day week. I remember the Fridays as being very short and casual, with half-full classrooms. That was, however, in a district other than Arvada / Clearmont.

- In most cases, yes. It has allowed students more time to take some electives. A 30 minute study hall gives them time to get some homework done, but it's not so long that they get bored and start messing around.

- I don't believe that shortening the class periods or adding more classes helps improve student academic achievement, unless those added classes are in those areas for which we are assessed. I do a competent job of teaching the material I have time to cover. The problem is not the 4-day week. The problem is that in a 4-day week, the days are precious and lost instruction time is difficult, at best, to recover. In a 5-day week there is definitely some flexibility for lost instruction time.

- The "academic bar" has definitely been raised because students now take 8 classes instead of 7. The addition of the 8th class was for offering students more options for classes, by taking minutes away from the other class periods. One of those classes added was Standards Math. I know that providing this class as an option has helped the at-risk math students to have more opportunities to meet the math standards and as such, has improved their academic achievement in math.

  I am able to do a competent job covering / teaching the content in a 4 day week. The first 2 years that we had the 4 day school week, I kept track of the content I taught compared to the 5 day week. I was pleasantly surprised to see that there was very little difference in the quantity, and the quality improved due to the uninterrupted 4 days.

7. How important is the 4 day week / alternative school calendar to ample professional development, and keeping current with the changes that the profession demands?

- Very. We (a school as small as Arvada / Clearmont) need that time to bring in quality presenters for professional development in order to keep up with the demands of the profession and the Department of Education.

- This is vital, as without it this faculty wouldn't have been able to assist in getting the school accreditation work done, and wouldn't be able to stay current with teaching trends and issues.

- Very important. I typically spend 10-12 hours per week outside of school, on lesson planning and grading student work. Without that time, I would have to sacrifice my family time, which would affect both my family, and my teaching. With two pre-school age children, this is important to me.

- There is never enough time, however I feel that I manage the time I do have and use it to the best of my ability.

- In service on Fridays are invaluable not only in instruction, but with camaraderie, mentoring and team work.

- I have really enjoyed out in service days. They have been very productive and useful, but we could probably accomplish the same amount of development with less days.

- It provides time for us to meet and learn, without being exhausted after a day of school.

- It is huge for professional development. We no longer try to cover necessary items with a 2 hour late start.

- The 4 day week is almost essential to meet the accreditation and other requirements set forth by the state. Schools on a 5 day week lose a great deal of student time due to in service meetings, as compared to our 4 day school week.

- Very important to have in service time. When would we otherwise some of the many issues that we have worked with over the past 10 years? Add more days to the calendar for in service? We are busy and engaged during our in service days. I think the state and federal government demand more and more from educators, so the 4 day week, along with dedicated in service days works best.

- This is one of my favorite things about the 4 day week. I've grown professionally throughout many teacher in service days. I think this has been extremely valuable.

- It is great, having the Fridays to work on those things we've addressed during in service training has been a tremendous opportunity.

- The 4 day week allows the use of Fridays for professional development without losing a day of instruction, or compromising with a partial day of instruction, and in service.

- The 4 – day week definitely provides great opportunities for professional development.

- Our 16 in-service days allow the staff to enjoy focused full-day professional development opportunities without interfering with instructional time. We focus on teaching for 4 days, and then we have a full day to focus on what we need to do to improve our instruction, to improve our school.

8. Other thoughts and comments about the issue of the 4 day week?

- The 4 day week at Arvada / Clearmont fits with the way of life of the ranchers. Students Students can help at home, rodeo, take part in 4-H with their families, and not miss school to do it.

- I like it. It has been great for students and staff.
- On a personal note, the 4 day week is more economical for those ~~of~~ who work at Arvada or Clearmont, and have to drive some distance to work. For example, from Buffalo. This is a very small part of the picture, but if gas really does rise to $4.00 or more dollars per gallon, it might become a bigger issue.

- It is working from a teacher's standpoint. As a parent, my boys got a very good education at Arvada / Clearmont and are doing well in college.

- I don't think it would be easy to go back to a 5 day week. Sure, we could do more with more time. I do feel we make good use of the time in school, and most of the parents are supporting the 4 day week.

- I love the 4 day week, especially for Friday in services. The students enjoy the three day week-end, and it has cut out a lot of lost time to athletic programs.

- Planning is the key to successful instruction. Changes happen, of course, but we need to support each other too. I have worked in districts that had a 5 day, 4 ½ day, and 4 day school week. The 4 day is the best, so far.

- I really like the 4 day school week, and I am not sure how productive Friday would be if we were in school. Kids would be gone for athletic events, activities, and so forth could affect how much is accomplished that day. I do see positive things about having school on Friday, but I can also see the reasons why our district doesn't.

- Having my Friday's "available" has allowed me to participate in technology in-services, visit other classrooms that are in session, and spend that time in my classroom creating quality lessons for my students.

- As an educator who has taught in both a a4 day and a 5 day week schedule, the 4 day week offers students and staff the best educational opportunities possible.

- Vital to our school district. Without it, this faculty wouldn't have been able to help the school get proper accreditation (when the 4 day week was first adopted), and do all of the training we've had since to keep the accreditation status, and stay current with education and instruction issues.

- Saves money on busing costs, kitchen help, para-professionals and building maintenance costs. Overall, I think some operation costs are probably less.

- In addition to the increasing number of full day extra-curricular activities during the week, I am concerned about the increasing number of times students are pulled out of study hall. I have a full room almost every day in study hall with students working on their math. Some of these students live too far away to stay and get help before or after school. However, on the other side of this coin, I am grateful that we have a study hall to be used for things like class meetings and pep assemblies, because I would definitely struggle with losing regular class time for such events.

Survey questions and responses of the classified staff. Of those who were surveyed, there were three employees who responded.

1. **Does the alternative calendar / 4 day week for teachers and students cause you any problems with getting your normal word load done each day?**

    - No, just not enough time in the day for me to get everything done.
    - No, it generally works well for me to get the necessary tasks done.
    - No, it is great. We can get the work done on Friday's when no one is here, and when we have game's here we can clean up the next day.

2. **If you normally work a five day week, Monday through Friday, how do you use that 5th day, (which is usually Friday)?**

    - Doing what I couldn't get done on the other days.
    - Repairs that you can't get done when school is in session. Or home games & preparation for basketball and volleyball games, etc.
    - We get all big job's done, and can get in to classrooms to work on things.

3. **Custodial and maintenance staff and central staff have been working a 4 day week, 10 hour day summer schedule. Is that still your preference?**

    - All respondents just wrote "yes".

4. **Other comments or concerns about the alternative calendar, and how it affects your job?**

    - I love the 4-day week, for you can get things you have to do on Friday done. If we went to a five day week, there would be no time, and all the business would be closed on Saturday, so you would have to take a day off from to do it.
    - The staff seems to work well together to co-ordinate school problems with maintenance, or summer cleaning issues. Sometimes there are people in the building when maintenance work needs to be don, but usually can be resolved through communication.
    - The four days works good. With games and all. My kids also get time to do their home work.

Evidence of meeting required hours:

- The school day begins for all students at 8:00 A.M., and ends at 4:00 P.M., normally Monday through Thursday. Counting all allowable hours for the school day, The Arvada – Clearmont students attend school 1117 hours, during the school year.

  That exceeds the required 900 hours for Elementary students by an additional 217 hours;
  Mid/Jr. High students by an additional 67 hours; and
  High School students by 17 additional hours.

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Sublette County School District No. 9

DISTRICT CONTACT: Gerry Chase

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	April 22, 2013
Education objectives (How will students benefit from this alternative schedule?)	April 22, 2013
Description of the schedule(s) and a copy of the calendar(s)	April 22, 2013
Method of evaluating how student learning has improved	April 22, 2013
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	April 22, 2013
Copy of public comment records	April 22, 2013
Length of waiver (circle one) • ~~1 year~~ • 2 years	
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	April 22, 2013

PLEASE NOTE: A letter of intent to continue or cancel an alternative schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved alternative schedule must also document and submit changes annually.

Sublette County School District Number Nine
P.O. Box 769
Big Piney, Wyoming 83113

OFFICE OF THE SUPERINTENDENT
Gerry Chase

Office 307-276-3322 FAX 307-276-3731

Brian Aragon
Wyoming Department of Education
Standards, Learning and Accountability Division
2300 Capitol Avenue
Second Floor
Cheyenne, WY 82001

April 22, 2013

Dear Brian Aragon,

Please accept Sublette County School District No. 9's request for an alternative calendar for a two – year period beginning with the 2013-2014 school year. The District is very supportive of this calendar and is anticipating excellent results from the use of additional time for professional development. All required documentation is included.

The District is planning to use these five additional professional development days to increase student achievement through curriculum and assessment work and time for collaborative planning. We are in our second year of implementing Professional Learning Communities and working with The Curriculum Leadership Institute. The additional time will greatly benefit our continued efforts in these areas.

By improving our curriculum and its implementation, we believe a substantial increase in learning opportunities will occur for our students. Please submit this application to the State Board of Education requesting authorization with the knowledge the Sublette County School District No. 9 Board of Trustees, by formal action at the April 18, 2013 board meeting, authorized this request. We look forward to your review and approval of this request. If additional information is needed, please advise as soon as possible.

Sincerely,

Gerry Chase
Superintendent, Sublette County S.D. No.9

Education Objectives

How will students benefit from this alternative schedule?

Students will benefit through improved learning opportunities created through the implementation of carefully and collaboratively designed curriculum and assessments. In the past, we have tried to carve out additional time with early release days. These are not well received by parents and the community, and we question if we truly are getting the full value of this time in lieu of full days. These additional days will provide collaboration time to develop, implement, monitor and adjust curriculum and instruction which will benefit students' learning, help mentor our new teachers, and reinforce best practices with all teachers throughout the school year.

Students will benefit through improved attendance. Many of our parents have work schedules which are not the traditional Monday through Friday with time off for weekends and the nearest larger communities with doctors and shopping are all approximately one hundred miles from our communities. Parents schedule appointments and often leave town for shopping when they have days off and take their children with them causing them to miss school. With these additional days, parents can plan their appointments and shopping in advance and reduce the number of days missed from school.

Students will benefit from well trained teachers. These five additional days will allow opportunities for teachers to grow and collaborate on instructional design and delivery. With the additional training required for concussions, seclusion and restraint, bullying, 1st Aide/CPR, sexual harassment, acceptable use of technology, and school improvement efforts all before the first day with students, it is critical we have time throughout the year for ongoing professional development focused on improving instruction.

Description of the schedules and a copy of the calendar

The LaBarge Elementary School begins at 8:00a.m. and ends at 3:00p.m. with sixty-eight minutes excluded for lunch and recess. This equals 5.87 hours of instruction per day resulting in 1,027.25 hours for the school year. Five fewer days would equal 29.35 fewer hours for a total of 997.9 hours of instruction which is well over the minimum required 900 hours.

Big Piney Elementary School begins at 8:20a.m. and ends at 3:10p.m. with fifty-three minutes excluded for lunch and recess. This equals 5.95 hours of instruction per day resulting in 1041.25 hours for the school year. Five fewer days would equal 29.75 fewer hours for a total of 1,011.5 hours of instruction which is well over the minimum required 900 hours.

Big Piney Middle School begins class at 8:15a.m. and ends at 3:25p.m. with forty-three minutes for lunch/recess. This equals 6.45 hours of instruction per day resulting in 1,128.75 hours for the school year. Five fewer days would equal 32.25 fewer hours for a total of 1,096.5 hours of instruction exceeding the minimum required 1,050 hours.

Big Piney High School begins class at 8:15a.m. and ends at 3:28p.m. with thirty-four minutes for lunch. This equals 6.65 hours of instruction per day resulting in 1,163.75 hours for the school year. Five fewer days would equal 33.25 fewer hours for a total of 1,129.75 hours of instruction exceeding the minimum required 1,100 hours.

Please see attached calendar for the 2013-2014 school year and each school's schedule.

Method of evaluating how student learning has improved

Sublette County School District No. 9 uses student achievement data from the Northwest Evaluation Association's Measures of Academic Progress (NWEA/ MAP) along with the PAWS assessments and our local District summative assessments aligned to the Wyoming state standards to establish and measure academic goals for students. Students' MAP RIT scores and the PAWS' scale scores are used to measure growth for both individuals and cohorts of students. MAP RIT scores are used to measure growth during the school year and also from spring to spring. The PAWS scores are used to measure annual growth for individuals and cohorts. The District summative assessments are used for cohort growth and to evidence individual performance on state standards. All three measures will be monitored and compared with the previous year's results to determine if student learning improved.

Evidence that at least two advertised public meetings were held prior to submission of the proposal

The first public meeting was advertised in the March 12, 2013 Sublette Examiner on page 23. It was an agenda item at our regular monthly meeting of the Board of Trustees held on March 18, 2013. There were 14 people present.

The second public meeting was advertised in the April 16, 2013 Sublette Examiner on page 6. It was an agenda item at our regular monthly meeting of the Board of Trustees held on April 18, 2013. There were thirty people present (please see attached advertisement, sign in sheets, and minutes).

Copy of public comment records

This item was presented for information and discussion at the March 18, 2013 Board meeting. The public and members of the Board were asked for discussion, and no comments were presented.

The second public meeting was held during the April 18, 2013 Board meeting. Chairperson Dr. David Burnett asked for comments from the audience and then discussion from the Board. One board member commented the calendar started the school year too soon and ended too late. No other comments were presented.

Evidence of meeting required hours

LaBarge Elementary 900 hours required: LaBarge Elementary will require no adjustment to their day.

170 Days at 5.92 hours = 1,006 hours

Big Piney Elementary 900 hours required: Big Piney Elementary will require no adjustment to their day.

170 Days at 6 hours = 1,020 hours

Big Piney Middle School 1050 hours required: Big Piney Middle School will require no adjustment to their day.

170 Days at 6.45 hours = 1,096.5 hours

Big Piney High School 1100 hours required: Big Piney High School will require no adjustment to their day.

170 Days at 6.65 hours = 1,130.5 hours

DRAFT

SCSD #9 2013-2014 CALENDAR

AUGUST

			T	S
			7	5
M	T	W	TH	F
				16
19	**20**	**21**	22	23
26	**27**	28	29	30

20-21 BPE INSERVICE
22-26 TCHR INSERVICE
27 FIRST DAY OF SCHOOL

SEPTEMBER

			T	S
			26	23
2	3	4	5	6
9	10	11	**12**	13
16	17	18	19	20
23	24	25	26	27

2 LABOR DAY NO SCHOOL
13 TCHR INSERVICEcli

OCTOBER

			T	S
			49	45
	1	2	3	4
7	8	9	10	11
14	15	16	**17**	18
21	22	23	24	25
28	29	30	31	

18 TCHR INSERVICEcli

NOVEMBER

			T	S
			68	63
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19,21,22 PARENT CONF.
28-29 THANKSGIVING

DECEMBER

			T	S
			83	77
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

23-31 CHRISTMAS

170 STUDENT/TEACHER CONTACT DAYS

185 TEACHER CONTRACT DAYS

JANUARY

			T	S
			104	95
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1-3, BREAK
6 SCHOOL RESUMES
17, 20 TCHR INSERVICE

FEBRUARY

			T	S
			122	110
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

4, 6,7 PARENT CONF.
14 TCHR INSERVICECLI
17 PRESIDENT'S DAY
27,28 TCHR INSERVICECLI

MARCH

			T	S
			138	126
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

March 3- 28 PAWS

APRIL

			T	S
			159	145
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

31-4 SPRING BREAK
18 Good Friday
24,25 INS/SW MusicCLI

MAY

			T	S
			180	165
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

23, TCHR INSERVICE
26 MEMORIAL DAY

JUNE

			T	S
			185	170
2	3	4	5	6

6 LAST DAY

La Barge Elementary 2013-2014 Daily School Calendar

Morning buses arrive: 7:20 a.m.

Breakfast: 7:25 a.m. – 7:55 a.m. (students who eat school breakfast)

Before school recess: (All grades) 7:20 a.m. – 7:55 a.m.

Classes begin: 8 a.m.

First recess: 9:30 a.m. – 9:50 a.m.

First lunch: (grades k – 2) 11:10 a.m. – to 11:35 a.m.

Second lunch: (grades 3-5) 11:35 a.m. – 12 Noon

First lunch recess: (grades k – 2) 11:35 – 11:55 a.m.

Second lunch recess: (grades 3 – 5) 12 Noon – 12:20 p.m.

K-2 classes resume 11:58 a.m.

3-5 classes resume 12:23p.m.

School releases: 3 p.m.

After school Program: 3 p.m. – 4 p.m.

Buses arrive to take students home: 4 p.m.

Big Piney Elementary 2013-2014 Daily School Calendar

Morning buses arrive: 7:50 a.m.

Breakfast: 7:50 a.m. – 8:15 a.m. (students who eat school breakfast)

Classes begin: 8:20 a.m.

First lunch: (grades k – 2) 11:00 a.m. – to 11:25 a.m.

Second lunch: (grades 3-5) 11:25 a.m. – 11:50 a.m.

First lunch recess: (grades 3 - 5) 11:00 a.m. – 11:25 a.m.

Second lunch recess: (grades k - 2) 11:25a.m. – 11:50 a.m.

Classes resume 11:53

School releases: 3:10 p.m.

Buses arrive to take students home: 3:15 p.m.

BPMS Schedule

MONDAY

ASSEMBLY	8:15 - 8:29
1ST PERIOD	8:32 - 9:16
2ND PERIOD	9:19 - 10:03
3RD PERIOD	10:06 - 10:51
4TH PERIOD	10:54 - 11: 39
LUNCH	11:39 - 12:19
5TH PERIOD	12:22 - 1:06
6TH PERIOD	1:09 - 1:53
7TH PERIOD	1:56 - 2:39
8TH PERIOD	2:42 - 3:25

TUESDAY & FRIDAY

1ST PERIOD	8:15 - 8:57
2ND PERIOD	9:00 - 9:42
3RD PERIOD	9:45 - 10:27
4TH PERIOD	10:30 - 11:12
FOCUS	11:15 - 11:45
LUNCH	11:45 - 12:25
5TH PERIOD	12:28 - 1:10
6TH PERIOD	1:13 - 1:55
7TH PERIOD	1:58 - 2:40
8TH PERIOD	2:43 - 3:25

WEDNESDAY		THURSDAY
1ST PERIOD	8:15 - 9:42	3RD PERIOD
2ND PERIOD	9:45 - 11:12	4TH PERIOD
FOCUS	11:15 - 11:45	FOCUS
LUNCH	11:45 - 12:25	LUNCH
5TH PERIOD	12:28 - 1:55	7TH PERIOD
6TH PERIOD	1:58 - 3:25	8TH PERIOD

BPHS BELL SCHEDULE FOR 2013-2014

Monday, Tuesday & Friday

1st period.....8:15 to 9:05
2nd period.....9:09 to 9:59
3rd period……..10:03 to 10:53
4th Period.....10:57 to 11:47
Lunch 11:47 to 12:17
5th period.....12:21 to 1:11
6th period.....1:15 to 2:05
Guided Reading .....2:09 to 2:34
7th period.....2:38 to 3:28

Wednesday

1st period.....8:15 to 9:44
Guided Reading .....9:48 to 10:19
2nd Period.....10:23 to 11:52
Lunch 11:52 to 12:22
5th Period.....12:26 to 1:55
7th period .....1:59 to 3:28

Thursday

3rd period .....8:15 to 9:44
Guided Reading .....9:48 to 10:19
4th Period.....10:23 to 11:52
Lunch 11:52 to 12:22
6th Period.....12:26 to 1:55
HR…… .....1:59 to 3:28

School hours are 8:00 – 3:30
Students are expected to leave the building by 3:40 unless they are involved in a school activity

Board of Education
SUBLETTE COUNTY SCHOOL DISTRICT NO. 9

Monday, March 18, 2013 7:00 p.m.

MEETING AGENDA:

1. Meeting Call to Order: Monday, March 18, 2013, 7:00 p.m.
   - 1.1 Pledge of Allegiance
   - 1.2 Approve February 18, 2013, Minutes for the Board of Trustees Meeting
   - 1.3 Additions and/or Acceptance of the Agenda

2. Approve Claims and Monthly Payroll for March 2013:

3. Reports/Delegations:
   - 3.1 Student of the Month Recognition
   - 3.2 Report – High School Student Council
   - 3.3 Report – Middle School Student Council
   - 3.4 Board/Administration Reports

4. Unfinished Business: None

5. Community Comments:

6. New Business:
   - 6.1 Personal and Sick Leave Immediately Preceding or Following a School Vacation
   - 6.2 Bid Award for 1981 GMC School Bus
   - 6.3 Out of State Professional Leave Requests
   - 6.4 Executive Session to Discuss Personnel
   - 6.5 Alternative Calendar - information Item
   - 6.6 Staff Resignation
     - a. Jennifer Bray
   - 6.7 Staff Recommendations for the 2013-2014 School Year

7. Set Date, Time and Location of Next Meeting:
   - 7.1 Next Tentative Board of Trustees Meeting Date:
     Thursday, April 18, 2013, 7:00 p.m.

8. Adjournment:

Board of Education
SUBLETTE COUNTY
SCHOOL DISTRICT NO. 9

Thursday, April 18, 2013 7:00 p.m.

MEETING AGENDA:

1. Meeting Call to Order: Thursday, April 18, 2013
   - 1.1 Pledge of Allegiance
   - 1.2 Approve March 18, 2013, Minutes for the Board of Trustees Meeting
   - 1.3 Additions and/or Acceptance of the Agenda

2. Approve Claims and Monthly Payroll for April 2013:

3. Reports/Delegations:
   - 3.1 Student of the Month Recognition
   - 3.2 Report – High School Student Council
   - 3.3 Report – Middle School Student Council
   - 3.4 Board/Administration Reports

4. Unfinished Business: Second Meeting: Alternative Calendar

5. Community Comments:

6. New Business:
   - 6.1 Personal and Sick Leave Immediately Preceding or Following a School Vacation:
     - a. Cody Boyer-Personal Day March 22, 2013
     - b. Jackie Sare-Personal Day March 22, 2013
   - 6.2 Board Approval – Unpaid Warrants
   - 6.3 2013-2014 Tentative Budget
   - 6.4 Approve Out of State Professional Leave
   - 6.5 Executive Session
   - 6.6 Approve LaBarge Elementary Principal Duties
   - 6.7 Accept AVI Contract
   - 6.8 Staff Elections:
     - a. Jeff MaKelky – Big Piney High School Principal
     - b. Zachary Stephenson – Big Piney High School Special Ed. Instr.
     - c. Christine Williamson Dodson – Big Piney Elementary Special Ed. Instr.

7. Set Date, Time and Location of Next Meeting:
   - 7.1 Tentative Date for Next Board of Trustees Meeting:
     Thursday, May 16, 2013 at 7:00 p.m.

8. Adjournment

Sublette Co. School District No. 9
Board of Trustees Meeting
Sign-In Sheet

Monday
March 18, 2013

Mary Hardin
Chris Hardin
Cara Olson
Cecily Pickler
Misty Bowlie
Albert Sommers
George Bohn
Cory Bee
KRISTI HIBBERT
John Hart
Caitlin Geeler
Ashlin Applin
Bailey Copeland
Jenna Banks

Sublette Co. School District No. 9
Board of Trustees Meeting
Sign-In Sheet

Thursday April 18, 2013

Mary & Chris Hard
D'Vadra & Bonnie Hunter
Cody Hendricks
Danielle Hunt
Stan Dodds
Destiny Reed
Cindy Jacklen
Danny Jacklen
Justin Housley
Tracie Housley
Melissa Housley
Dan Housley
Cheryl Housley
Hannah Housley
Gina Bohn
[illegible]
Darren, Kim, & JD Taylor
Sherri [illegible]
[illegible]
Matt Guenther
Cadi Kidwood
William Phelps

Jann Maxfield
Chris Meiring
Jeff Bell
Angie Clifford

Sublette Co. School District No. 9
Board of Trustees Meeting
Sign-In Sheet

Monday March 18, 2013

Mary Hardin
Chris Hardin
Cara Olson
Cindy Jackley
Misty Bowlie
Albert Sommers
George Bohn
Cory Bee
KRISTI HIBBERT
John Hart
Caitlin Geeler
Ashlin Applin
Bailey Copeland
Jenna Banks

attended a technology conference in Portland, Oregon. Mrs. Hibbert responded to several questions concerning laptops versus the IPAD. **Superintendent Chase** stated he had been working on planning Professional Development with the Principals for next year and incorporating it into the 2013-2014 school calendar. He explained the teachers are interested in Quantum Learning and the impact it has in the classroom and would like it included in the school calendar. Law enforcement is suggesting a four hour workshop for a new approach on the safety of our students. These programs will have an impact on planning next year's school calendar. Mr. Chase stated there is a meeting on April 17, at the Rock Springs High School Academy on Linked Learning Pathways and an invitation has been extended to 15 staff members to attend. Superintendent Chase indicated he has been in contact with Ted Schroeder to set up a meeting for smaller groups so other staff members could also attend.

4 Unfinished Business: None

5 Community Comments: Albert Sommers, House District 22 Representative stated this year at legislative session it seemed to be somewhat more contentious than in past years. He noted that the Legislature is micromanaging education in the state and his thoughts were that it is the wrong way to run education. Mr. Sommers reviewed several bills concerning education and indicated the ones that had passed and the ones that had failed.

6 New Business:

6.1 Information Item- Alternative Calendar: The Curriculum Coordinating Council would like five additional days for curriculum and assessment work for the 2013-2014 school year. A prerequisite for asking a change to the calendar is meeting the required number of hours for instruction and presenting the request at two public meetings prior to May 1 to the State Board of Education.

6.2 Personal and Sick Leave Immediately Preceding or Following a School Vacation: A motion was made by Mack Rawhouser and seconded by Glade Jones to approve a sick leave request for Ann Willford on April 1, 2013. The motion carried.

6.3 Accept Bid for 1981 GMC School Bus: A motion was made by Bill Tanner and seconded by Mack Rawhouser to accept the bid for a 1981, 28 passenger, GMC Bluebird Special Needs bus from Kim Robertson in the amount of $311.00. The motion carried.

6.4 Out of State Professional Leave Request: A motion was made by Mack Rawhouser and seconded by Bill Tanner to approve the request by Nate Strong to attend Petersen Memorial Coaches Clinic in Deadwood, SD on March 22 & 23, 2013. The motion carried.

6.5 Executive Session to Discuss Personnel: A motion was made by Glade Jones and seconded by Mack Rawhouser to go into Executive Session to discuss personnel. The motion carried. **Time: 8:39 p.m.** A motion was made by Mack Rawhouser and seconded by Glade Jones to adjourn the Executive Session meeting. The motion carried. **Time: 9:06.**

6.6 Staffing Recommendations for the 2013-2014 School Year: A motion was made by Glade Jones and seconded by Mack Rawhouser to offer Tenure Teaching Contracts for the 2013-2014 school year to the following teachers: Utahna Bourne, Misty Bowles, Norma Clements (195 Contract Days), Brent Hibbert, Kristi Hibbert (215 Contract Days), Ashley Metesh, Dustin Metesh, Michael (Jon) Miller and Lindsay Stephenson; A motion was made by Bill Tanner and seconded by Glade Jones to offer Initial Teaching Contracts

Board of Education
Sublette County School District No. 9
Thursday, April 18, 2013

Chairperson Dr. David Burnett called the regular meeting of the Board of Trustees, Sublette County School District No. 9 to order at 7:00 p.m., Thursday, April 18, 2013, in the Board meeting room at the Fine Arts Building.

Roll Call: Board members present: Dr. David Burnett, Glade Jones, Mack Rawhouser, John Fear and Bill Tanner: Also present were Gerry Chase, Amy Anschutz, Mary Hardin, Chris Hardin, D'Undra Hunter, Bonnie Hunter, Cody Hendricks, Danielle Hunt, Stan Dodds, Destiny Reed, Cindy Jackelen, Justin Housley, Gracie Housley, Melissa Housley, Sam Housley, Cheryl Housley, Hannah Housley, George Bohm, Dr. D. Simmons, Darren Taylor, Kim Taylor, J.D. Taylor, Sherri Redden, Bill Lehr, Matt Guenthner, Cadi Kirkwood, William Phelps, Jann Maxfield, Chris Meiring, Jeff Bell, William Schlepp, Angie Clifford and Penny Tefertiller:

1.1 **Pledge of Allegiance: Chairperson Dr. David Burnett asked Dr. D. Simmons to lead the audience and the Board of Trustees members in reciting the "Pledge of Allegiance". Prior to reciting the "Pledge of Allegiance" Dr. D. Simmons, as he has in the past years at the Board meetings, gave a brief review of history events that happened on this month many years ago.**

1.2 **Additions and/or Acceptance of the Agenda:** A motion was made by Glade Jones and seconded by Mack Rawhouser to accept the April 18, 2013, agenda as presented without additions or corrections. The motion carried.

1.3 **Approve Minutes for the March 18, 2013, Board of Trustees Meeting:** A motion was made by Mack Rawhouser and seconded by Bill Tanner to approve the minutes for the March 18, 2013, Board of Trustees meeting. The motion carried.

2 **Approve Claims and Monthly Payroll for April 2013:** A motion was made by John Fear and seconded by Bill Tanner to approve the April 2013 claims and monthly payroll. The motion carried.

3 **Reports/Delegations:**

3.1 **Student of the Month Recognition: Superintendent Chase** referred to the District's Values which are Respect, Excellence, Integrity, Responsibility, Empathy and Courage to describe the students who were nominated by their teachers for the "Student of the Month" award. Each nominating teacher spoke about the attributes the student they had selected for this award and presented them with an engraved plaque. The students' receiving recognition for March were Justin Dee Taylor-Big Piney Elementary 3rd grade; Hannah R. Housley-LaBarge Elementary School 3rd grade and Britany Tailor Kirkwood-Big Piney Middle School 8th grade. Terrell Robert Hunter was the recipient for Big Piney High School but was unable to attend due to a previous commitment. His presentation will be made at next month's Board of Trustees meeting.

3.2 **Report – High School Student Council: Jeff Bell** reported for the Big Piney High School Student Council. Jeff stated the Academic Challenge was held in Riverton on Saturday and the team placed third overall. Duane Kenney received All State Honors at this event. The welding team placed third in Casper at the Skills USA welding

competition on Wednesday. The team members included Glade Jones, Tim Ellis and Jordon Sims. In the Skills USA Cosmetology competition Megan Sims placed 2nd and Cheyenne Mareno placed third.

4 Unfinished Business:

4.1 Second Meeting – Alternative Calendar: Dr. David Burnett stated the Curriculum Coordinating Council has requested five additional days for curriculum and assessment work to be completed next year. He indicated two public meetings are required prior to the submission of a proposed alternative calendar to the State Board and this is the second public meeting. He also stated the schools must meet the required number of hours for instruction. Dr. Burnett asked if there were any public comments. None were presented. A motion was made by Mack Rawhouser and seconded by John Fear to approve the alternative calendar for 2013-2014 school year. Chairperson Burnett asked if there were any questions or comments from the Board. John Fear indicated he thought it was a long time for the students to be in school. Superintendent Chase stated it was the same amount of days as were approved in the 2012-2013 school calendar. Chairperson Burnett asked if there were any other comments. None were presented. Chairperson Burnett asked for a vote and they were as follows: Mack Rawhouser-aye; Bill Tanner-aye; Glade Jones-aye and John Fear-aye. The motion carried.

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT:
SWEETWATER SCHOOL DISTRICT #1

DISTRICT CONTACT:
RONALD W. KALICKI

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013.

PLEASE KEEP SUBMISSIONS CONCISE: ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	X
Education objectives (How will students benefit from this alternative schedule?)	X
Description of the schedule(s) and a copy of the calendar(s)	X
Method of evaluating how student learning has improved	X
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	X
Copy of public comment records	X
Length of waiver (circle one) • 1 year • 2 years	X
Evidence of meeting required hours: • Elementary 900 • Mid/Jr. High 1050 • High School 1100	X

PLEASE NOTE: A letter of intent to continue or cancel an Alternative Schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved Alternative Schedule must also document and submit changes annually.

Sweetwater County School District Number One
Office of Curriculum & Instruction
P. O. Box 1089
Rock Springs, WY 82902-1089

307-352-3400

Dr. Ronald W. Kalicki
Director of Curriculum

Gayle Kendall
Title III/Federal Grants Coordinator

April 29, 2013

Brian Aragon
Wyoming Department of Education
Hathaway Building
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Mr. Aragon:

I am writing on behalf of Sweetwater County School District #1 to request an Alternative Schedule for 2013-2014 and 2014-2015. The educational objectives or the schedule are to provide high quality professional development in research-based strategies related to higher student achievement to implement the adoption of the Common Core Standards and other newly-approved state standards, and to provide opportunities for communication with parents. The Alternative Schedule dates for 2013-2014 include August 26-30, September 20, October 4, October 18, November 1, December 13, January 17, February 7, February 21 or 28, March 21 or 28, April 16 or 25. Student learning gains are determined by comparison of student performance on MAP, PAWS, and DIBELS from year to year. Attached is a summary of student gains in Sweetwater School District #1 on PAWS over the last seven years.

Parents and certified staff were surveyed on their support for the Alternative Schedule. The results were that 91% of parents across the district and 78% of certified staff support the Alternative Schedule.

Attached is evidence of the public meeting held on March 11, 2013 and April 8, 2013, a copy of the draft minutes indicating Board approval of the Alternative Schedule, and a copy of public comments. Also attached is the schedule for district schools demonstrating that all schools will exceed minimum student hour requirements.

Sincerely,

Ronald W. Kalicki

Ronald W. Kalicki

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE
ROCK SPRINGS & WAMSUTTER 2013-2014 SCHOOL CALENDAR
Option A 169 Student Contact Days

Teacher Workshops	(M-F) August 26-August 30, 2013
Labor Day	(M) September 2, 2013
School Begins	(T) September 3, 2013
Professional Development	(F) September 20, 2013
Parent/Teacher Conferences	
Evening (Students in school)	(Th) October 3, 2013
Morning (Students not in school)	(F) October 4, 2013
Professional Development	(F) October 18, 2013
End of 1st Quarter	
Professional Development/Grade Preparation	(F) November 1, 2013
Thanksgiving Vacation	(Th-F) November 28 - 29, 2013
Professional Development	(F) December 13, 2013
Christmas Vacation	
Last day of school	(F) December 20, 2013
First day of school	(Th) January 2, 2014
End of 1st Semester	
Professional Development/Grade Preparation	(F) January 17, 2014
Professional Development	(F) February 7, 2014
Presidents' Day	(M) February 17, 2014
Parent/Teacher Conferences	
Evening (Students in school)	(Th) February 27, 2014
Morning (Students not in school)	(F) February 28, 2014
End of 3rd Quarter	
Professional Development/Grade Preparation	(F) March 21, 2014
Spring Break	
Last day of school for students	(T) April 15, 2014
First day of school	(M) April 21, 2014
Professional Development	(W) April 16, 2014
Memorial Day	(M) May 26, 2014
Last day for students	(Th) May 29, 2014
Last day for teachers	(F) May 30, 2014

Thanksgiving Break 2 days	1st Quarter	40 days
Christmas Break 8 days	2nd Quarter	43 days
Christmas and New Year's-Wednesday	3rd Quarter	41 days
Spring Break 3 days	4th Quarter	45 days
Easter-April 20		

Highlights: Short spring break, no conflict with state mandated ACT, travel on holidays, and end in May.

4/25/13

Ballot

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE
ROCK SPRINGS & WAMSUTTER 2013-2014 SCHOOL CALENDAR
Option B 169 Student Contact Days

Teacher Workshops	(M-F) August 26-August 30, 2013
Labor Day	(M) September 2, 2013
School Begins	(T) September 3, 2013
Professional Development	(F) September 20, 2013
Parent/Teacher Conferences	
Evening (Students in school)	(Th) October 3, 2013
Morning (Students not in school)	(F) October 4, 2013
Professional Development	(F) October 18, 2013
End of 1st Quarter	
Professional Development/Grade Preparation	(F) November 1, 2013
Thanksgiving Vacation	(W-F) November 27 - 29, 2013
Professional Development	(F) December 13, 2013
Christmas Vacation	
Last day of school	(Th) December 19, 2013
First day of school	(Th) January 2, 2014
End of 1st Semester	
Professional Development/Grade Preparation	(F) January 17, 2014
Professional Development	(F) February 7, 2014
Presidents' Day	(M) February 17, 2014
Parent/Teacher Conferences	
Evening (Students in school)	(Th) February 20, 2014
Morning (Students not in school)	(F) February 21, 2014
End of 3rd Quarter	
Professional Development/Grade Preparation	(F) March 28, 2014
Spring Break	
Last day of school for students	(F) April 11, 2014
First day of school	(M) April 21, 2014
Professional Development	(F) April 25, 2014
Memorial Day	(M) May 26, 2014
Last day for students	(Th) June 5, 2014
Last day for teachers	(F) June 6, 2014

Thanksgiving Break 3 days	1st Quarter	40 days
Christmas and New Year's-Wednesday	2nd Quarter	41 days
Christmas Break 9 days	3rd Quarter	46 days
Spring Break 5 days	4th Quarter	42 days
Easter-April 20		

Highlights: Three day Thanksgiving Break, no conflict with state mandated ACT, and travel on Easter Monday and New Year's Day.

4/25/13

Ballot

Sweetwater County School District Number One
P. O. Box 1089
Rock Springs, WY 82902-1089
Phone 307-352-3400 Fax 307-352-3411

Paul E. Grube
Superintendent of Schools

Justin Spicer
Chairman of the Board

Brady Baldwin
Vice-Chairman

Leonard W. Hay
Clerk

Robert J. Ramsey
Treasurer

Trustees
Emma Waldner
Joyce Corcoran
Max Mickelson

LEGAL NOTICE

The Board of Trustees, Sweetwater County School District Number One, will hold a Public Meeting on **Monday, March 11, 2013 at 6:00 p.m.** The Public Meeting will be held at the **Central Administration Building, 3550 Foothill Boulevard, Rock Springs, Wyoming**. Every two years the District is required to have a Public Meeting on the Alternate Schedule for the District.

PUBLISH: FRIDAY, MARCH 1, 2013
LEGAL NOTICES

FAX: ROCKET MINER
382-2763

LEGAL NOTICES

LEGAL NOTICE

The Board of Trustees, Sweetwater County School District Number One, will hold a Public Meeting on **Monday, March 11, 2013 at 6 p.m.** The Public Meeting will be held at the **Central Administration Building, 3550 Foothill Boulevard, Rock Springs, Wyoming.** Every two years the District is required to have a Public Meeting on the Alternate Schedule for the District.

March 1

Sweetwater County School District Number One
P. O. Box 1089
Rock Springs, WY 82902-1089
Phone 307-352-3400 Fax 307-352-3411

Paul E. Grub
Superintendent of School

Justin Spice
Chairman of the Board

Brady Baldwin
Vice-Chairman

Leonard W. Hay
Clerk

Robert J. Ramsey
Treasurer

Trustees
Emma Waldner
Joyce Corcoran
Max Mickelson

LEGAL NOTICE

The Board of Trustees, Sweetwater County School District Number One, will hold a Public Meeting on **Monday, April 8, 2013 at 6:30 p.m.** The Public Meeting will be held at the **Central Administration Building, 3550 Foothill Boulevard, Rock Springs, Wyoming**. Every two years the District is required to have a Public Meeting on the Alternate Schedule for the District.

PUBLISH: WEDNESDAY, MARCH 27, 2013
LEGAL NOTICES

FAX: ROCKET MINER
382-2763

TEST COPY

LEGAL NOTICE

The Board of Trustees, Sweetwater County School District Number One, will hold a Public Meeting on **Monday, April 8, 2013 at 6:30 p.m.** The Public Meeting will be held at the **Central Administration Building, 3550 Foothill Boulevard, Rock Springs, Wyoming**. Every two years the District is required to have a Public Meeting on the Alternate Schedule for the District.

Mar. 27

PUBLIC MEETING
CENTRAL ADMINISTRATION BUILDING
MARCH 11, 2013
PAGE 1

MEMBERS PRESENT: Brady Baldwin, Justin Spicer, Lenny Hay, Robert J. Ramsey, Max Mickelson and Joyce Corcoran

MEMBER ABSENT: Emma Waldner

ALSO PRESENT: Paul Grube, Jack Adams, Kelly McGovern, Dr. Kalicki, Chase Hafner and Pete Rust. Also in attendance were staff members, students, members of the media and constituents of the District.

CALL MEETING TO ORDER – The Public Meeting on the 2013-2014/2014-2015 Alternative Schedule was called to order at 6:00 p.m. by Mr. Justin Spicer, Chairman of the Board. Director of Curriculum, Dr. Ron Kalicki gave a review and explanation of the process for adopting an alternative schedule.

Dr. Charles Cook, Farson/Eden Principal updated the Board on the 4-day week at Farson/Eden School.

Mr. Hay stated that the Farson Advisory Board wanted to thank the Board of Trustees for the opportunity to put the 4-day week in place.

Discussion was open to the public.

Mrs. Karen Anderson stated that as far as staff development days are concerned, she has grown by leaps and bounds as a professional.

There being no further business to come before the Board, the meeting was adjourned at 6:41 p.m.

_____
Chairman

_____
Clerk

MEMBERS PRESENT: Brady Baldwin, Justin Spicer, Lenny Hay, Robert J. Ramsey, Max Mickelson and Joyce Corcoran

MEMBER ABSENT: Emma Waldner

ALSO PRESENT: Paul Grube, Jack Adams, Kelly McGovern, Dr. Kalicki, Chase Hafner, Pete Rust, Curt Barker, Donna Toly and June Privitt. Also in attendance were staff members, students, constituents of the District and members of the media.

CALL MEETING TO ORDER – Mr. Justin Spicer, Chairman of the Board, led the Board Members and audience in the Pledge of Allegiance and called the meeting to order at 7:00 p.m.

APPROVAL OF AGENDA - Motion by Mr. Ramsey, seconded by Mr. Mickelson and carried to approve the Agenda with the addition of the Addendum.

RECOGNITION - Sweetwater County School District Number One and the Board of Trustees honored those certified employees that have completed 25 or more years of service to Sweetwater County School District Number One.

Todd Bennett - Assistant Principal - Rock Springs Junior High School
Brenda Gray - Kindergarten Instructor - Overland Elementary School
Patricia Mitchelson - Middle School Math and Social Studies - Farson/Eden School
Sharon Patterson - Art Instructor - Pilot Butte and Walnut Elementary Schools
Jeffrey Vollmer - Educational Diagnostician - Overland Elementary School
Barbara Wilmetti-Zancanella - Resource Room Instructor - Westridge Elementary School

HEAD START - Motion by Mr. Ramsey, seconded by Mr. Baldwin and carried to approve the Head Start Annual Report for the 2011/2012 fiscal year as presented by Head Start Director June Privitt.

APPROVAL OF MINUTES – Motion by Mr. Ramsey seconded by Mr. Mickelson and carried that the minutes for the Regular Meeting on February 11, 2013 be approved.

TREASURER'S REPORT – Motion by Mr. Ramsey, seconded by Ms. Corcoran and carried that the Treasurer's Report for the General Fund, School Lunch Program and Head Start Program be approved as presented.

Donna Toly updated the Board on negative balances and costs for Food Services.

APPROVAL OF WARRANTS – Motion by Mr. Ramsey, seconded by Mr. Hay and carried that the bills for February 11 to March 6, 2013 be approved as presented.

District Warrants were as follows: Net Payroll Nos. 115372 to 115579 and 586590 to 588084 in the amount of $2,974,752.04, Transfers No. 82760 to 82764 in the amount of $4,501,633.82, General Warrants Nos. 53163 to 53895 in the amount of $4,607,069.85.

PERSONNEL

1. Motion by Mr. Baldwin, seconded by Mr. Ramsey and carried that the following action be taken concerning certificated personnel:

   a. Accept the retirement of Dan McCarron, Science Instructor at Rock Springs Junior High School effective at the end of the 2012-2013 school year.
   b. Accept the retirement of Roger Weber, Sixth Grade Instructor at Lincoln Elementary School effective at the end of the 2012-2013 school year.
   c. Accept the retirement of Beverly Boevers, Case Manager effective at the end of the 2012-2013 school year.
   d. Accept the resignation of Meghan Clontz, Resource Room Instructor at Rock Springs Junior High School effective at the end of the 2012-2013 school year.
   e. Accept the resignation of Amanda Huseth, Sixth Grade Instructor at Pilot Butte Elementary School effective at the end of the 2012-2013 school year.

   Mr. Ramsey thanked all of these employees for their service to the District.

2. Motion by Mr. Ramsey, seconded by Mr. Baldwin and carried that the following action be taken concerning certificated personnel:

   a. Accept the hire of Kelly Heitzmann for the First Grade Instructor position at Sage Elementary School.
   b. Accept the hire of Lisa Biegler for the English Instructor position at Rock Springs High School.
   c. Accept the hire of Nicole Bolton for the Principal position at Lincoln Elementary School.
   d. Accept the hire of Kristina Hoffman for the Speech Language Pathologist position.
   e. Accept the hire of Kayla Larson for the Sixth Grade Instructor position at Pilot Butte Elementary School.
   f. Accept the hire of Alissa Bramwell for the First Grade Instructor position at Westridge Elementary School.
   g. Accept the hire of Stephen Wright for the Business/Keyboarding Instructor-One Year Only position at Rock Springs Junior High, Pilot Butte Elementary and Eastside Elementary Schools.

FINANCE

1. Motion by Mr. Ramsey, seconded by Mr. Hay and carried that the Application for Deposit of Public Funds from the following financial institutions be approved and placed on file for the 2013-2014 Fiscal Year.

Rock Springs National Bank	$17,034,390.34
1rst Bank North Side Branch	No Limit Dollars
US Bank National Association	Collateral based on Deposits
Wyoming Government Investment Fund	Collateral based on Deposits
Rocky Mountain Bank	Collateral based on Deposits
Wells Fargo Bank	Collateral based on Deposits
Bank of the West	Unlimited
Commerce Bank of Wyoming	Collateral based on Deposits

Application for Deposit of Public Funds for the Head Start Program

1rst Bank North Side Branch	$300,000.00

2. Motion by Mr. Ramsey, seconded by Mr. Baldwin and carried to award the bid for the purchase of Unit #134, a 1986 Ford pickup that was declared surplus property on February 11, 2013 to Mark Portillo in the amount of $250.00.

BUILDING AND GROUNDS

1. Motion by Mr. Ramsey, seconded by Mr. Hay and carried to award the bid for the Rock Springs High School fire alarm replacement to Fire Engineering Company, Inc., of Salt Lake City, UT in the amount of $300,595.00.

2. Motion by Ms. Corcoran, seconded by Mr. Hay and carried to award the bid for the Rock Springs High School fire sprinkler system renovation to Western States Fire Prevention, Black Hawk, SD in the amount of $1,112,920.00.

3. Motion by Mr. Ramsey, seconded by Mr. Baldwin and carried to award the bid for the Rock Springs High School main boiler replacement to Vaughn's Plumbing, Rock Springs, WY for $480,375.00. This includes the base bid and alternates 1, 2 and 4.

4. Motion by Mr. Hay, seconded by Mr. Mickelson and carried to award the bid for the Westridge Elementary School boiler replacement to Vaughn's Plumbing, Rock Springs in the amount of $329,000.00.

5. Motion by Ms. Corcoran, seconded by Mr. Mickelson and carried to award the bid for the Maintenance Department 4 x 4 truck to First Choice Ford, Rock Springs, WY in the amount of $22,940.00.

6. Motion by Mr. Ramsey, seconded by Mr. Baldwin and carried to reject all bids and rebid for the Maintenance Department delivery van.

7. Each member of the Board received copies of the following:

   a. Updated annual friable asbestos inventory for Sweetwater County School District Number One.
   b. Updated letters to employees and parents of Sweetwater County School District Number One on the status of asbestos materials/abatements.

STUDENTS

1. Motion by Mr. Ramsey, seconded by Ms. Corcoran and carried that the following action be taken:

   a. Accept the request of Roger Weber and Steve Pribyl, Sixth Grade Instructors at Lincoln Elementary School for their classes to travel to the Buffalo Bill Historical Center and Heart Mountain Interpretive Center in Cody, WY from April 30 to May 1, 2013.

b. Accept the request of Max Lockett, Bryant Blake and Gwen Roich, Sixth Grade Instructors at Lincoln Elementary School for their classes to travel to the Buffalo Bill Historical Center and Heart Mountain Interpretive Center in Cody, WY May 1-2, 2013.
c. Accept the request of Cathleen Metz, Fifth Grade Instructor at Lincoln Elementary School for her class to travel to Yellowstone National Park May 16-18, 2013.

GENERAL BOARD BUSINESS

1. Motion by Mr. Ramsey, seconded by Mr. Hay and carried that Policy JEFB (Released Time for Religious Instruction) and JEFB-R (Released Time for Religious Instruction) be approved as presented.

2. Policy GCB (Professional Staff Contracts and Compensation Plans) and GCB-E-1 (Wyoming Teacher Employment Law) have passed through the Policy Committee and are ready for Board review. Action on these policies will take place at the next regularly scheduled Board Meeting.

GOOD OF THE ORDER

1. Mrs. Waldner was unable to attend this evenings meeting, but she asked Superintendent Grube to express her gratitude to everyone who has stepped forward to help out at Desert School due to Mr. Hutchison's terminal illness. Mr. Grube recognized the Crisis Team, counselors and psychologists and stated that Dr. Wendling and Mike Maloney will be completing the teacher evaluations and Daryl Michael will be helping with the PAWS testing for Desert School. Linda Proberts, building secretary as well as all the Desert School staff have been very supportive and stepped up to help out as needed. Mr. Grube noted that from the very beginning Mr. Hutchison had more concern for his students and staff than for himself.

2. Mr. Mickelson noted that he is looking forward to the technology meeting scheduled later this month. He had the opportunity to visit with many staff members and administrators and was able to sit in on a Seminary class and assured them that Policy JEFB, Released Time for Religious Instruction was only being updated. He was also able to attend the production of Music Man at Rock Springs Junior High School.

3. Mr. Hay noted that negotiations for 2013-2014 will be held March 19, 2013.

4. Ms. Corcoran is a member of the CDC Board and they are gearing up for the remodel of the Rock Springs building. She is also a member of the Community Fine Arts Board and attended the International String Trio and encouraged everyone to take advantage of opportunities such as these. She stated that we live in a wonderful community and School District Number One has had a major role in making it a great place to live. Ms. Corcoran was also able to read to students at Sage Elementary School for Read Across America and thanked everyone involved for the opportunity.

5. Mr. Ramsey stated that Region V BOCES has an opening for a new Director as well as a new Principal at Roosevelt. He reminded all Board Members that the National School Board Association Annual Conference will be held in San Diego, CA April 11-13, 2013. Mr. Spicer noted that both he and Ms. Corcoran would be attending this conference.

6. Mr. Baldwin recognized Laura Morrow and the Rock Springs High School Student Council on their extremely successful Make A Wish Campaign, which was held February 7-21, 2013. Ms. Morrow and Student Council Members updated the Board on some of the events that took place during the campaign.

7. Chairman Spicer met with Kathy Sisemore on behalf of the SEA to proactively discuss numerous topics.

8. Sweetwater One Public School Foundation held a kick off campaign in February. The Foundation provides many resources to District students.

9. Chairman Spicer informed the Board that climate survey work is continuing and he hopes to bring more information to the Board next month.

10. Chairman Spicer has been in contact with Dr. Higdon regarding the search for a new superintendent and he assured him that everything is on schedule. They have had 29 requests for applications.

11. Chairman Spicer toured the Eastside Elementary School construction project with Superintendent Grube.

12. On Saturday, March 16, 2013, a Board Workshop will be held for discussion on strategic planning and goal setting. The Board has contacted Dr. Caldwell of Western Wyoming Community College to help facilitate the process. Dr. Caldwell will be volunteering her services for the Workshop.

POINTS OF INFORMATION

1. Each member of the Board received a copy of the following:

   a. Vacancy Notice as of March 11, 2013
   b. Calendar for the months of March, April, May and June 2013
   c. February 2013 Head Start Board Liaison Report

There being no further business to come before the Board, the meeting was adjourned at 8:25 p.m.

_____
Chairman

_____
Clerk

PUBLIC MEETING
CENTRAL ADMINISTRATION BUILDING
APRIL 8, 2013
PAGE 1

MEMBERS PRESENT: Brady Baldwin, Justin Spicer, Lenny Hay, Robert J. Ramsey, Max Mickelson, Joyce Corcoran and Emma Waldner

ALSO PRESENT: Paul Grube, Jack Adams, Kelly McGovern, Dr. Kalicki, Chase Hafner, Curt Barker and Pete Rust. Also in attendance were staff members, students, members of the media and constituents of the District.

CALL MEETING TO ORDER – The Public Meeting on the 2013-2014/2014-2015 Alternative Schedule was called to order at 6:30 p.m. by Mr. Justin Spicer, Chairman of the Board. Director of Curriculum, Dr. Ron Kalicki reviewed the process for adopting an alternative schedule.

The District has until May 1, 2013 to inform the Wyoming Department of Education once the Board of Trustees has made a decision.

Discussion was open to the public.

Mrs. Kathy Sisemore noted that the negotiations team has asked for discussion regarding additional planning time for instructors.

There being no further business to come before the Board, the meeting was adjourned at 6:41 p.m.

_____
Chairman

_____
Clerk

MEMBERS PRESENT: Brady Baldwin, Justin Spicer, Lenny Hay, Robert J. Ramsey, Max Mickelson, Joyce Corcoran and Emma Waldner

ALSO PRESENT: Paul Grube, Jack Adams, Kelly McGovern, Dr. Kalicki, Chase Hafner, Pete Rust, Curt Barker, Brian Kaumo, Donna Toly and Brad Jacobson. Also in attendance were staff members, students, constituents of the District and members of the media.

Chairman of the Board, Mr. Justin Spicer announced that Steve Hutchison, Principal of Desert School-Wamsutter passed away. Chairman Spicer said that Mr. Hutchison cared so deeply about the students, staff and school that only when his health failed did he unwillingly leave his post. The District lost a fantastic administrator, talented educator but most of all a good man. In honor of Mr. Hutchison a moment of silence was observed.

CALL MEETING TO ORDER – Mr. Justin Spicer, Chairman of the Board, led the Board Members and audience in the Pledge of Allegiance and called the meeting to order at 7:00 p.m.

APPROVAL OF AGENDA - Motion by Mr. Baldwin, seconded by Mr. Ramsey and carried to approve the Agenda with the addition of the Addendum.

APPROVAL OF MINUTES – Motion by Mr. Ramsey seconded by Mr. Hay and carried that the minutes for the Public Hearing on March 11, 2013 and Regular Meeting on March 11, 2013 be approved.

TREASURER'S REPORT – Motion by Mr. Ramsey, seconded by Mrs. Waldner and carried that the Treasurer's Report for the General Fund, School Lunch Program and Head Start Program be approved as presented.

Donna Toly updated the Board on negative balances and costs for Food Services.

APPROVAL OF WARRANTS – Motion by Mr. Ramsey, seconded by Mr. Mickelson and carried that the bills for March 20 to April 3, 2013 be approved as presented.

District Warrants were as follows: Net Payroll Nos. 115580 to 115783 and 588085 to 589579 in the amount of $2,803,540.88, Transfers No. 82765 to 82769 in the amount of $5,100,000.00, General Warrants Nos. 54030 to 54617 in the amount of $4,607,332.85.

COMMUNICATIONS AND/OR CORRESPONDENCE

1. Mr. Roger Weber, speaking on behalf of the Sweetwater Education Association Negotiation Team informed the Board that 283 of 322 (88%) SEA Members voted on the negotiated agreement. Of those 283 voting, 277 voted in favor of the negotiated agreement (98% in favor), which is an overall approval rate of 86%. Mr. Weber said that over the past years he has enjoyed working with the Board as a negotiator.

   Mr. Spicer thanked Mr. Weber, the SEA Negotiation Team and the Board of Trustees Negotiation Team for their work.

l. Accept the retirement of Ronald Fowler, English Instructor at Rock Springs High School effective at the end of the 2012-2013 school year.
m. Accept the retirement of Gloria Sempsis, Social Studies Instructor at Rock Springs Junior High School effective at the end of the 2012-2013 school year.
n. Accept the retirement of Leslie Davies, Librarian at Lincoln Elementary, Westridge Elementary and Independence High School effective at the end of the 2012-2013 school year.
o. Accept the resignation of Kayla Rider, Language Arts Instructor at Rock Springs Junior High School effective at the end of the 2012-2013 school year.
p. Accept the retirement of Brad DeKrey, Social Studies Instructor at Rock Springs High School effective at the end of the 2012-2013 school year.

2. Motion by Mr. Ramsey, seconded by Mr. Hay and carried that the following action be taken concerning certificated personnel:

a. Accept the hire of Carolyn Kramlich for the Alternative Behavior Program Instructor position at Sage Elementary School.
b. Accept the hire of Jose R. Candelaria for the Physical Education and Health Instructor position at Rock Springs Junior High School.
c. Accept the hire of John Bettolo for the Assistant Principal/Activities Director position at Rock Springs High School.
d. Accept the hire of Allie Parrott for the Physical Education and Health Instructor position at Pilot Butte and Eastside Elementary Schools.
e. Accept the hire of Dorothy Convirs for the Resource Instructor-One Year Only position at Rock Springs Junior High School
f. Accept the hire of Alejandrina Ramirez for the ELL Instructor position at Overland Elementary School.
g. Accept the hire of Cassondra Shutes for the Kindergarten Instructor position at Lincoln Elementary School.
h. Accept the hire of Ruth Casey for the Physical Education and Health Instructor position at Lincoln, Eastside and Desert View Elementary Schools.
i. Accept the hire of Lauren Reynders for the Sixth Grade Instructor position at Pilot Butte Elementary School.
j. Accept the hire of Nicole Giesenhagen for the Sixth Grade Instructor position at Eastside Elementary School.
k. Accept the hire of Kendyl Chandler for the Fifth Grade Instructor position at Eastside Elementary School.
l. Accept the certified staff recommended for rehire for the 2013-2014 school year as listed.
m. Accept the administrative staff recommended for rehire for the 2013-2014 school year as listed.

CURRICULUM

1. Motion by Mr. Baldwin, seconded by Mrs. Waldner and carried to accept the Alternative Schedule for Sweetwater County School District Number One as presented for 2013-2014 and 2014-2015. This includes approval of the four-day week for Farson/Eden Schools.

2. Dr. Kalicki introduced Mr. Brad Jacobson, Vice President of Accreditation for AdvancED. Mr. Jacobson said that he had the pleasure to meet with the Administrative Leadership Team earlier today to discuss the accreditation process. He stated that the Boards leadership plays a pivotal role in the process. Mr. Jacobson presented an overview of the AdvancED district accreditation process, which will begin in 2013-2014.

BUILDING AND GROUNDS

1. Motion by Mr. Ramsey, seconded by Mr. Baldwin and carried to award the bid for the Overland Elementary School auxiliary parking lot to Wylie Construction, Inc., Rock Springs, WY in the amount of $236,677.26.

2. Motion by Mr. Baldwin, seconded by Mr. Hay and carried to award the bid for the Eastside Elementary School furniture, fixtures and equipment to School Specialty, Inc., Mansfield, Ohio in the amount of $355,570.75.

3. Motion by Mr. Ramsey, seconded by Mrs. Waldner and carried to award the bid for the Eastside Elementary School custodial equipment to Real Kleen, Evanston, WY for $23,648.55.

STUDENTS

1. Motion by Mr. Ramsey, seconded by Mrs. Waldner and carried to accept the request of Brittany Andrews, Cole Seaver and Lorna Bath, Fourth Grade Instructors at Northpark Elementary School for their classes to travel to the Teton Science School in Jackson, WY from May 20-23, 2013

2. Motion by Mrs. Waldner, seconded by Mr. Baldwin and carried to accept the boundaries for Pilot Butte and Eastside Elementary Schools as presented.

TECHNOLOGY

1. Motion by Mr. Ramsey, seconded by Mr. Hay and carried to award the bid for the Biometric Time Clock Solution to TimeClock Plus, in the amount of $154,235.68

2. Motion by Mr. Ramsey, seconded Mrs. Waldner and carried to purchase Schoolnet as an additional Pearson module for PowerSchool in the amount of $53,460.00. This is a sole source purchase.

3. Motion by Mr. Hay, seconded by Mr. Mickelson and carried to enter into a three-year agreement with CDW-G and Microsoft for Microsoft Office Licensing using the Microsoft Office Professional Plus License and Software Assurance Program in the amount of $33,500.00. Annual licensing costs will be based on staff FTE numbers.

GENERAL BOARD BUSINESS

1. Motion by Mr. Baldwin, seconded by Mr. Mickelson and carried that Policy GCB (Professional Staff Contracts and Compensation Plans) and GCB-E-1 (Wyoming Teacher Employment Law) be approved as presented.

2. Policy EFB (Free and Reduced Lunch Prices) has passed through the Policy Committee and is ready for Board review. Action on this policy will take place at the next regularly scheduled Board Meeting.

GOOD OF THE ORDER

1. Mr. Ramsey asked each Board Member to become familiar with the Head Start program and Liaison Reports, as they may be called upon at the years end regarding the on-site review.

2. Mr. Baldwin encouraged everyone to attend the staff and community forums for the Superintendent search.

3. Mrs. Waldner noted that all Head Start non-compliance's from the on-site review have been corrected. Emma is the Board representative for Head Start and unfortunately she has a conflict and is unable to attend the Head Start Board Meetings. Mr. Ramsey agreed to take over her position. Emma also noted that Head Start's open house has been postponed until September.

4. Emma stated that Mr. Hutchison truly made a difference in Wamsutter and he will be missed. His wife Pauline Hutchison asked Emma to thank the District for allowing her to be with Steve during his final days.

5. Mr. Mickelson expressed his concern that Head Start may not have spots for students due to a decrease in Federal funding.

6. Mrs. Corcoran stated that the Community Juvenile Services Board would be meeting Wednesday morning. She will continue to keep the Board updated. The Green River CDC has moved into their new building and construction will be starting on the Rock Springs CDC.

7. Chairman Spicer said that he is sad to see Mr. Grube retire. The Board is providing an opportunity for public comment and participation in the selection of the new superintendent with community, staff and administrator forums.

8. Chairman Spicer stated that the Board is working on a strategic plan with Dr. Caldwell of Western Wyoming Community College. Mrs. Waldner said that she appreciated being able to attend the Board Workshop to discuss the strategic plan. Mr. Spicer is hoping that the Board will have an opportunity to present the information at the May Board Meeting as well as hopefully announce the next Superintendent.

POINTS OF INFORMATION

1. Each member of the Board received a copy of the following:

   a. Vacancy Notice as of April 4, 2013
   b. Calendar for the months of April, May, June and July, 2013
   c. Letter from Darrin Peppard, Rock Springs High School Principal regarding graduation
   c. March 2013 Head Start Board Liaison Report

EXECUTIVE SESSION

1. Motion by Mr. Ramsey, seconded by Mr. Hay and carried that at this time, 8:45 p.m., the Board shall go into Executive Session for the purpose of discussing personnel issues.

2. The Board returned from Executive Session at 9:23 p.m. Motion by Mr. Mickelson, seconded by Mr. Baldwin and carried to resume the board Meeting.

There being no further business to come before the Board, the meeting was adjourned at 9:24 p.m.

_____
Chairman

_____
Clerk

Proposed Alternative Schedule 2013-2015

Level/School	Time/Day (Excluding Lunch)	Days	Attendance Hours/Years	Required Hours
Kindergarten (in town) 9:30-3:33	328 min.	169	923.9 hrs. (+ 23.9)	NA
Elementary (1-4 in town) 8:40-3:33	378 min.	169	1064.7 hrs. (+ 164.7)	900
Elementary (5-6 in town) 8:20-3:10	380 min.	169	1070.3 hrs. (+ 170.3)	900
Rock Springs Junior High 7:40-2:40	390 min.	169	1098.5 hrs. (+ 48.5)	1050
Rock Springs High 7:45-3:00	410 min	169	1154.8 hrs (+ 54.8)	1100

Proposed Alternative Schedule 2013-2015 continued

Level/School	Time/Day (Excluding Lunch)	Days	Attendance Hours/Years	Required Hours
Independence High 7:45-3:11	404 min.	169	1137.9 hrs. (+ 37.9)	1100
Wamsutter (K-8) 8:00-3:20	410 min.	169	1154.8 hrs (+ 254.8)	900
Farson-Eden (K-5) 7:50-2:58	408 min.	146	992.8 hrs (+ 92.8)	900
Farson-Eden (6-12) 7:50-3:58 Middle School	468 min.	146	1138.8 hrs. (+ 88.8)	1050
High School	468 min.	146	1138.8 hrs. (+ 38.8)	1100

Sweetwater County School District Number One
Office of Curriculum & Instruction
P. O. Box 1089
Rock Springs, WY 82902-1089

307-352-3400

Dr. Ronald W. Kalicki
Director of Curriculum

Gayle Kendall
Title III/Federal Grants Coordinator

April 30, 2013

Brian Aragon
Wyoming Department of Education
Hathaway Building
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Mr. Aragon:

I am writing on behalf of Sweetwater County School District #1 to request an Alternative Schedule for 2013-2014 and 2014-2015. The educational objectives or the schedule are to provide high quality professional development in research-based strategies related to higher student achievement to implement the adoption of the Common Core Standards and other newly-approved state standards, and to provide opportunities for communication with parents. The Alternative Schedule dates for 2013-2014 include August 26-30, September 20, October 4, October 18, November 1, December 13, January 17, February 7, February 21 or 28, March 21 or 28, April 16 or 25, May 30 or June 6. Student learning gains are determined by comparison of student performance on MAP, PAWS, and DIBELS from year to year. Attached is a summary of student gains in Sweetwater School District #1 on PAWS over the last seven years.

Parents and certified staff were surveyed on their support for the Alternative Schedule. The results were that 91% of parents across the district and 78% of certified staff support the Alternative Schedule.

Attached is evidence of the public meeting held on March 11, 2013 and April 8, 2013, a copy of the draft minutes indicating Board approval of the Alternative Schedule, and a copy of public comments. Also attached is the schedule for district schools demonstrating that all schools will exceed minimum student hour requirements.

Sincerely,

Ronald W. Kalicki

Ronald W. Kalicki

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE
ROCK SPRINGS & WAMSUTTER 2013-2014 SCHOOL CALENDAR
Option A 169 Student Contact Days

Teacher Workshops	(M-F) August 26-August 30, 2013
Labor Day	(M) September 2, 2013
School Begins	(T) September 3, 2013
Professional Development	(F) September 20, 2013
Parent/Teacher Conferences	
Evening (Students in school)	(Th) October 3, 2013
Morning (Students not in school)	(F) October 4, 2013
Professional Development	(F) October 18, 2013
End of 1st Quarter	
Professional Development/Grade Preparation	(F) November 1, 2013
Thanksgiving Vacation	(Th-F) November 28 - 29, 2013
Professional Development	(F) December 13, 2013
Christmas Vacation	
Last day of school	(F) December 20, 2013
First day of school	(Th) January 2, 2014
End of 1st Semester	
Professional Development/Grade Preparation	(F) January 17, 2014
Professional Development	(F) February 7, 2014
Presidents' Day	(M) February 17, 2014
Parent/Teacher Conferences	
Evening (Students in school)	(Th) February 27, 2014
Morning (Students not in school)	(F) February 28, 2014
End of 3rd Quarter	
Professional Development/Grade Preparation	(F) March 21, 2014
Spring Break	
Last day of school for students	(T) April 15, 2014
First day of school	(M) April 21, 2014
Professional Development	(W) April 16, 2014
Memorial Day	(M) May 26, 2014
Last day for students	(Th) May 29, 2014
Last day for teachers	(F) May 30, 2014

Thanksgiving Break 2 days	1st Quarter	40 days
Christmas Break 8 days	2nd Quarter	43 days
Christmas and New Year's-Wednesday	3rd Quarter	41 days
Spring Break 3 days	4th Quarter	45 days
Easter-April 20		

Highlights: Short spring break, no conflict with state mandated ACT, travel on holidays, and end in May.

4/25/13

Ballot

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE
ROCK SPRINGS & WAMSUTTER 2013-2014 SCHOOL CALENDAR
Option B 169 Student Contact Days

Teacher Workshops	(M-F) August 26-August 30, 2013
Labor Day	(M) September 2, 2013
School Begins	(T) September 3, 2013
Professional Development	(F) September 20, 2013
Parent/Teacher Conferences	
Evening (Students in school)	(Th) October 3, 2013
Morning (Students not in school)	(F) October 4, 2013
Professional Development	(F) October 18, 2013
End of 1st Quarter	
Professional Development/Grade Preparation	(F) November 1, 2013
Thanksgiving Vacation	(W-F) November 27 - 29, 2013
Professional Development	(F) December 13, 2013
Christmas Vacation	
Last day of school	(Th) December 19, 2013
First day of school	(Th) January 2, 2014
End of 1st Semester	
Professional Development/Grade Preparation	(F) January 17, 2014
Professional Development	(F) February 7, 2014
Presidents' Day	(M) February 17, 2014
Parent/Teacher Conferences	
Evening (Students in school)	(Th) February 20, 2014
Morning (Students not in school)	(F) February 21, 2014
End of 3rd Quarter	
Professional Development/Grade Preparation	(F) March 28, 2014
Spring Break	
Last day of school for students	(F) April 11, 2014
First day of school	(M) April 21, 2014
Professional Development	(F) April 25, 2014
Memorial Day	(M) May 26, 2014
Last day for students	(Th) June 5, 2014
Last day for teachers	(F) June 6, 2014

Thanksgiving Break 3 days	1st Quarter	40 days
Christmas and New Year's-Wednesday	2nd Quarter	41 days
Christmas Break 9 days	3rd Quarter	46 days
Spring Break 5 days	4th Quarter	42 days
Easter-April 20		

Highlights: Three day Thanksgiving Break, no conflict with state mandated ACT, and travel on Easter Monday and New Year's Day.

4/25/13

Ballot

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT:
Weston County School District #7 (Upton)

DISTRICT CONTACT:
Dr. Summer E. Stephens, Superintendent

Submit the following (in order) to Brian Aragon at brian.aragon@wyo.gov, by May 1, 2013.

PLEASE KEEP SUBMISSIONS CONCISE: ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule	X
Education objectives (How will students benefit from this alternative schedule?)	X
Description of the schedule(s) and a copy of the calendar(s)	X
Method of evaluating how student learning has improved	X
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	X
Copy of public comment records	X
Length of waiver (circle one) • 1 year • 2 years	X--1 Year
Evidence of meeting required hours: • Elementary 900 • Mid/Jr. High 1050 • High School 1100	X 1013.75 1099 1117.5

PLEASE NOTE: A letter of intent to continue or cancel an Alternative Schedule must be submitted annually to Brian Aragon at the Wyoming Department of Education. Districts making modifications to an existing approved Alternative Schedule must also document and submit changes annually.

WESTON COUNTY SCHOOL DISTRICT NO. 7

P.O. BOX 470 804 WILLOW STREET
UPTON, WYOMING 82730
PHONE: (307) 468-2461

DR. SUMMER STEPHENS
SUPERINTENDENT
468 – 2461

EILEEN SCHILLER
BUSINESS MANAGER
468 – 2461

RANDY LUDEMAN
FACILITATOR
468-2461

GARY GLODT
SPECIAL EDUCATION/
TRANSPORTATION DIRECTOR
468-9331

CLARK COBERLY
EL/MS PRINICPAL
468 – 9331

PETE WILSON
HS PRINCIPAL
468 - 2361

January 23, 2013

Brian Aragon
Wyoming Department of Education

Please accept this letter as our formal request to adopt an alternative calendar for 2013-2014. The decision to make our request comes from a number of educational goals for our district.

Objectives

Weston County School District #7 is under new leadership and has taken on a comprehensive strategic plan focused on improving student learning while developing its staff and its other stakeholders. As a piece of this plan, we have needs to incorporate more dedicated professional development time for all staff to implement several initiatives that will be our focus in 2013-2014. We worked to provide opportunities for our staff to be engaged for meaningful time and scheduled follow-up days to capitalize and renew the work that had already been completed. At this time, topics are being developed but will most likely include: effective instruction for the rigors of common core implementation, character/student learning development, and focusing on the under-resourced learners.

Description

The calendar as proposed has 171 student days and 183 teacher days (see attached). The board has discussed the decision to go with only 183 teacher days and will make any necessary decisions regarding salary and benefits with that at a future date. The calendar provides four multi-day sessions in which staff can be engaged in learning, processing, and planning and will have several opportunities to prepare grades and also several sessions for parent communication and support. Consideration for the calendar also revolved around state and national assessment periods, working to eliminate the days with no students during those windows.

Methods to Evaluate

Benefits to students will be increased focus on professional training that will translate into more effective classroom practices. The method for evaluating the impact will be multifaceted—we will collect perceptual data from stakeholders, we will review and analyze coursework of students and reporting marks, and we will review longitudinal national test data. We will review data from these sources at the end of each quarter as a component of our PLC sessions on Wednesdays as well as at our October professional development days as well as at the end of the second quarter. At that time, we will consider options for the 2014-201 calendar.

Evidence of Public Input

We formed a calendar committee of teachers and administrators and met a number of times to produce drafts of the calendar. Every staff member had an opportunity for input in the development. Board members had three board sessions to review the calendar including an informational meeting where two potential calendars were shared, an update meeting where staff questions/concerns/suggestions were provided for consideration, and a final approval in the third public meeting. Public comment was available at all three sessions and no patrons spoke in regards to the calendar. Attached you will find minutes of the three school board meetings where the calendar was discussed and ultimately approved.

Length and Hour Requirements

The length of the waiver request is for one school year. The proposed calendar provides **1013.75** hours for elementary students, **1099** hours for middle school students, and **1117.5** hours for high school students. I have also included the minutes for each type of school day (noon release, PLC days, and Full school days) as to determine the number of hours proposed.

Thank you for your consideration!

Dr. Summer E. Stephens

Summer E. Stephens, Ed.D.
Superintendent
Weston County School District #7

Weston County School District #7--Approved January 9, 2013
2013-2014

August	13-New Teacher Day
	14, 15, 16, 19 -ALL STAFF (19th work time)
	20-First Day for Students
September	2-No School--Labor Day
	19- P/T Conference 4-8 p.m.
	20-P/T 8-12 -No Students (Teachers out at noon)

August

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October	18-End of 1st Quarter (42 Days)
	21, 22-PD Day--No Students (1/2 day worktime)
November	1--No School--Fall Break
	27--Early Dismissal @ noon
	28-29 No School--Thanksgiving

October

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December	6--Early Dismissal @ noon (Upton BB Tourney)
	20--End of 2nd Qtr. (41 Days)-students out at noon
	20--Noon to 3 Teacher Worktime
	23-31 No School--Semester Break
January	1-3--No School--Semester Break

December

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February	4- P/T (4-8 pm)
	5--P/T Conferences (8-11) PM--PD--No Students
	6-7 PD (out at noon on Friday)--No Students
	28-No School--Winter Break
March	7-No School--Winter Break
	14-End of 3rd Qtr (45 Days)
	31 PD Day--No Students

February

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April	1--PD Day--No Students
	18, 21-No School--Spring Break
May	18-Graduation
	21-End of 4th Qtr @ 12 (45 Days)--Students out at noon
	22-23--Snow Day Make-up (if needed)

April

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NO PLC on October 23, November 27, May 21

No School
PD Days
Early Release
End of Quarter

	Stu	Tea
Aug	9	13
Sept	19	20
Oct	21	23
Nov	18	18
Dec	15	15
Jan	20	20
Feb	16	19
Mar	19	20
April	19	20
May	15	15
	171	183

Weston County School District #7 Days/Minutes

	Full School Days (134)	PLC Days (34)	Noon release (3)	Total Minutes	Total Hours
Elementary	48910 minutes	11390 minutes	525 minutes	60825	1013.75
Middle School	53064 minutes	12274 minutes	600 minutes	65938	1099
High School	54002 minutes	12342 minutes	711 minutes	67055	1117.5

Full School Days:

Elementary Day: 8:10-3:10 minus lunch and recess=365 minutes

MS: 8:10-3:15 minus lunch=396 minutes

HS: 8:05-3:21 minus lunch=403 minutes

PLC Days:

Elementary: 8:45-3:10 minus lunch and recess=335 minutes

MS: 8:5-3:15 minus lunch= 361 minutes

HS: 8:45-3:21 minus lunch=363 minutes

Noon Release:

Elementary: 8:10-noon minus lunch and recess= 175 minutes

MS: 8:10-noon minus lunch= 200 minutes

HS: 8:05-12:02—no lunch= 237 minutes

Weston County School District #7
Upton, Wyoming

REGULAR MEETING OF THE BOARD OF EDUCATION
Wednesday, November 7—7:00 p.m.
Board/Conference Room—Nelson Building

AGENDA

1. Call Meeting to Order
   A. Pledge of Allegiance
   B. Adjustments to the Agenda
   C. Adoption of Agenda

2. Consent Agenda Approved
   A. Approve minutes from the October 10, 2012 Board Meeting
   B. Approve November claims for payment

3. Public Comment

4. Reports
   A. Dr. Summer Stephens—District
   B. Clark Coberly—Elementary/Middle School
   C. Pete Wilson—High School

5. Discussion and Information
   A. Financial Audit—Preliminary Report
   B. WSBA Resolutions
   C. 2013-2014 Calendar Drafts

6. Executive Session--personnel

7. Action Items
   A. Appoint Woody Gaughenbaugh as the WCSD #7's WSBA Delegate for 2012
   B. Appoint board members to be the WSBA Advocacy Liaison for 2012-2013
   C. Review policies DA, DB, DBB, DBC, DBC-R, DBC-R-2, DBC-R-3, DBF, DBG, DBJ, BEE-R
   D. Approve the use of the HS for the Inyan Kara Enduro Race (June 16, 2013)

8. Future Business/Dates
   A. Next Regular Board Meeting—December 12, 2012 at 6:00 p.m.

9. Adjournment

BOARD MEETING MINUTES
NOVEMBER 7, 2012

The regular meeting of the board of trustees of Weston County School District #7 was called to order at 7:00 p.m. on November 7, 2012 by Chairman Debra Helwig. Members attending were Brenda Upton, Woody Gaughenbaugh, Gene Knapp and Maureen Grubbs. Also attending were Superintendent Summer Stephens, Principals Pete Wilson and Clark Coberly, Gary Glodt, Leonard Garcia, Eileen Schiller and a group of teachers, parents and students.

Maureen Grubbs led the group in the pledge to the flag.

The agenda for the evening was presented with a change in order of administrative reports and the addition of Item D-Budget Process Overview being added to discussion. Brenda Upton made a motion, seconded by Woody Gaughenbaugh to approve the amended agenda. Motion carried.

October meeting minutes were presented for approval. Brenda Upton made a motion, seconded by Gene Knapp to approve the minutes as presented. Motion carried.

November disbursements: General Fund #10469-10563 ($456,553.15); Lunch Room Fund #1495-1502 ($18,895.14); Activity Fund #1951-1966 ($2,387.54); Payroll Fund #11612-11689 ($396,362.24); Major Maintenance #1248-1255 ($22,460.29) were reviewed. Woody Gaughenbaugh made a motion, seconded by Brenda Upton to approve disbursements as presented. Motion carried.

Principal Coberly reported on the elementary/middle school enrollment figures; honor roll statistics; middle school wrestling and girl's basketball participant numbers; the Veteran's Day assembly to be held on Friday, November 9 and upcoming events. Student recognition included: grades K through 5 and middle school students of the month: Trevon White, Ethan Schiller, Brandon Isum, Allyson Louderback, Alyie Williamson, Luke Hillman, Kaitlyn Nielsen and Payton Watt.

Principal Wilson reported on high school enrollment figures; honor roll and attendance statistics and upcoming events. Mr. Wilson also reported that high school students of the month are Amanda Kimsey and Judd Brost.

In additional student recognition, Susan Sharkey was present and reported to the board that a poem written by Henry Orban has been published in a book. Congratulations were extended.

Dr. Stephens reported on the staff directory which has been completed and the district accreditation review which has been completed. She also talked about the appointment of a WSBA advocacy liaison and strategic planning.

Leonard Garcia, representing Leo Riley & Co. presented the preliminary financial audit report for the 2011-2012 fiscal year. Discussion was held.

Dr. Stephens reviewed proposed WSBA resolutions with the board. Gary Glodt was also present to explain a proposed special education resolution which will be presented at the WSBA Convention to be held next week. Discussion was held.

Dr. Stephens presented two copies of a draft calendar for the 2013-2014 school year. Discussion was held.

Dr. Stephens discussed with the board a proposed budget planning process to be implemented this next year.

At 8:35 p.m. a motion was made by Woody Gaughenbaugh and seconded by Brenda Upton to meet in executive session to discuss personnel matters. Motion carried.

Regular session resumed at 9:50 p.m. with a motion made by Brenda Upton, seconded by Gene Knapp. Motion carried.

Brenda Upton made a motion, seconded by Maureen Grubbs to appoint Woody Gaughenbaugh as the WSBA delegate at the WSBA Convention. Motion carried.

Brenda Upton made a motion, seconded by Woody Gaughenbaugh to appoint Dr. Stephens as the WSBA advocacy liaison. Motion carried.

The board reviewed policies DA, DB, DBB, DBC-R-2, DBF, DBG, DBJ with no changes being noted.

The board reviewed policies DBC, DBC-R , DBC-R-3 and BEE-R with suggested changes in wording. Brenda Upton made a motion, seconded by Woody Gaughenbaugh to approve the revisions on DBC, DBC-R and DBC-R-3 with Policy BEE-R to be reviewed with revisions and possible approval at the January meeting. Motion carried.

Gene Knapp made a motion, seconded by Woody Gaughenbaugh to approve the use of the high school for the Inyan Kara Enduro next summer. Motion carried.

Future planning dates include the next regular meeting to be held on December 12, 2012 with a time change to 6:00 p.m.

With no further business to come before the board, Woody Gaughenbaugh made a motion, seconded by Brenda Upton to adjourn the meeting. Motion carried.

Meeting adjourned at 10:00 p.m.

Clerk

Chairman

Weston County School District #7
Upton, Wyoming

REGULAR MEETING OF THE BOARD OF EDUCATION
Wednesday, December 12—6:00 p.m.
Board/Conference Room—Nelson Building

AGENDA

1. Call Meeting to Order
   A. Pledge of Allegiance
   B. Board Reorganization
   C. Adjustments to the Agenda
   D. Adoption of Agenda

2. Consent Agenda Approved
   A. Approve minutes from the November 7, 2012 Board Meeting
   B. Approve December claims for payment

3. Public Comment

4. Reports
   A. Clark Coberly—Elementary/Middle School
   B. Pete Wilson—High School
   C. Summer Stephens—District
   D. WSBA Conference Report--Woody

5. Discussion and Information
   A. 2013-2014 School Calendar Draft—Questions/Discussion

6. Executive Session, if needed

7. Action Items

   A. Approve hiring of Sarah Marshall, MS Special Education Teacher
   B. Review policies DEB/DEC, DF, DFA, DFAA-R, DFC, DFC-E, DFD, DFG, DG, DGA, DH, DI, DIC, GCCAB
   C. Approve Mark Hughes as attorney for the district
   D. Approve Weston County Gazette as official newspaper
   E. Approve Firstier Bank and WGIF as depositors for the district

8. Future Business/Dates
   A. Christmas Break—December 22-January 2nd
   B. Next Regular Board Meeting—January 9, 2013 at 7:00 p.m.
   C. WSBA Workshop in Casper—January 12, 2013

9. Adjournment

BOARD MEETING MINUTES
December 12, 2012

The regular meeting of the board of trustees of Weston County School District #7 was called to order on December 12, 2012 at 6:00 p.m. by Superintendent Summer Stephens. Members present were Brenda Upton, Debra Helwig, Gene Knapp, Woody Gaughenbaugh and Maureen Grubbs. Also attending the meeting were Principal Pete Wilson, Eileen Schiller and Susan Sharkey.

After Dr. Stephens led the group in the pledge to the flag, the floor was opened for nominations of officers in the board reorganization. Debra Helwig made a motion, seconded by Gene Knapp to nominate Brenda Upton as chairman. Motion carried and a unanimous ballot was cast. Brenda Upton made a motion, seconded by Gene Knapp to nominate Debra Helwig as vice-chairman. Motion carried and a unanimous ballot was cast. Gene Knapp made a motion, seconded by Debra Helwig to nominate Woody Gaughenbaugh as treasurer. Motion carried and a unanimous ballot was cast. Debra Helwig made a motion, seconded by Brenda Upton to nominate Gene Knapp as clerk. Motion carried and a unanimous ballot was cast.

The agenda for the evening was presented with several additions being noted: Discussion Item B, 2013-2014 school calendar and Item C, elementary school parking lot; Action Item F, approve calendar changes; Item G, approve Kramer Psychological contract; Item H, approve transportation agreement with Crook County School District; Item I, approve home school application. Woody Gaughenbaugh made a motion, seconded by Debra Helwig to approve the amended agenda. Motion carried.

The consent agenda, consisting of the November meeting minutes and the December disbursements: General Fund #10564-10667 ($570,793.48); Lunch Room Fund #1503-1509 ($19,018.89); Activity Fund #1967-1987 ($6,884.00); Payroll Account #11690-11838 ($407,249.69); Federal Fund #1643-1644 ($16,843.00)was presented for review. Gene Knapp made a motion, seconded by Debra Helwig to approve as presented. Motion carried.

Principal Wilson reported on the high school enrollment figures; implementing the "Why Try" program with high school students and the caroling for cans done in connection with the program (the food collected will go to the food bank); upcoming events. Mr. Wilson announced that high school students of the month are seniors Ty Beck and Shannon Donohoe.

In the absence of Principal Coberly, Dr. Stephens reported on the elementary/middle school enrollment figures and upcoming events. Elementary students of the month are: Rhett Watt, Emma Gustaf, Bailee Koffler, Quinten Scribner, Juli Bishop, Robin Rhoden, Ashley Isum and Walker Kokesh.

Dr. Stephens spoke to the board on beginning of the strategic planning process; handed out reports on the AdVanced Ed Plan; told the board of the new board member and chairman workshop to be held on January 12 and the legislative forum to be held on February 10 and 11.

Woody Gaughenbaugh reported on the WSBA Convention he had recently attended.

Dr. Stephens discussed with the board proposed changes to the draft 2013-2014 school calendar and needed changes to the present calendar due to parent/teacher conferences. A final draft of the 2013-2014 calendar will be presented at a later date for approval. She also told the board that she has

been in contact with the Wyoming School Facilities Commission concerning the elementary parking lot and that the project is basically "on hold" for the time being.

A special education teaching contract for Sarah Marshall was presented for approval. Woody Gaughenbaugh made a motion, seconded by Maureen Grubbs to approve the contract. Motion carried.

The board reviewed Policies DEB/DEC, DF, DFA, DFAA-R, DFC, DFC-E, DFD, DFG, DG, DGA, DH, DI and DIC with no changes being noted. Maureen Grubbs made a motion, seconded by Woody Gaughenbaugh to approve the policies as reviewed. Motion carried.

The board reviewed Policy GCCAB with changes as per Mark Hughes. Debra Helwig made a motion, seconded by Woody Gaughenbaugh to approve the revisions. Motion carried.

Debra Helwig made a motion, seconded by Maureen Grubbs to approve Mark Hughes as the school district attorney. Motion carried.

Debra Helwig made a motion, seconded by Gene Knapp to approve Weston County Gazette as the official newspaper. Motion carried.

Woody Gaughenbaugh made a motion, seconded by Maureen Grubbs to approve FirsTier Bank and Wyoming Government Investment Fund as official depositories for funds. Motion carried.

Debra Helwig made a motion, seconded by Maureen Grubbs to approve the suggested changes to the present school calendar. Motion carried.

A contract with Kramer Psychological Services was presented for board review. Debra Helwig made a motion, seconded by Woody Gaughenbaugh to approve the contract. Motion carried.

A transportation agreement with Crook County School District was presented for board review. Debra Helwig made a motion, seconded by Maureen Grubbs to approve the agreement. Motion carried.

A home school application for David Brooks was presented for board approval. Woody Gaughenbaugh made a motion, seconded by Maureen Grubbs to approve as presented. Motion carried.

Future planning dates include the next regular meeting to be held on January 9, 2013 at 7:00 p.m.

Woody Gaughenbaugh made a motion, seconded by Debra Helwig to adjourn the meeting. Motion carried.

Meeting adjourned at 7:07 p.m.

Clerk

Chairman

BOARD MEETING MINUTES
JANUARY 9, 2013

The regular meeting of the board of trustees of Weston County School District #7 was called to order on January 9, 2013 by Chairman Brenda Upton. Members present were Debra Helwig, Maureen Grubbs, Gene Knapp and Woody Gaughenbaugh. Also attending the meeting were Superintendent Summer Stephens, Principals Clark Coberly and Pete Wilson, Eileen Schiller and a group of parents, teachers and students.

After the pledge to the flag, the agenda for the evening was presented with one addition: approval of a resolution for a lease/purchase for the new suburban. Debra Helwig made a motion, seconded by Gene Knapp to approve the amended agenda. Motion carried.

The consent agenda consisting of the December meeting minutes and the January disbursements: General Fund #10668-10737 ($488,951.52); Lunch Room Fund #1510-1514 ($15,344.34); Activity Fund #1988-1996 ($9,405.25); Payroll Fund #11839-11921 ($390,683.94); Scholarship Fund #436-441 ($2,750.00); Major Maintenance #1256-1262 ($17,706.16) was presented. Maureen Grubbs made a motion, seconded by Debra Helwig to approve the consent agenda as presented. Motion carried.

Principal Coberly's report included elementary and middle school enrollment figures, honor roll statistics, middle school activity participant numbers, and upcoming events. Mr. Coberly awarded the following students as students of the month for elementary and middle school: Zoe Stedman, Bridger Bruce, Keith Coburn, Madeline Stephens, Lane Davis, Anathasia Lewis-Schiller, Hannah Olson and Dawson Butts.

Principal Wilson's report included high school enrollment figures; honor roll statistics; perfect attendance statistics; participation in the "Caroling for Cans" Why Try project, ACT Suite for Accountability; and upcoming events. Mr. Wilson reported that Rourke McPeters and Bailey Parrish were named as high school students of the month.

Karla Ludemann and a group of students representing the FBLA gave a very informative report on the recent trip they had made to Denver to the National Fall Leadership Conference.

Dr. Stephens reported to the board that the first session of the Strategic Planning is in the process of completion. Discussion was held concerning the process and further work to be done. She also presented the board with a finalized version of the 2013-2014 school calendar for further consideration. Discussion was held.

At 7:50 p.m. Woody Gaughenbaugh made a motion, seconded by Debra Helwig to meet in executive session to discuss personnel matters. Motion carried.

Regular session resumed at 8:27 p.m. with a motion made by Maureen Grubbs and seconded by Debra Helwig. Motion carried.

Debra Helwig made a motion, seconded by Woody Gaughenbaugh to approve the 2013-2014 school calendar as presented by Dr. Stephens. Motion carried.

Debra Helwig made a motion, seconded by Gene Knapp to approve the 2011-2012 financial audit as presented. Motion carried.

Maureen Grubbs made a motion, seconded by Debra Helwig to approve a transportation agreement with Weston County School District #1 as presented. Motion carried.

A resolution with Kaiser and Co. to enter into a lease/purchase agreement for the new suburban was presented for board review. Woody Gaughenbaugh made a motion, seconded by Gene Knapp to approve the resolution. Motion carried.

Policy GCQA, Procedure GCQA, Policy KF, Policy KG, Regulation JKD-R were presented for board review. Woody Gaughenbaugh made a motion, seconded by Debra Helwig to approve a review on Policy GCQA and JKD-R with no changes on wording being noted and revisions in wording on Policy KF. Motion carried.

Debra Helwig made a motion, seconded by Maureen Grubbs to rescind Policy KG and Procedure GCQA and revise the code on JKD-R to JICG/JICH-R. Motion carried.

Policy BEE-R was presented for board approval. Woody Gaughenbaugh made a motion, seconded by Gene Knapp to approve Policy BEE-R as revised. Motion carried.

New Policy JICG/JICH was presented to the board for a first reading.

Future planning dates include the next regular meeting to be held on February 13, 2013 and the March meeting to be moved from March 13 to March 6.

Woody Gaughenbaugh made a motion, seconded by Debra Helwig to adjourn the meeting. Motion carried.

Meeting adjourned at 8:45 p.m.

_____ _____

Clerk Chairman

Email sent 4/26/13

Brian I am sure you will have a letter first of the week. Little Snake plans to continue with schedule as was approved last year.

David Horner
dhorner@crb1.k12.wy.us
P 307-328-9229 F 307-328-9223
Business Manager
Carbon County School District One
615 Rodeo St.
Rawlins, WY 82301

Converse County School District #1

Douglas Rural Schools

Listen, Learn, Lend, Lead

April 16, 2013

Brian Aragon
Educational Consultant
Wyoming Department of Education
Statewide Systems of Support

Dear Mr. Aragon,

I am notifying you of our intentions to continue the alternative schedule for our second consecutive school year 2013-2014.

Please note that the 153 student contact days is consistent with our 2012-2013 school year calendar.

Should you have further questions/concerns, please feel free to contact me at the Rural School Office at 307-358-5676.

Thank you.

Sincerely,

Lisa Weigel

Lisa Weigel
Rural School Principal
Converse County School District #1

615 Hamilton St. Douglas, WY 82633 307-358-5676 Fax: 307-358-4891 Lisa Weigel / Principal

Crook County School District No. One

Hulett – Moorcroft – Sundance
Jeff Carrier, Superintendent

Central Administrative Office
108 N. 4th Street
P. O. Box 830
Sundance, WY 82729-0830
(307) 283-2299 Telephone
(307) 283-1810 Fax

To Whom It May Concern:

We have advertised the alternative calendar schedule through the School Board meetings in the local newspaper, held meeting with classified and certified staff through Superintendent Council monthly meetings, completed a survey monkey with staff, students, and parents, advertised to participates for the calendar committee in school monthly newsletters, held meeting with the school's parent advisory council, and held a calendar committee meeting which included participates from parents, school board members, principals, superintendent, curriculum director, and school staff.

The calendar committee developed the submitted calendar and the 168 day calendar was approved by the School Board at the March meeting.

The following information is attached:

- Sample Calendar
- Survey results
- Jr/Sr High School schedule with minutes/hours
- March CCSD School Board meetings

Sincerely,

Jeff Carrier

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

The State of Wyoming provides Hathaway Merit & Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

Final 2013-2014 Calendar Survey

Q1. I am a Crook County

Answer Options	Response Percent	Response Count
Student	37.7%	164
Community Member / Parent	34.5%	150
Staff Member	27.8%	121
	answered question	435
	skipped question	0

Q2. Please select which school you are associated with. You may select more than one.

Answer Options	Response Percent	Response Count
Bearlodge	2.5%	11
Hulett K-12	11.7%	51
Moorcroft Elementary	48.7%	212
Moorcroft Secondary	16.8%	73
Sundance Elementary	16.1%	70
Sundance Secondary	14.5%	63
Central Office	0.7%	3
	answered question	435
	skipped question	0

Q3. Please select a school calendar from the following choices. Please view the detailed information on www.crook1.com before making your selection.

Answer Options	Response Percent	Response Count
168 day calendar	56.1%	244
175 day calendar	43.9%	191
	answered question	435
	skipped question	0

2013-14

Elementary Hours

Monday thru Thursday				Friday		
start	8:12	11:22		8:12	11:22	190.00
190						
lunch/recess	11:22	12:07		11:22	12:07	
	12:07			12:07		
recess	2:08	2:28		1:00	1:20	93.00
163		3:20			2:00	
353						283.00
353 min. X 137 days = 806.02 hours			1038.6	283 min. X 31 days = 146.22 hours		
			146.22			
		Total Hours	1184.82			

Secondary School Hours (7-12) 2013-2014

Monday thru Thursday

	63	8:00	9:03
	30	9:06	9:36
	63	9:39	10:42
	63	10:45	11:48
lunch		11:48	12:20: AM
	63	12:23	1:26
	63	1:29	2:32
	63	2:35	3:38
	408		

Friday

8:00	8:42	1	42.00
8:45	9:27	2	42.00
9:30	10:12	3	42.00
10:15	10:57	4	42.00
11:00	11:42	5	42.00
11:42	12:15: AM Lunch		
12:18	1:00: PM	6	42.00
12:03	1:45	7	42.00
1:48	2:30	8	42.00
			336.00

408 min. X 137 days = 931.6 hours	931.6
	173.6
Passing time 137 days X 15 min.=34.25hours	45.1
Total Hours	1150.3

336 X 31 days= 173.6 hours
Passing 31 days X 21 min.=10.85

RECESS Chairman Jones called for a short recess at 7:03 PM.

REGULAR SESSION Chairman Jones called the meeting back into regular session at 7:18 PM.

CONSENT AGENDA Chairman Jones asked if any board member or member of the audience would like an item removed from the Consent Agenda. Superintendent Carrier recommended approving Consent Agenda Items A-I(2). Motion was made by Trustee Pearson and seconded by Trustee Rathbun to approve the Consent Agenda in full:

To approve the bill listing and to issue warrants in payment thereof.

To approve the resignations of:
1. Jenilee Hardman – Sundance Secondary Part-time Music Para
2. Jeri Jespersen-Gibson – Moorcroft Elementary Teacher
3. Debra Littlejohn – Moorcroft Elementary Teacher
4. Tiffany Wolfskill – Hulett Elementary Teacher
5. William Friel Lynn – Hulett Elementary Teacher
6. Amber Mathews – Moorcroft Elementary Part-time Custodian
7. Florence Jacobs – Sundance Elementary Part-time Lunchroom Aide

To approve the 2012-13 extra-duty recommendations:
1. Todd Klopp – Sundance Secondary HS Football Coach
2. Todd Klopp – Sundance Secondary HS Wrestling Assistant Coach

To approve a 2012-13 substitute/activity bus driver:
1. Jennifer Jolley

To approve out-of-state, overnight trip requests of:
1. Sundance Destination Imagination – State Competition – Casper, WY – April 5-7, 2013
2. Moorcroft High School Senior Music Students – "Mary Poppins" Musical – Denver, CO – May 4 & 5, 2013

To approve formal record of action for the Amendment to Health Care HRA Plan.

To approve hiring for 2012-13:
1. Justin Gaskin – DW Computer Technician/Data Management

To approve the special education related services contract for 2012-13 with:
1. Northeast Wyoming BOCES

To approve the isolation requests of:
1. Teresa Anderson
2. Lonny or Cassie Bossman

Motion carried.

CALENDARS Motion was made by Trustee Jordan and seconded by Trustee Williamson to approve the 168-day 2013-14 school calendar as presented by Beth Lougee, Hulett School Principal. A survey completed by parents, staff members, and students

VISION

The vision of Fremont County School District #2 is purposeful learning and empowerment through continuous education for all.

MISSION

Fremont County School District #2 has a mission to provide innovative educational leadership and progressive educational programs that develop the unique potential of each individual.

CENTRAL OFFICE MEMORANDUM

January 10, 2013

Dianne Frazier – Educational Consultant
Education, Quality & Accountability Division
Wyoming Dept. of Education
2300 Capitol Avenue
2nd Floor
Cheyenne, WY 82002

Dear Ms. Frazier,

Please accept this as our "Letter of Intent" for Fremont County School District No. 2 to continue with an alternative calendar for the 2012-2013 School Year, as previously approved by your department.

We thank you again for approving our District to operate under this alternative schedule, as it allows the District to have specific periods of time to work on staff development and school improvement issues. Being given the opportunity to operate on an alternative schedule is imperative to our District being able to offer the quality education that our students deserve.

Thank you for your attention to this matter.

Respectfully,

Gerry J. Nolan

Dr. Gerry Nolan
Superintendent

FREMONT COUNTY SCHOOL DISTRICT # 6
SUPERINTENDENT'S OFFICE
P.O. BOX 10
PAVILLION, WYOMING
82523-0010

April 26, 2013

Ms. Dianne Frazier
Standard, Learning and Accountability Division
Wyoming Department of Education
2300 Capitol Avenue
Second Floor
Cheyenne, Wyoming 82002

Dear Ms. Frazier,

Fremont County School District #6 is notifying you that we are continuing the alternative schedule for the 2013-2014 academic school year. The district hours of operation will remain the same.

If you desire or need further information, please contact us at 307-856-7970, option 1.

The district greatly appreciates your continuing support in the alternative schedule.

Thank you.

Sincerely,

Diana Clapp

Diana Clapp
Superintendent

DIANA CLAPP, SUPERINTENDENT
223 N. CHERRY STREET
PAVILLION, WY
82523-0010

O: 307-856-7970
F: 307-856-3385
WWW.FRE6.K12.WY.US

Fremont County School District #24

112 West 3rd Street

Shoshoni, WY 82649

Administration (307) 876-2583 Elementary K-6 (307) 876-2563 Secondary 7-12 (307) 876-2576

February 28, 2013

Wyoming Department of Education
ATTN: Brian Aragon
2300 Capitol Avenue, 2nd Floor
Cheyenne, WY 82001

Brian,

Fremont County School District #24 would like to express our intent to continue with an alternative calendar for the 2013-2014 school year. With this calendar, we have 170 contact days (1108.17 hours) for students in grades 7-12 and 166 days (937.17 hours) for students in grades K-6. Please see the attached detail of student hours at each level. The calendar also includes 10 full days for professional development at the secondary level with an additional three days for elementary teachers. The evening of August 19 will be our Open House and parent teacher conferences are scheduled as follows: two evenings in the fall and one in the spring for elementary, one evening in the fall and one in spring for secondary.

Please find attached:

- Copy of the calendar
- Evidence of meeting required student contact hours

Thank you for your kind consideration of our request.

Sincerely,

Teri Turner

Teri Turner
Database Administrator

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming Community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

LINCOLN COUNTY
SCHOOL DISTRICT NO. 1
Education Specialists
11 Adaville Dr • P.O. Box 335 • (307) 877-9095
DIAMONDVILLE, Wyoming 83116 • FAX # (307) 877-9638

April 18, 2013

Brian Aragon
Statewide Systems of Support (SSOS)
Educational Consultant/WDE

Dear Mr. Aragon:

Lincoln County School District #1 does plan to continue the same type of Alternative Calendar you have on file for the 2013-2014 school year. We respectfully request the State School Boards permission to continue with our learning enhancement schedule. If you have questions please give me a call. I may be reached at 307-877-9095.

Sincerely,

Teresa L. Chaulk

Teresa L. Chaulk
Superintendent of Schools

WYOMING HATHAWAY

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

CREATING A PROMISING FUTURE THROUGH EDUCATION

Uinta County School District No. 4

P.O. Box 130, Mountain View, WY 82939
(307)782-3377 ext 4201 or (307)782-6341 ext 4201
Fax (307) 782-6879

Jeffrey M. Newton
Superintendent

Brian Aragon
Wyoming Department of Education
Education Program Consultant Standards, Learning, and Accountability Division
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

February 8, 2013

Dear Brian,

Please accept this letter as Uinta County School District 4's notification that we will continue with our 165 student/teacher contact days alternative calendar for the 2013-2014 school year that was approved for the 2012-2013 and 2013-2014 school years on June 12, 2012 by the State Board of Education. We enthusiastically make this notification based on the promising experiences we have had throughout the 2012-2013 school year with our current alternative calendar. The Uinta County School District Four Board of Trustees, by formal action at the January 8, 2013 board meeting, authorized this alternative calendar request. If additional information is needed, please contact me.

Sincerely,

Jeffrey M. Newton
Superintendent
Uinta County School District #4

Uinta County School District #6

P.O. Box 1090, 127 N. Franklin, Lyman, WY 82937
Telephone: (307) 786-4100 – Fax: (307) 787-3241

Board of Trustees
Bart Lyman **Todd Rollins**
Chad Martin **James D. Eyre**
Sherri Bluemel

Superintendent
Kent Stokes

February 27, 2013

Wyoming Department of Education
Attn: Brian Aragon
Cheyenne, WY

Dear Mr. Aragon,

Uinta County School District #6 would request to continue with our alternative schedule that has been approved for the 2013-14 school year.

Attached to this request is a copy of our school calendar for the 2013-14 school year.

Thank you for your assistance in this matter. If there is any other items that I need to do please let me know.

Sincerely,

Tony P. Gillies
Acting Superintendent/Business Manager
Uinta County School District #6

2013 - 2014 (4 Day) Academic Calendar

July 2013						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	~~5~~	6
7	8	9	10	11	~~12~~	13
14	15	16	17	18	~~19~~	20
21	22	23	24	25	~~26~~	27
28	29	30	31			

August 2013						
Su	Mo	Tu	We	Th	Fr	Sa
				1	~~2~~	3
4	5	6	7	8	~~9~~	10
11	12	13	14	15	~~16~~	17
18	19	20	21	22	23	24
25	26	27	28	29	~~30~~	31
	Summer School					

September 2013						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	~~6~~	7
8	9	10	11	12	~~13~~	14
15	16	17	18	19	~~20~~	21
22	23	24	25	26	27	28
29	30	Labor Day				

October 2013						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	~~4~~	5
6	7	8	9	10	~~11~~	12
13	14	15	16	17	~~18~~	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013						
Su	Mo	Tu	We	Th	Fr	Sa
					~~1~~	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	~~22~~	23
24	25	26	~~27~~	28	~~29~~	30
	Thanksgiving Break					

December 2013						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	~~6~~	7
8	9	10	11	12	~~13~~	14
15	16	17	18	19	~~20~~	21
22	23	24	25	26	~~27~~	28
29	30	31	Christmas Break			

January 2014						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	~~3~~	4
5	6	7	8	9	~~10~~	11
12	13	14	15	16	~~17~~	18
19	20	21	22	23	~~24~~	25
26	27	28	29	30	31	
	Christmas Break					

February 2014						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	~~7~~	8
9	10	11	12	13	~~14~~	15
16	17	18	19	20	~~21~~	22
23	24	25	26	27	28	

March 2014						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	~~7~~	8
9	10	11	12	13	~~14~~	15
16	17	18	19	20	~~21~~	22
23	24	25	26	27	28	29
30	31					

April 2014						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	~~4~~	5
6	7	8	9	10	~~11~~	12
13	14	15	16	~~17~~	~~18~~	19
20	21	22	23	24	25	26
27	28	29	30			
	Sprink Break					

May 2014						
Su	Mo	Tu	We	Th	Fr	Sa
				1	~~2~~	3
4	5	6	7	8	~~9~~	10
11	12	13	14	15	16	17
18	19	20	21	22	~~23~~	24
25	26	27	28	~~29~~	~~30~~	31
	Memorial Day					

June 2014						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	~~20~~	21
22	23	24	25	26	~~27~~	28
29	30	Summer School				

Admin Staff Returns

Teachers Return

First & Last Student Day

Inservice Day

Labor Day

Parent/Teacher Conferences @ LIS

Parent/Teacher Conferences @ LHS & Urie

Updated 2/13/2013

Half Day - regardless of color

Thanksgiving Break

Christmas Break

Spring Break

Memorial Day

Summer School

Quarter 1 - ends October 4, 2013
Quarter 2 - ends January 9, 2014
Semester 1 - August 26, 2012 - Jan. 9, 2013

Quarter 3 - ends March 20, 2014
Quarter 4 - ends May 29, 2014
Semester 2 - Jan. 10, 2013 - May 29, 2013

Trimester 1 - ends November 14, 2013

Trimester 2 - ends February 20, 2014

Trimester 3 - ends May 29, 2014

Wyoming Department of Education

Chapter 21

Alternative Schedules

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended) W.S. 21-2-304 (b) (viii) and W.S. 21-4-301.

Section 2. **Applicability.**

(a) These rules and regulations apply to all public schools (K-12) with the exception of State Board accredited distance education programs. By definition, students and teachers are separated by time and space in distance education programs. With these rules and regulations, it is the intention of this agency to establish procedures under which school districts may, under certain conditions, operate for fewer than 175 days per year.

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedures Act (W.S. 16-3-101 through 16- 3115).

Section 4. **Procedure for Implementing Alternative Schedule.**

(a) A district shall submit alternative schedule proposals between January 1 and May 1 preceding the school calendar year for which the schedule will be implemented.

(b) No alternative schedule shall be approved by the State Board of Education which reduces the pupil-teacher contact time defined by the State Board. This definition is not intended to replace with minimum hours the number of days a district or school has agreed to meet once an approved schedule is in place.

(c) Alternative Schedules will be approved by the State Board of Education only when fewer than 175 days of teacher-student contact are proposed.

(d) A district shall submit a request which includes:

(i) Educational objectives that identify how students will benefit educationally.

(ii) A description of the schedule, and

(iii) A method for evaluating if the student learning has improved and whether the schedule has achieved the outlined objectives.

(e) A district shall submit evidence that it has held at least two (2) advertised public meetings prior to submission of a proposed alternative schedule to the State Board of Education. At these public meetings the district board will present the proposed alternative and respond to public questions and comments. The district shall submit record of public comment.

(f) In approving requests for an alternative schedule the State Board shall specify the time period for which approval is granted, not to exceed ~~two (2)~~ five (5) years, nor less than one (1) year.

(g) During time for which approval is granted, the district shall annually submit its intention to continue the alternative schedule. An evaluation of the prior year's experience will be submitted by July 1 of each year. The annual evaluation will include analysis of student progress and will be reported to the State Board.

Wyoming Department of Education

Chapter 22

School Day

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended) (W.S. 21-02-304).

Section 2. **Applicability.**

(a) These rules and regulations apply to all Court Ordered Placement of Students (COPS) providers and all public schools (K-12) except those operating under an alternative schedule approved by the State Board of Education and State Board accredited distance education programs.

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedures Act (W.S. 16-3-101 through 16- 3-115).

Section 4. **Definitions.**

(a) "Alternative Schedule". Any schedule approved by the State Board of Education under the procedures ~~outlines~~ outlined in Chapter XXI of these Rules and Regulations.

(b) Distance Education. Distance Education means instruction in the statewide educational program prescribed by W.S. 21-9-101 and 21-9-102 and accredited by the state board under W.S. 21-2-304(a)(ii), whereby the teacher and student, physically separated by time or space, are connected by means of a communications source used to provide synchronous or asynchronous instruction. (W.S. 21-13-330). Refer to WDE Rules Chapter 41 for further information on Distance Education.

(c) Pupil/Teacher Contact Time. Time during which the majority of the students in a school are enrolled and engaged in academic instruction.

(i) Majority for purposes of these rules means more than 50%.

Section 5. **School Day.**

(a) The Board of Trustees of each local school district shall establish by policy the length of a school day for kindergarten, elementary, middle/junior high, and secondary school programs. Local board policy may exceed the minimum hours established by these rules. Local board policy may also provide for an adjusted school/hour/day schedule for staff development, teacher planning, community involvement, and similar professional and development activities without written notification to and authorization by the State Board of Education (SBE) or the Wyoming Department of Education (WDE). In no case, however, may applicable pupil/teacher contact time be less than the minimums for hours set out in subsections (i) through (iv) below. ~~(Deviation from the following minimums require that an alternative schedule be filed with the WDE for prior approval by the SBE; see Chapter XXI, Alternative Schedules for related information.)~~ School/hour/day schedules must be reflected and described in the district calendar submitted to WDE, as well as in any accreditation reports. The minimum annual student-teacher contact time for

all Wyoming public schools (kindergarten through grade 12) and all COPS providers except State Board accredited distance education programs shall be:

(i) Half Day Kindergarten. A minimum of 450 hours.

(ii) Elementary. A minimum of 900 hours.

(iii) Middle School/Junior High. A minimum of 1050 hours.

(iv) Secondary. A minimum of 1100 hours.

(b) The minimum number of days of pupil/teacher contact time per year must be greater than or equal to the number of days set out in W.S. 21-2-304(b)(viii). Deviation from the minimum number of days set in statute requires that an alternative schedule be filed with the WDE for prior approval by the SBE: see Chapter XXI, Alternative Schedules for related information.

(c) A school day may be counted as one of the required number of pupil/teacher contact days when school is in session for more than 50% of the length of day set by the Board of Trustees of the local district.

(i) Breakfast, lunch, and recess periods must be deducted in computing pupil/teacher contact time.

(ii) For secondary schools, passing time up to five (5) minutes may be counted between classes as pupil/teacher contact time. Passing time at the beginning and end of the day as well as to and from lunch must be deducted.

(iii) Pupil/teacher contact time begins when students are expected to be in their seats for the first class period and ends when students are released at the end of the last class period.

Section 6. **Saturday/Sunday Classes.**

(a) Saturdays or Sundays may not be used as days taught unless written permission has been granted by the ~~State Superintendent of Public Instruction~~ Director of the Department of Education. Such permission may be granted to make up days when school is dismissed because of emergency situations beyond control of the school authorities, provided no religious minority is disadvantaged thereby.

Section 7. **Court Ordered Placement of Students (COPS) Providers.**

(a) All COPS providers shall adhere to the rules in this chapter defining a school day.

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: May 8, 2013

ISSUE: Travel Regulations

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to adopt the Wyoming Legislature Travel Regulations as the State Board of Education travel regulations.

SUPPORTING INFORMATION ATTACHED:

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

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

Wyoming Legislature

Travel Regulations

April 2012

Foreword

These Management Council Travel Regulations are a recompilation of existing policies and regulations with some modifications intended to reflect existing practices and procedures.

TRAVEL REGULATIONS MANUAL

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TRAVEL REGULATIONS

WYOMING STATE LEGISLATURE

F:aa\hbooks\travel\current version\web text

A. In-state travel - Legislators

1. Session Compensation. Salary, per diem and travel expenses are authorized for members of the Wyoming Legislature for traveling to and from and attendance at sessions of the Legislature subject to the following terms and conditions:

    a. Salary and per diem at the rate specified by law shall be paid for each day commencing with the date the session convenes and continuing through the date the session adjourns. Compensation during a member's absence from the session is subject to Management Council policy 07-02;

    b. Except for legislators who reside in the Cheyenne area, all legislators shall receive:

        (i) One (1) day per diem for travel to and one (1) day per diem for travel from the session;

        (ii) Mileage for one (1) round trip to and from Cheyenne and their home, point to point by the nearest practicable route.

    c. Members may receive mileage reimbursement for one (1) trip home each week of the session.

2. Compensation for Interim Activities. Salary, per diem and travel expenses are authorized for members of the Wyoming Legislature for in-state travel during the interim between sessions of the Legislature subject to the following terms and conditions:

    a. Interim Activities for Which Compensation Authorized. Salary, per diem and travel expenses are authorized for traveling to and from and attending meetings of:

        (i) Any joint interim committee, select committee or subcommittee of the Legislature or other committee of the Legislature of which the legislator is a member;

        (ii) Any committee, task force or other group which is created by law to which the legislator has been officially appointed as a member by the presiding officer of his house or by other legislative action in accordance with law;

(iii) Any group or organization, including educational seminars and state agency meetings or hearings, if the chairman of a committee or subcommittee specifically authorizes such attendance as being directly related to approved committee work or if approved by the Management Council.

b. Computation of Mileage and Per Diem. Mileage shall be computed from point to point by the nearest practicable route. Per diem shall be paid for each day a legislator engages in authorized interim activities and for each day reasonably necessary to travel to and from such activities.

c. Expenses Charged to Appropriate Committee or Activity. Salary, per diem and travel expenses shall be charged to the appropriate committee or activity budget as approved by Management Council. No legislator shall be reimbursed for salary, per diem or travel expenses in excess of the amounts approved by the Council in the budget for that committee or activity.

d. Exceptions to Standard Compensation. Salary, per diem and travel expenses shall be paid at the rates specified by law except:

(i) Committee chairmen may specify that salary shall not be authorized for activities related to approved committee work such as tours when the committee does not convene on the day of the activity;

(ii) Any legislator may elect to waive any portion of any salary, per diem or travel expenses to which he is otherwise entitled;

(iii) Salary for travel days and meeting preparation shall be paid in accordance with Management Council Policy 08-02.

(iv) Legislators shall receive salary and per diem under the Local/Short meeting policy contained in Part A.2.e of these regulations unless they elect to opt out of that policy by so advising the Legislative Service Office;

(v) The Management Council may establish policies with respect to receipt of salary, per diem and mileage for special in-state events involving the Legislature, e.g. where Wyoming hosts meetings of legislative organizations such as the Western Legislative Conference, or for budget "school" or "seminar" for legislators, etc.;

(vi) Legislators shall be reimbursed for the cost of commercial or private transportation, such as charter or private aircraft or rental vehicles, to the extent the cost does not unreasonably exceed the regular mileage allowance plus reasonable per diem;

(vii) Mileage shall not be paid to the extent a state aircraft or vehicle is used for transportation. State aircraft may be used for transportation when the cost does not unreasonably exceed the regular mileage allowance plus reasonable per diem.

e. Special Policy for "Local" or "Short" Meetings. Special compensation policies apply to certain interim meetings as listed below. They were established by the Management Council as a reasonable way to deal with compressed video meetings of short duration and meetings in the near vicinity of a Legislator's residence.

Because all Legislators are entitled under law to full salary and per diem for attending interim committee meetings regardless of the location or length of the meeting, any Legislator may choose to "opt out" of the following policy by contacting the LSO Fiscal Officer.

The policy is as follows:

(i) Local Meetings.

(A) For attending a meeting in a location where the Legislator is not entitled to mileage under current procedures, a legislator will be paid 1/4 day per diem (i.e., $27.25) regardless of the length of the meeting.

(B) For attending a meeting where the Legislator is entitled to mileage for 60 miles or less one-way (120 miles or less round trip) and overnight lodging is not involved, a legislator will be paid 1/2 day per diem (i.e., $54.50) regardless of the length of the meeting. (Management Council minutes 11/16/11)

(ii) Short Meetings. The following policies apply to meetings of less than three (3) hours, whether the meeting is in person, by compressed video or by telephone conference call:

(A) For local meetings as defined in paragraph (i) above, the Legislator will be paid:
1/2 day salary ($75.00)
1/4 day per diem ($27.25)

(B) For meetings where the Legislator is entitled to mileage for 60 miles or less one-way (120 miles or less round trip) the Legislator will be paid:
1/2 day salary ($75.00)
1/2 day per diem ($54.50)

(C) For meetings where the Legislator is entitled to mileage for more than 60 miles one-way (120 miles or more round trip) the Legislator will be paid the full statutory rates, i.e.,:

One day salary ($150.00)
One day per diem ($109.00)

f. Waiver of Per Diem for Expenses Paid by State.

When expenses for meals or lodging which would otherwise be paid from a legislator's statutory per diem allowance are paid directly by the State (e.g., meals and lodging which are included as part of a registration fee paid by the Legislative Service Office or other state agency) the legislator may elect to waive an amount equal in value from the per diem allowance to which he would otherwise be entitled by signing and filing a disclaimer with the Legislative Service Office. In determining the value of meals, reference shall be made to values established by the State Auditor's Office accounting policies." (Source Notes: MC Minutes 10/24/05)

B. Out-Of-State Travel - Legislators

1. Salary. Salary is not authorized for out-of-state trips.

2. Special Terms and Conditions. Reimbursement for out-of-state travel expenses are subject to the following terms and conditions:

a. Authorized Out-of-State Travel. Reimbursement is authorized for approved travel as follows:

(i) Meetings of National Organizations. Subject to Section B.2.b(vii) of this handbook, legislators may, without prior approval, attend two (2) meetings of a national or regional organization in which the Legislature participates, during the interim between each session. Travel to meetings of these organizations in excess of the two (2) meetings must, however, be specifically approved in advance by the Management Council (Council minutes 01/24/2008). "National or regional organizations in which the Legislature participates" includes the National Conference of State Legislatures (NCSL), the Council of State Governments (CSG) {this includes the Western Legislative Conference}, the Education Commission of the States and the Energy Council (travel to Energy Council meetings is limited to members appointed to the Energy Council).

(ii) Other Travel Requires Management Council Authorization. All other out-of-state travel must be specifically approved in advance by the Management Council (Council minutes 01/24/08). Absent

extraordinary circumstances, travel under this paragraph will generally be approved only if it relates to:

(A) A significant substantive topic currently under study or consideration by the Legislature; or

(B) A training opportunity specifically focused on development of legislative skills. (Council minutes 08/10/09)

(iii) Travel Outside Continental U.S. Notwithstanding paragraphs (i) and (ii) of this subsection, approval by the entire Management Council is required to attend any meeting held outside the Continental United States, i.e. the lower 48 states and the District of Columbia.

b. Reimbursement for Actual Expenses; Conditions and Restrictions. Travel expenses for out-of-state travel shall be reimbursed for the actual amount of the costs incurred subject to the following:

(i) Registration fees may be paid directly by the Legislative Service Office or the legislator may elect to pay registration fees directly and be reimbursed. Payment of registration fees shall be limited to the lowest amount offered for advance registration at the meeting.

(ii) Reimbursable costs are limited to transportation costs, lodging and meals which are not provided as part of the registration fee for the meeting. Reimbursement for meals shall be limited to the lesser of actual costs or $60 per day. No reimbursement shall be made for the cost of alcoholic beverages.

(iii) Legislators shall be reimbursed for the cost of commercial or private transportation such as charter or private aircraft or rental vehicles to the extent the cost does not unreasonably exceed the regular mileage allowance plus reasonable per diem.

(iv) Legislators shall be reimbursed the lesser of the actual cost of public transportation, e.g. commercial airfare, or the cost of transportation had reservations been made at least 14 calendar days before the date of departure.

(v) Mileage shall not be paid to the extent a state aircraft or vehicle is used for transportation.

(vi) A legislator may elect to waive any portion of travel expenses to which he is otherwise entitled. Mileage shall be computed from point to point by the nearest practicable route.

(vii) The Management Council may limit travel or expenditures for travel to stay within the approved budget.

(viii) Unless excused for good cause by a vote of Management Council, if a member cancels travel to an out-of-state meeting after the expense for air fare has been incurred or paid by the state, the cancelled trip will be counted against the member's total authorized trips for that year. If the member subsequently receives a full or partial refund of the ticket price or uses the ticket for personal travel, the amount of the refund or the value of the ticket for personal travel shall be reimbursed to the state. As used in this paragraph, "good cause" will typically be limited to severe weather, illness or injury of the member, or family emergencies. (Management Council minutes 11/16/2011)

C. Travel Policies - Legislative staff

1. Travel by members of the staff must be authorized and approved by the director, who shall be responsible for maintaining such travel expenses within the approved budgetary limits.

2. Staff members shall be reimbursed for actual and necessary expenses for in-state or out-of-state travel. Staff members will be reimbursed at the rate paid to state employees for use of their own vehicles, for each mile actually and necessarily traveled in their own vehicle in performance of authorized and approved activities. Mileage shall be computed from point to point by the nearest practicable route.

   Reimbursable costs are limited to transportation costs, lodging and meals which are not provided as part of any registration fee for a meeting. No reimbursement shall be made for the cost of alcoholic beverages.

D. Special Travel Authorization.

1. In addition to travel authorized by Part A.2.a.(i) through (iii) and Part B.2.a of these travel regulations, and subject to available budget, during the interim the Chairman of Management Council, or in his absence the Vice-Chairman, may authorize mileage expenses, or may authorize the use of state aircraft, for the transportation of one or more members of the legislature who have been designated by the Chairman or the Vice-Chairman to attend a meeting or other activity related to official legislative business, or to attend a special ceremony or function as an official representative of the legislative branch of state government. (Source Notes: MC Minutes 02/28/07)

2. A member seeking authorization to use the state aircraft under this subsection shall request the LSO to prepare in advance an estimate of costs to present to the Chairman

or Vice-Chairman of Management Council prior to authorization being granted. (Source Notes: MC Minutes 10/27/08)

3 No payment shall be made to the aeronautics division or to any other executive agency as reimbursement for a legislative member's travel on the state aircraft at the member's individual request, or at the invitation of an executive agency, unless the LSO has certified to the aeronautics division in advance that payment of the travel expense has been specifically authorized in accordance with this subsection. (Source Notes: MC
Minutes 10/27/08)

E. Vouchers; Receipt Requirements

1. Vouchers Required. Claims for the payment of expenses must be made by voucher, signed by the claimant and by the officer or officers authorized to approve same. Claims for reimbursement of expenses shall be based on actual expenses, within the limitations specified in these rules, for staff and out-of-state travel for legislators, and on the per diem allowance for in-state travel for legislators.

2. Claims for Actual Expenses; Receipts. When the claim is for actual expenses, the voucher shall contain or have affixed thereto a full itemized statement covering each item of expense for which reimbursement is claimed. False claims are punishable as provided in W.S. 6-5-303. When the claim for reimbursement of expenses is based upon the per diem allowance, an itemized statement is not necessary. Receipts to support claims are required except for meals and incidental expenses of less than $15.00. Claims for meals and incidental expenses in excess of $15.00 shall be supported by original itemized vendor receipts, or by a sworn statement attesting to the expense signed by the claimant under penalty of W.S. 6-5-303, attached to the voucher. (Management Council minutes 11/16/11)

3. Vouchers Must Include Dates. Legislators submitting claims for salary or per diem allowances must specify on their voucher the day when performance of the activity entitling them to such payments commenced and when it terminated.

F. Supplement

Note: New policies and amendments to existing policies adopted by the Management Council since the date of the publication of the latest bound edition of the Management Council Travel Regulations may be found on the legislative website at http://legisweb.state.wy.us

G. Frequently Asked Questions

Appendix A sets out a number of frequently asked questions concerning Legislative Travel.

Appendix A

A. FREQUENTLY ASKED QUESTIONS CONCERNING TRAVEL EXPENSE VOUCHERS.

WILL I BE ALLOWED AN EXTRA TRAVEL DAY TO RETURN HOME ON THE DAY FOLLOWING A COMMITTEE MEETING?

A rule of reason is applied based generally upon the time the meeting adjourns and the distance and conditions under which the legislator has to travel.

If a meeting in Cheyenne adjourns at 4:30 p.m., a legislator living in Laramie or Wheatland clearly would not be expected to request an additional travel day, whereas a legislator living in Cody would. The answer is not, however, always so clear, e.g., a meeting ends at 4:30 p.m., the legislator has a 2.5 hour drive home, it has been snowing all day and the roads are expected to be icy. In this situation an additional travel day might be warranted.

In all questionable circumstances, the final determination will be left to the discretion of the committee chairman. **Please make a note** of the special circumstances on the voucher to alert the LSO Fiscal Officer.

IF I ATTEND A COMMITTEE MEETING AND INCLUDE A PERSONAL OR BUSINESS TRIP EITHER BEFORE OR AFTER THE MEETING, HOW DO I INDICATE THAT ON MY TRAVEL EXPENSE VOUCHER?

State the date(s) of the personal or business trip, as well as your departure and arrival dates at your city of residence on the reimbursement schedule.

IF I TRAVEL TO A MEETING WITH ANOTHER LEGISLATOR IN HIS CAR, AM I STILL ENTITLED TO MILEAGE?

Yes. When two or more legislators travel together in the same automobile, each legislator is entitled to receive mileage when traveling to an approved legislative activity. However, you may wish to consider waiving mileage by notation on the travel voucher.

WHAT IF I COMPLETE MY TRAVEL VOUCHER AND STATE THAT I PLAN TO GO HOME THE DAY OF THE MEETING AND AM STOPPED HALF-WAY BY ROADS CLOSED TO SNOW, OR BY SOME OTHER NATURAL HAZARD?

When you return home, call the LSO Fiscal Officer or leave a message that you did not return as planned and the reason. Your voucher will be altered accordingly.

HOW DO I INDICATE THAT I WISH TO DECLINE PER DIEM WHEN THE MEETING OCCURRED IN MY HOME CITY OR WITHIN ONE DAY'S TRAVEL?

Simply write the statement on the reimbursement schedule. If you are declining per diem, write "NO PER DIEM REQUESTED"; if declining salary, write "NO SALARY REQUESTED"; if declining mileage, write "NO MILEAGE REQUESTED"; if declining both per diem and mileage, write "NO TRAVEL REQUESTED". Note: you can also decline portions of reimbursement, e.g., "1/2 day salary only requested."

WHAT IF I AM OVER OR UNDER PAID ON SOME PORTION OF A TRIP?

Call the LSO Fiscal Officer concerning the error so it may be corrected. Unless the overpayment is extreme, cash the check. Adjustments may be made on the next meeting you attend, or on another voucher.

IF I ATTEND A COMMITTEE MEETING FOR THE GOVERNOR OR ANOTHER BRANCH OF GOVERNMENT AND THEY REIMBURSE ME, MUST I ALERT LSO THAT I TOOK THE TRIP?

It is a good idea to alert the LSO Fiscal Officer who can coordinate with the agency to ensure that you are not reimbursed by two state agencies for the same day. Also, it is more economical to the state if taxable items, i.e. salary and federally taxable mileage, are placed on the Legislatures' special payroll.

HOW SOON WILL I RECEIVE COMPENSATION FOR ATTENDING THE MEETING?

Normally within five (5) working days for items which are not subject to federal tax. However, salary and taxable per diem are reimbursed on the payroll only on the last day of each month.

B. FREQUENTLY ASKED QUESTIONS CONCERNING OUT-OF-STATE MEETINGS.

WHAT TYPE OF RECEIPTS MUST I RETAIN TO ATTACH TO THE TRAVEL VOUCHER FOR AN OUT-OF-STATE MEETING?

The original motel/hotel bill and air receipt are required. Receipts are also required for meals and any incidental expenses including parking fees, taxies, shuttles, etc., over $15.00. If you do not have a vendor's itemized receipt for an expense over $15.00 contact the LSO fiscal officer to obtain a "sworn statement" form that will satisfy Part E.2 of these travel regulations.

I LOST THE HOTEL BILL, HOW DO I GET REIMBURSED?

You must contact the hotel and request a copy. The only other alternative is to request per diem in lieu of actual expenses if the hotel room is low enough that you could cover the room and meals on the $109/day per diem.

IF I TAKE A GUEST, HOW IS REIMBURSEMENT HANDLED?

Note on the hotel bill the additional cost for the room and the tax which applies. If there is a special group rate for single or double, please note that as well.

Reimbursement is not allowed for: Meals for spouse or any other guests; liquor; in-room movies; transportation for personal entertainment; and meals included in the registration fee. Do not include costs of meals or other expenditures paid for another legislator.

I PLAN TO SHARE A ROOM WITH ANOTHER LEGISLATOR. HOW DO WE PREPARE OUR TRAVEL EXPENSE VOUCHER?

The LSO Fiscal Officer has discussed this with a number of hotels and received this advice: When you check in at the hotel, request a separate billing, this is usually called an "A" billing. Each legislator will receive their own bill for half the cost of the room. Each legislator will have their own hotel bill to pay and submit with the voucher.

THERE ARE BIG SAVINGS IF I STAY OVER A SATURDAY NIGHT, BUT MY MEETING IS OVER BEFORE THAT. MAY I STAY OVER TO GET THE LOWER AIRFARE?

Yes. The guideline is "Whatever is the lesser ..." Savings in airfare have been up to $500 in some cases, which more than compensates for the cost of the room and meals to stay over another day. If the hotel room is $160 and the airfare savings $145, the answer would be no, because it would cost more to stay over.

MAY I MAKE MY OWN MEETING REGISTRATION? HOW?

While LSO is willing to do this for you, you may, of course, complete your own registration form. Do not pay the registration fee for yourself, just mark "bill the state" in the "voucher/purchase order" box, and enclose your check for any guests.

It is imperative that you notify the LSO Fiscal Officer that you have made your own registration so she can add your name to the registration voucher eliminating the billing cost. In some cases the Fiscal Officer also needs this information in order to pay the registration fee before the cut-off or discount date.

Remember you will only be reimbursed for registration fees at the lowest amount offered for advance registration, so watch for the early registration cutoff.

WILL LSO MAKE MY AIR AND HOTEL RESERVATIONS?

No. LSO is not authorized to guarantee your hotel reservation and cannot make travel arrangements.

WILL LSO REIMBURSE MY AIR FARE IN ADVANCE OF THE TRIP?

Yes. You must provide a copy of the itinerary and proof that you have paid for the ticket. Note: most travel agencies will bill the LSO directly for airline tickets.

MAY I STAY OVER TO INCLUDE A PERSONAL TRIP AFTER THE MEETING?

Yes. However, as with in-state meetings, state the dates of the personal trip on the reimbursement schedule. The personal days will

be listed as such on the voucher and no reimbursement will be made for that portion of the trip.

MAY I FLY TO ANOTHER CITY ON MY RETURN TRIP?

Yes. However, ask your travel agent to give you a note of the amount due only for the official legislative trip if you pay the entire fare. If the fare is billed to LSO, the amount due for official business and the amount due for the personal trip must be clearly noted.

WHAT IF I HAVE TO CANCEL A FLIGHT AT THE LAST MINUTE?

If the cancellation is due to a personal reason, you cannot be reimbursed. However, if you are ill and unable to fly or there is a tragedy in your family, reimbursement may be possible. See Part B.b.viii of these travel regulations relating to cancellation of air travel.

Wyoming State Board of Education Reimbursement Request Form

Purpose of Meeting:_____

City Travel From:_____Meeting Location: City_____

Date Traveled to Meeting:_____ Date Traveled from Meeting:_____

Date(s) on which I attended Meeting:_____

Total Days:_____X $150/day = $_____

Transportation Mode:_____
(Please specify: personal or state vehicle, commercial, private or state airplane)

Total Mileage:_____

Comments:_____
_____
_____
_____

- ☐ I am claiming Per Diem
- ☐ I intend to claim actual expenses in lieu of Per Diem; and
  - ☐ Receipts are attached; or
  - ☐ Receipts will be provided within 30 days

Certification:

I certify under penalty of perjury and subject to provisions of the W.S. 6-5-303 and it's penalties that the foregoing claim is in compliance with W.S. 28-5-101 and is a true and just record of necessary expenses paid by me or is an accurate claim for per diem incurred while on official business and for which I am legally entitled to reimbursement by the State of Wyoming. I do further certify that no part of the foregoing claim has been paid or incurred by the State of Wyoming or any other source

_____ _____
Signature of Claimant in Ink Date

Printed Name: _____

Chairman Initials_____

HB0091/2013 Chapter 195: "Statewide education accountability-phase I."

MAJOR COMPONENTS OF BILL:

- Clarifies that the Department of Education is the administrative entity executing education accountability/assessment policy as set by the State Board of Education;

- Extends phase I school accountability system implementation from school year 2012-2013 to school year 2013-2014;

- Directs State Board, through the Department of Education, to correct and refine phase I accountability system components, as previously reported by the State Board to the Legislative Select Education Accountability Committee in November 2012;

- Requires reconvening of the statutorily established professional judgment panel to establish target levels used to gauge and report school level performance on a statewide basis;

- Mandates development of a statewide system of support and school level capacity building in responding to measured performance in consultation with the advisory committee to the Select Committee (the advisory committee is comprised of education stakeholders);

- Requires use of Hathaway student scholarship eligibility data reports as a college ready indicator within the accountability system model, provides for further study of use of computer adaptive college placement assessment as college ready indicator based upon data collected from test administration;

- Requires a report to the Select Committee from the State Board, through the Department, providing recommendations based upon piloting phase I, with Select Committee reporting to Legislature at 2014 budget session. The State Board through the Department is required to provide outreach activities and communications to school districts and local communities coinciding with development of phase I system components and report recommendations;

- Beginning school year 2014-2015, requires a uniform measure established by State Board criteria and guidelines for use by school districts in determining high school graduation eligibility, as end-of-course assessments for this purpose were not forwarded by the Select Committee based upon recommendations of the State Board;

- Modifies Advisory Committee membership to include State Department representative appointed by director in lieu of State Superintendent representation;

- Requires State Board, through Department, to investigate options available to the State for future statewide student assessments, and to report to Select Committee on findings and recommendations;

- Continues Department work in securing federal waiver for use of ACT instead of PAWS as grade 11 statewide assessment;

- Appropriates $250,000 to State Department for use by State Board and Department in executing prescribed phase I duties;

- Assigns legislative consultants to assist Department and State Board in executing phase I duties.

HB0072/2013 Chapter 167: "Statewide education accountability-phase II."

MAJOR COMPONENTS OF BILL:

- Delays implementation of phase II of the statewide education accountability system pertaining to teacher and school leader evaluation by providing a phased-in approach over the course of a four-year period commencing school year 2013-2014;

- Establishes goals and objectives for the design framework around which phase II will be developed;

- Specifies measures of teacher and leader evaluation including evidence of student learning as well as professional educator practice, as organized into five specified domain areas (learner development, content knowledge and application, instructional practice, professional responsibility and evidence of student learning);

- Specifies four areas of performance descriptors including highly effective performance, effective performance, performance in need of improvement and ineffective performance;

- Requires further study by advisory committee, comprised of education stakeholders, to refine and develop the phase II system and to report system design recommendations to legislative select committee on education accountability; report to select committee to be submitted by October 15, 2013, with select committee to forward recommendations to 2014 legislature;

- The October report will set in motion a phased-in implementation plan whereby system components are piloted in accordance with prescribed timelines;

- Under the phased-in plan, the leader evaluation system is finalized prior to the teacher system to enable leader participation in finalization of teacher system;

- Leader evaluation system specified to be fully implemented by school year 2015-2016, and the teacher evaluation system scheduled to be fully implemented in school year 2016-2017;

- Requires state board of education to promulgate rules and regulations governing school district evaluation systems by school year 2016-2017 for teachers, and by school year 2015-2016 for leaders, with required school district reporting to district boards and to state board;

- "Teachers of record" as a required component of the teacher evaluation system is eliminated, and in lieu thereof, an appropriate methodology is required to link student performance to the evaluation of teacher and leader performance.

SF0104/2013 Chapter 1: "Education-state administration."

MAJOR COMPONENTS OF BILL:

- Establishes a director of the state department of education to be appointed by the governor from a list of three (3) names submitted by the state board of education.
    - Director serves at the pleasure of the governor and may be removed by him under the provisions of W.S. 9-1-202;
    - Provides for the appointment of an interim director immediately.

- Delegates existing and specified duties to the director – including assessment, school finance, accountability, education data, and federal programs.

- Maintains the role and responsibility of the state superintendent for the general supervision of public schools as prescribed by law.
    - Duties include a report to the legislature on the general status of public schools, provision of professional development for teachers via regional workshops and school safety responsibilities.

- Provides for immediate transfer of all divisions, agencies, programs, positions, personnel, property, appropriated funds and functions of the state department of education to the interim director.

- Requires the enforcement of any lawful policies, contracts, or obligations of the state superintendent by the director upon transfer.

- Requires the review of personnel changes by the interim director that were made by the superintendent 60 days prior to the effective date of the act and approval of the governor for any personnel changes proposed by the interim director upon the transfer of duties.

- Department of Administration and Information tasked with reviewing all state department of education authorized positions and appropriated funds and submitting a list to the governor by November 1, 2013, of all positions and funds providing services related to duties transferred to the director. The listing is to identify source of position funding and determine impact on funding sources of positions not wholly funded by state general fund.

- JAC to review position lists provided to governor and forward necessary funding and budget modifications to effectuate the transfer through the 2014 budget bill.

- Status report on transfer due to governor, JEC, JAC and Select Education Accountability Committee by December 1, 2013.

- State Superintendent required to submit budget for the biennium commencing July 1, 2014, for positions and funds determined by A&I to remain with the state superintendent's functions.