

**State Board of Education
Work Session Agenda
April 26, 2012**

**Holiday Inn Express
Gillette, Wyoming
9:00 a.m. – 6:30 p.m.**

1. New State Board Member Welcome		9:00 a.m.
2. Annual Improvement Plans & Accreditation Preview- Dianne Frazer	Tab A	9:30 a.m.
3. Update on Charter Schools - Elaine Marces	Tab B	10:30 a.m.
4. Gaps in the Learning Progression and Benchmarks between Wyoming Content Standards and the Common Core Content Standards- Sheryl Lain	Tab C	11:00 a.m.
Working Lunch		12:00 p.m.
5. Out of State Placement- Jo Ann Numoto	Tab D	12:30 p.m.
6. Policy Questions - Mackenzie Williams		1:00 p.m.
7. Fremont County School District #21 Unification Request- Mackenzie Williams		1:30 p.m.
BREAK		2:00 p.m.
8. Legislative Service Office's Education Liaisons Introductions- Mike Flicek and Ruth Sommers		2:15 p.m.
9. Education Accountability, Enrolled Act 65 Tasks- John Masters	Tab E	2:30 p.m.
10. Review of Strategic Plan - Joe Reichardt & Sue Belish	Tab F	3:45 p.m.
11. iPad and Google Tutorial and Working Dinner – Paula Smith		4:15 p.m.
12. Working Dinner		5:00 p.m.
13. Continuation of iPad and Google Tutorial- Paula Smith		5:15 p.m.
ADJOURNMENT		6:30 p.m.

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Cindy Hill, Superintendent of Public Instruction
Wyoming Department of Education
School Improvement and Accreditation Section

THE WYOMING SCHOOL ACCREDITATION PROCESS

CURRENT ACCREDITATION METHODOLOGY

- School Accreditation in Wyoming is governed by Chapter 6 of the Wyoming State Board of Education rules and regulations.
- The primary accreditation methodology is evaluation of the district and schools on a five year basis using the AdvancED® Standards of Quality Schools and Standards of Quality School Systems, and the Quality Assurance Review (QAR) process.
- Schools and districts submit an annual school improvement plan that typically details a language arts goal and a math goal through the AdvancED® Assist program.
- Schools and districts are also required to submit annual assurances that they meet statutory requirements for school operation.
- Other factors, such as teacher misassignments, are considered in the accreditation score.

CHALLENGES OF THE CURRENT SYSTEM

- Chapter 6 of the Wyoming State Board of Education rules and regulations will need to be updated to meet the requirements of the Wyoming Accountability in Education Act.
- There were numerous capacity concerns stated in the January 31, 2012 Comprehensive Education Accountability Report (Education Accountability Report by Marion and Domaleski).
- These capacity concerns are addressed within the AdvancED® Standards, particularly the "Teaching and Assessing for Learning" standard. However, the fidelity of implementation of these standards may be variable as they are only addressed every five years.
- The current Assist school improvement plan does not address capacity on an annual basis and may not meet the requirements of the Wyoming Accountability in Education Act.

PROPOSED MODIFICATIONS TO THE CURRENT SYSTEM

- Review and revise Chapter 6 of the Wyoming State Board of Education rules and regulations to meet the requirements of the Wyoming Accountability in Education Act.
- Develop or adopt a web-based, interactive school improvement plan and communication plan process that meets the requirements of the Wyoming Accountability in Education Act and eliminates duplication when possible.
- Determine weighting of School Performance Level in the overall school and district accreditation score.

Tarp

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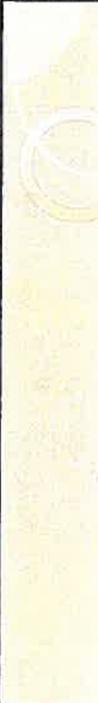
Charter Schools Annual Report to Wyoming State Board

April 26, 2012
Gillette, Wyoming

Presented by:
Elaine Marces
Wyoming Department of Education

W.S. § 21-3-312 – District board to report to state board.

- Each district board granting charters are required to report annually to the State Board of Education.
 - District reports shall include the assurance that students attending the charter school are receiving an education that is consistent with the educational opportunities available to all students within the district.
 - Charter School Districts annually submit SBE 910 and SBE 911.
 - The information is given to the WDE by each district board and certified to be true and correct by the district superintendent.



Albany County School District #1
Snowy Range Academy (SRA)



Albany County School District #1
Snowy Range Academy (SRA)

- Charter was granted in 2002
- Accredited by NCA
- Program used: *Core Knowledge Sequence* by *E.D. Hirsch*
- Grades Served: K-9

Albany County School District #1 Snowy Range Academy (SRA)

- **Portrait of the School**
 - **Core Knowledge Foundation's Curriculum Sequence**
 - Focus on progression of specific knowledge in history, geography, mathematics, science, language arts and fine arts

Albany County School District #1 Snowy Range Academy (SRA)

- **Guiding Philosophy**
 - Use the early years to impart knowledge and literacy skills as a foundation for advanced problem solving

Albany County School District #1 Snowy Range Academy (SRA)

- School Programming
 - Spalding Method Language Arts
 - Accelerated Saxon Math
 - Modified International Baccalaureate's Middle Years Programme™
 - Special Programs
 - includes Spanish, Art, Music, and PE
 - Direct Instruction

Albany County School District #1 Snowy Range Academy (SRA)

- Demographics
 - 75% of students returned to SRA in 2010 from the previous school year
 - 24% Free and Reduced Lunch
 - 22% Minority
 - 15% Special Education

Albany County School District #1 Snowy Range Academy (SRA)

- **School Governance**
 - **Board of Directors**
 - oversees and establishes educational and operational policies
 - **Principal**
 - Implements policies, procedures, and day to day operations

Albany County School District #1 Snowy Range Academy (SRA)

- **Facilities**
 - Lease of the old Wal-Mart building
 - Upgrades in 2010 include HVAC, Insulation, and Playground

Albany County School District #1 Snowy Range Academy (SRA)

- Performance

- School Improvement Plan:

- 5% increase of 3rd – 8th grade students will demonstrate proficiency of *reading* and *writing* in English Language Arts as measured by PAWS
 - 85% of K-3rd grade students will demonstrate proficiency of growing from emergent readers to meeting grade-level benchmarks in English Language Arts as measured by DIBELS and Terra Nova
 - 85% of 3rd – 8th grade students will demonstrate proficiency in mathematics within two years of enrollment at SRA as measured by PAWS

Albany County School District #1 Snowy Range Academy (SRA)

- Strategies implemented in 2010-2011

- Reading

- summer camp for 2nd – 6th graders to learn the Spalding method

- Writing

- Improved integration for writing across subject areas.
 - Students will be assessed in writing three times per year

- Math

- Parent enrichment nights
 - Summer Camp for 2nd – 6th graders to accelerate in Saxon Program

Wyoming Dept of Education
 2300 Capital Ave., 2nd Floor
 Cheyenne WY 82002-0080
 Contact: Jed Clavelli, (307)777-5808

Charter School Annual Financial Report to the Wyoming State Board of Education
 July 1, 2010 - June 30, 2011 (FY11)

District ID	0101000
District Name	Albany #1
School ID	0101001
School Name	Snowy Range Academy
Grades Served	K-8

SBE911
 Due Date: March 15, 2012
 Revised: January, 2012
 Expires: January, 2013

- This report is comprised of information the district submitted on the following data reporting forms # 8111, WDE600, WDE601, WDE602, WDE608 and WDF684.
- Linear revenue data in the yellow shaded cell may vary by email that other data is provided by the district on the listed reports. Amounts are rounded.
- Enter the completed SGLY: Form to: jed.clavelli@wydoe.gov

General Fund
 01
\$1,828,432

Revenue	1000's	2000's	3000's	4000's	5000's	6000's
From State (pass through from District)						
Total	\$1,828,432					
Expenditures (WDE601)						
1110 - Elementary						
1120 - Junior High or Middle Schools						
1130 - Secondary						
1270 - Limited English Proficient						
1280 - Other Special Programs						
1410 - Student Activities - Elementary						
1420 - Student Activities - Jr-Hi/Middle School						
1430 - Student Activities - High School						
1630 - Vocational Instruction, High School						
Total 1000's - All Instruction	\$1,149,489	\$887,017	\$50,181	\$131,677	\$38,175	\$4,380
2130 - Health Services						
2131 - Supervision of Health Services						
2132 - Medical Services						
2133 - Dental Services						
2134 - Nursing Services						
2139 - Other Health Services						
2210 - Improvement of Instruction Services						
2213 - Instructional Staff Training Services						
2220 - Educational Media Services						
2222 - School Library Services						
2225 - Computer-Assisted Instruction Services						
2240 - Technology Integration						
Total 2000's - Instructional Support	\$119,585	\$53,055	\$19,272	\$29,957		
3320 - School Administration						
3321 - Office of the Principal Services						
3329 - Other Support Services-School Administration						
3330 - Business Administration						
3350 - Board of Education Services						
3410 - Supervision of Oper & Maint Plant						
3420 - Operating Buildings Services						
3430 - Care and Upkeep of Grounds Services						
3460 - Security Services						
3520 - Vehicle Operation-Activities						
3800 - Other Support Services						
Total 3000's - Support Services	\$307,029	\$139,474	\$60,633	\$82,116	\$21,639	\$31,383
6100 - Site Acquisition Services						
6200 - Site Improvement Services						
6500 - Building Improvements Services						
6600 - Other Facilities Acquisition and Construction Services						
Total 5000's - Facilities Acquisition and Construction	\$53,567	\$39,300	\$14,267	\$0	\$0	\$0
Total 6000's - Operating Costs	\$207,819	\$30,311	\$11,094	\$135,388	\$31,109	\$0
Total Expenditures	\$1,687,923	\$1,110,856	\$116,174	\$307,172	\$100,622	\$4,380
Revenue	\$1,828,432					
Total	\$170,509	\$717,576	\$717,576	\$717,576	\$717,576	\$717,576

Enrollment (WDE684)	169
Enrollment October, 2010	
Attendance and Membership (WDE600)	
ADA	160 852 ADM
Graduates/Dropouts (WDE684)	168 137

Graduates Regular Diploma	0
Dropouts	0
Total	0

Staffing Counts (WDE602)	
Staff FTE (Full-time Equivalent)	18.34
Teachers (certified)	3.10
Student Instructional Support (certified)	0.00
Staff Instructional Support (certified)	1.00
Administration	4.18
Instruction & Instruct Support (classified)	4.86
Other General Support (classified)	28.48
Total Staff	56.87

Cost Per ADM by Major Function for Fund Group 01	
Instruction	\$6,837
Instructional Support	\$711
Support Services	\$4,026
Facilities Acquisition	\$0
Operating Cost	\$11,574

**Albany County School District #1
Laramie Montessori School**

**Albany County School District #1
Laramie Montessori School**

- Charter was granted in 2011
- In Accreditation process with District Accreditation Model
- Program used: Montessori
- Grades Served: K-4 (expanding to serve K-6)

Albany County School District #1 Laramie Montessori School

- **Portrait of the School**
 - Snapshot on October 1, 2011 indicates 51 students enrolled
 - 70% of parents regularly volunteer for school events

Albany County School District #1 Laramie Montessori School

- **Guiding Philosophy**
 - **Mission:** to support the development of the whole child through an authentic Montessori environment that honors the child's intrinsic motivation to learn and supports each individual's unique intellectual, physical, social and emotional development.

Albany County School District #1 Laramie Montessori School

- **School Programming**
 - Typical day consists of a three-hour work period during which students choose work based on their ability and current daily and weekly requirements
 - Enrichment programming includes:
 - Spanish
 - Music,
 - Art
 - Physical education

Albany County School District #1 Laramie Montessori School

- **Demographics**
 - 20% Special Education
 - 15% Minority

Albany County School District #1 Laramie Montessori School

- **School Governance**
 - All staff policies of Albany County School District #1 apply to the staff at Laramie Montessori School
 - Board of Trustees comprised of the following committees:
 - Accountability
 - Finance
 - Grievance
 - Nominating

Albany County School District #1 Laramie Montessori School

- **Financial Report SBE 911 is not applicable**
 - SBE 911 is based on the previous year's actual data. Since Laramie Montessori School did not open until the 2011-2012 school year, there is no data to report.

Albany County School District #1 Laramie Montessori School

- **Facilities**
 - Laramie Montessori School leases space in the Lincoln Community Center
 - Landscaping work will begin during the summer

Albany County School District #1 Laramie Montessori School

- **Performance Plan**
 - Curriculum has been aligned with state standards
 - 1st and 4th grade students took MAP testing in the fall of 2011
 - Kindergarten students have been assessed using DIBELS in the fall of 2011 and winter of 2012

Fremont County School District #2 |
Fort Washakie Charter
High School(FWCH)

Fremont County School District #2 |
Fort Washakie Charter High School(FWCH)

- Charter was granted in 2004
- Accredited by NCA
- Program used: *Combination of Wyoming "e" Academy of Virtual Education (WeAVE) and direct instruction*
- Grades Served: 9-12

**Fremont County School District #21
Fort Washakie Charter High School(FWCH)**

• **Portrait of the School**

- Serves anywhere from 75-100 students
 - Snapshot on October 1, 2011 indicates 47 students enrolled
 - Almost 100% of students are considered “high risk”
 - Students attend school on campus every day and receive a combination of virtual WeAVE as well as face to face instruction

**Fremont County School District #21
Fort Washakie Charter High School(FWCH)**

• **Guiding Philosophy**

- Fort Washakie High School will inspire and engage through innovation and integration while honoring the cultures of the students through professional and cultural awareness.
- **Vision:**
 - It will promote acceptance and diversity
 - It will provide all students the materials and emotional resources to be successful in their lives
 - It will know and respect the background of every student
 - It will create a system that promotes critical thinking and social change

Fremont County School District #21 Fort Washakie Charter High School(FWCH)

- **School Programming**
 - FWCHS courses have been aligned to the appropriate Wyoming content standards
 - Course Based Common Assessment Approach is utilized
 - All teachers are certified and Highly Qualified (as defined by NCLB) in their content area

Information source: Fremont County School District #1 Body of Evidence

Fremont County School District #21 Fort Washakie Charter High School(FWCH)

- **Demographics**
 - 100% of students qualify for free and reduced lunch
 - 95% or more of FWCHS students transfer into FWCHS from another high school
 - Most FWCHS students did not experience success at their previous high school and often enroll in FWCHS already behind in credits and/or performing below grade level on core academic indicators

Fremont County School District #21 Fort Washakie Charter High School(FWCH)

• School Governance

- FWCHS is governed by a seven member appointed board.
- The Fremont County School District #21 board approves a budget for FWCHS annually
- FWCHS board oversees all operations

Fremont County School District #21 Fort Washakie Charter High School(FWCH)

• School Facilities

- Operating out of a hodgepodge of modular buildings and available rooms in other buildings
- Facility situation is the best it's been in eight years, but described as "poor when compared with that of any other similar sized high school in the state"

SBEB911
 Due Date March 15, 2012
 Revised January 2012
 Expires January 2013

Charter School Annual Financial Report to the Wyoming State Board of Education
 July 1, 2010 - June 30, 2011 (FY11)

District ID	0721000
District Name	Charter High School
School ID	0721005
School Name	Charter High School
Grades Served	9-12

Wyoming Dept. of Education
 2300 Capitol Ave., 2nd Floor
 Cheyenne WY 82002-0050
 Contact: Jaid C. Conant, (307)777-5906

1. This report is prepared and submitted to the Wyoming State Board of Education for the following data reporting items: WDE600, WDE601, WDE602, WDE603, WDE604, WDE605, and WDE606.
 2. Enter revenue data in the "By Fund" column and revenue by object in the "Object" column. (Amounts are rounded.)
 3. Enter the completed SBEB911 form for: jcid@wyo.gov

General Fund
01

Revenue
From State (pass through from District)

100's	200's	300's	400's	500's	600's	700's
Expenditures	Employee	Personnel	Supplies	Capital	Other	Other
Salaries	Benefits	Services	Materials	Outlays	Objects	Uses
Special Fund				Queue		of Funds
Total						
\$461,581	\$58,188	\$19,786	\$38,064	\$0	\$0	\$0
\$45,758	\$29,578	\$11,073	\$1,972	\$0	\$1,915	\$0
\$143,408	\$95,631	\$19,848	\$27,390	\$0	\$0	\$0
\$850,757	\$302,751	\$117,110	\$129,346	\$39,636	\$0	\$1,915

Expenditures (WDE601)

1110 - Elementary	\$0
1120 - Junior High or Middle Schools	\$0
1130 - Secondary	\$0
1270 - Limited English Proficient	\$0
1790 - Other Special Programs	\$0
1410 - Student Activities - Elementary	\$0
1420 - Student Activities - J/H/Middle School	\$0
1430 - Student Activities - High School	\$0
1530 - Vocational Instruction - High School	\$0
1830 - Secondary Distance Learning	\$0
Total 1000's - All Instruction	\$0

2110 - Guidance Services	\$0
2112 - Counseling Services	\$0
2115 - Record Maintenance Services	\$0
2130 - Health Services	\$0
2131 - Supervision of Health Services	\$0
2132 - Medical Services	\$0
2133 - Dental Services	\$0
2134 - Nursing Services	\$0
2138 - Other Health Services	\$0
2210 - Improvement of Instruction Services	\$34
2213 - Staff Development Services	\$0
2220 - Educational Services	\$0
222 - School Services	\$0
222 - Computer Assisted Instruction Services	\$0
240 - Technology Integration	\$0
Total 2000's - Instructional Support	\$34

3311 - Office of the Superintendent Services	\$3,214
3320 - School Administration Services	\$0
3371 - Office of the Inspector General Services	\$0
3375 - Other Support Services - School Administration	\$0
3350 - Business Services	\$0
3351 - Fiscal Services	\$0
3352 - Maintenance and Distributing Services	\$0
3350 - Board of Education Expenses	\$14
3420 - Supervision of User & Maint. Plant	\$0
3430 - Operation and Upkeep of Facilities Services	\$0
3460 - Safety Services	\$0
3500 - Vehicle Operation Activities	\$0
3900 - Other Support Services	\$0
Total 3000's - Support Services	\$3,214

5100 - Site Acquisition Services	\$0
5200 - Site Improvement Services	\$0
5600 - Building Improvements Services	\$0
5900 - Other Facilities Acquisition and Construction	\$0
Total 5000's - Facilities Acquisition and Construction	\$0

Operating Costs

Enrollment (WDE604)

Enrollment October, 2010	43
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Attendance and Membership (WDE600)

AOA	32,011
ADM	45,475

Graduates/Diplomas (WDE602)

Graduates Regular Diploma	4
Diplomas	16

Staffing Courses (SDI 602)

Staff FTE (Full-time Equivalent)	7.62
Teachers (combined)	1.83
Student Instructional Support (combined)	0.53
Staff Instructional Support (combined)	2.09
Administration	3.78
Instruction & Support (classified)	3.78
Other Instructional Support (classified)	17.75
Total	

Cost Per ADM by Major Function for Fiscal Group 01

Instruction	\$14,310
Instructional Support	\$7,020
Support Services	\$10,533
Facilities Acquisition	\$0
Operating Costs	\$31,500

\$221,045	\$141,032	\$22,161	\$22,706	\$3,214	\$0	\$936
\$171,882	\$119,608	\$47,657	\$1,803	\$3,453	\$0	\$401
\$29,269	\$21,417	\$7,852	\$0	\$0	\$0	\$0
\$3,101	\$1,965	\$1,136	\$0	\$0	\$0	\$0
\$24,109	\$0	\$0	\$20,517	\$1,374	\$14	\$2,205
\$29,567	\$0	\$0	\$2,834	\$19,951	\$9,719	\$0
\$478,073	\$289,022	\$108,706	\$47,934	\$27,992	\$7,756	\$3,272

\$33,000						\$33,000
\$1,365,501	\$779,958	\$284,899	\$197,750	\$104,088	\$41,683	\$5,974
						\$33,000
						\$33,000

**Fremont County School District #21
Fort Washakie Charter High School(FWCH)**

- **Performance Plan**

- **NCA Improvement Plan Goals (3 of 7):**

- 60% of 11th grade students will demonstrate proficiency on assessments in mathematics as measured by PAWS and MAP
- 60% of 9th graders will earn two semester credits in English Language Arts
- 75% of 11th grade students will demonstrate a proficiency on the reading and writing portions of the PAWS in English Language Arts

**Fremont County School District #38
Arapaho Charter School**

Fremont County School District #38
Arapaho Charter School

- Charter was granted in 2003
- Accredited by NCA
- Program consists of a combination of quality general education and vocationally based curriculum
- Grades Served: 9-12

Fremont County School District #38
Arapaho Charter School

- Portrait of the School
 - Snapshot on October 1, 2011 indicates 34 students enrolled
 - Primarily high risk population
 - 100% minority

Fremont County School District #38 Arapaho Charter School

- **Guiding Philosophy**

- **Mission:**

- We will achieve the district's vision by ensuring positive academic, social, emotional, physical, spiritual and cultural growth for each of our students to meet the challenges in a culturally diverse world.

- **Vision:**

- Together we Teach. Together we Learn. Together we Succeed.

Fremont County School District #38 Arapaho Charter School

- **School Programming**

- Self paced instruction that includes NovaNet and A+
- Designed to meet the needs of highly at-risk student population
- Provides credit recovery program through Bridges grant
- Small class sizes allow for individualized programs to meet the unique needs of students
- 100% of teachers are certified and Highly Qualified as defined by NCLB

Fremont County School District #38 Arapaho Charter School

- **Demographics**
 - 100% Minority
 - 72% are Wards of the Department of Family Services
 - Most students have attended other high schools and transfer to Arapaho Charter School because they have not achieved success in other school settings.

Fremont County School District #38 Arapaho Charter School

- **Governance**
 - Arapaho Charter School falls under the Board of Trustees for Fremont County School District #38
 - These five trustees and the superintendent work on policy and make appropriate decisions for the Charter

Fremont County School District #38 Arapaho Charter School

- **Facilities update**
 - The facilities have not been updated since the opening of the school
 - This year the district gave Arapaho Charter School full use of the old gymnasium

Fremont County School District #38 Arapaho Charter School

- **Performance Plan**
 - **Goals**
 - To reduce the unacceptable drop-out rate of students who reside within the boundaries of Fremont School District #38
 - To promote Arapaho culture, language and traditions
 - To provide students with meaningful occupational, professional, career, technical skills and opportunities for post-secondary success

WYOMING DEPT. OF EDUCATION
 2300 CAPITAL AVE., 2ND FLOOR
 CHEYENNE WY 82002-0050
 CONTACT: JED CICARELLI, (307)777-6908

Charter School Annual Financial Report to the Wyoming State Board of Education
 July 1, 2010 - June 30, 2011 (FY11)

District ID: 0739000
 District Name: Fremont #38
 School ID: 0739005
 School Name: Arapaho Charter High School
 Grades Served: 9-12

SBE911
 Due Date: March 15, 2012
 Revised: January, 2012
 Expires: January, 2013

1. This report is comprised of information the district submitted on the following data reporting forms in FY11: WDE600, WDE601, WDE602, WDE608, and WDE684.
 2. Enter revenue data in the yellow shaded cell and verify by email that other data in the form is accurate as provided by the district on the listed reports. (Amounts are rounded.)
 3. E-mail the completed SBE911 form to: jed.cicarelli@wydo.gov

Revenues
 From State (pass through from District)
 General Fund 01 \$968,303

Expenditures (WDE601)	100's	200's	300's	400's	500's	600's	800's
	Salaries	Employee Benefits	Purchased Services	Materials	Capital Outlay	Other Objects	
1110 - Elementary							
1120 - Junior High or Middle Schools							
1130 - Secondary							
1270 - Limited English Proficient	\$602,462	\$317,202	\$150,604	\$14,922	\$18,624	\$0	\$0
1280 - Other Special Programs	\$88,814	\$50,074	\$18,740	\$0	\$0	\$0	\$0
1410 - Student Activities - Elementary							
1420 - Student Activities - Jr HI / Middle School	\$1,278	\$0	\$0	\$120	\$959	\$200	\$0
1430 - Student Activities - High School	\$1,691	\$0	\$0	\$0	\$1,591	\$0	\$0
1530 - Vocational Instruction, High School	\$575,198	\$367,278	\$170,244	\$15,042	\$22,574	\$200	\$0
Total 1000's - All Instruction	\$98,463	\$54,000	\$12,453	\$0	\$0	\$0	\$0
2110 - Guidance Services	\$7,227	\$4,457	\$2,191	\$142	\$431	\$6	\$0
2130 - Health Services							
2131 - Supervision of Health Services							
2132 - Medical Services							
2133 - Dental Services							
2134 - Nursing Services							
2139 - Other Health Services							
2213 - Instructional Staff Training Services							
2210 - Improvement of Instruction Services							
2220 - Educational Media Services							
2222 - School Library Services							
2225 - Computer-Assisted Instruction Services							
2240 - Technology Integration							
Total 2000's - Instructional Support	\$8,816	\$0	\$0	\$0	\$7,991	\$625	\$0
3320 - School Administration	\$82,288	\$59,457	\$14,644	\$142	\$8,422	\$631	\$0
3321 - Office of the Principal Services							
3328 - Other Support Services-School Administration	\$210,086	\$128,708	\$58,877	\$14,168	\$8,440	\$2,875	\$1,020
3330 - Business Administration							
3350 - Board of Education Services							
3410 - Supervision of Oper. & Maint Plant	\$88,878	\$18,212	\$9,167	\$14,272	\$28,989	\$28	\$0
3420 - Operating Buildings Services	\$30,876	\$13,853	\$6,300	\$8,343	\$1,754	\$448	\$0
3430 - Care and Upkeep of Grounds Services							
3460 - Security Services							
3520 - Vehicle Operation-Activities	\$1,081	\$1,822	\$138	\$0	\$0	\$0	\$0
3680 - Staff Services	\$312,398	\$181,583	\$72,483	\$38,783	\$37,173	\$3,347	\$1,020
Total 3000's - Support Services							
5100 - Site Acquisition Services							
5200 - Site Improvement Services							
5600 - Building Improvements Services							
5900 - Other Facilities Acquisition and Construction Services							
Total 5000's - Facilities Acquisition and Construction	\$968,831	\$587,328	\$257,371	\$51,887	\$67,888	\$4,178	\$1,020

Enrollment (WDE684)	Enrollment October, 2010
Enrollment October, 2010	48
Attendance and Membership (WDE600)	
ADA	20,354
ADM	ADM
Graduate/Dropouts (WDE684)	36,388
Total	4
Graduates Regular Diploma	32
Dropouts	

Staffing Counts (WDE682)	Total
Staff FTE (Full-time Equivalent)	7.78
Teachers (certified)	1.00
Student Instructional Support (certified)	0.00
Staff Instructional Support (certified)	1.00
Administration	0.00
Instruction & Instruct Support (classified)	1.00
Other General Support (classified)	10.78
Total	\$16,247
Cost Per ADM by Major Function for Fund Group 01	\$2,325
Instruction	\$8,825
Support Services	\$0
Facilities Acquisition	\$0
Operating Cost	\$27,387

Operating Costs	Total
Operating Costs	\$1,020

Need More Information?

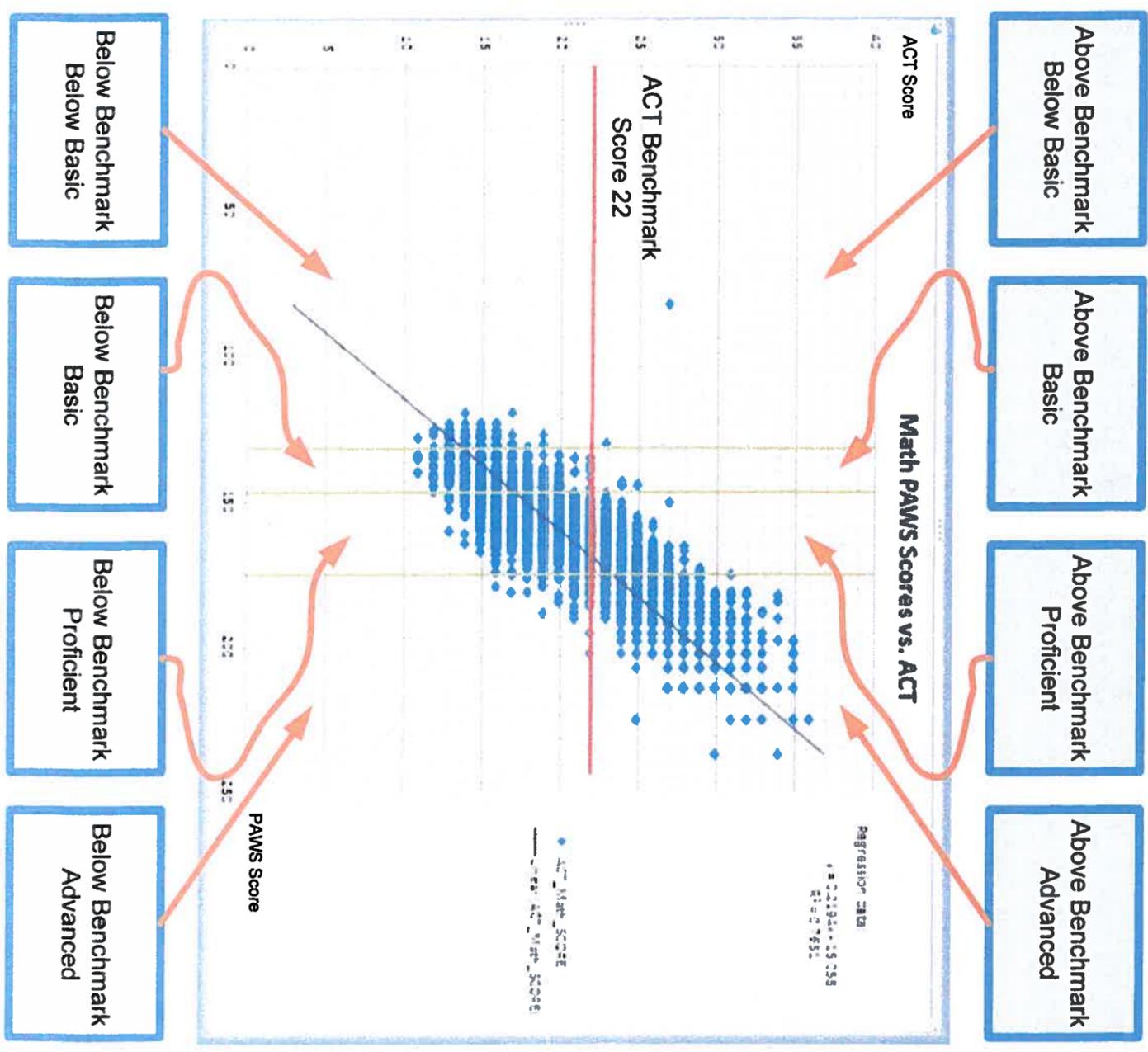
- If you would like a copy of each school's annual report in its entirety, please contact Elaine Marces

- Elaine.marces@wyo.gov

- 307-777-6210

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Example of College Entrance Exam Rigor Versus PAWS 2011 (Math)



Numbers of Students	Below Basic PAWS	Basic PAWS	Proficient PAWS	Advanced PAWS	ACT Totals
Above Benchmark ACT	2	10	803	1,044	1,859
Below Benchmark ACT	155	1,248	1,838	54	3,295
PAWS Totals	157	1,258	2,641	1,098	5,154

Percentage of Students	Below Basic PAWS	Basic PAWS	Proficient PAWS	Advanced PAWS	ACT Totals
Above Benchmark ACT	0.04%	0.19%	15.58%	20.26%	36.07%
Below Benchmark ACT	3.01%	24.21%	35.66%	1.05%	63.93%
PAWS Totals	3.05%	24.41%	51.24%	21.30%	100.00%

ACT Score	Number of students
11	6
12	16
13	72
14	219
15	516
16	801
17	491
18	311
19	299
20	269
21	295
22	267
23	327
24	314
25	267
26	156
27	202
28	109
29	73
30	64
31	26
32	22
33	16
34	6
35	9
36	1

PAWS Cut Scores	Number of Students
Advanced ≥ 175	11
Proficient ≥ 147 and ≤ 174	12
Basic ≥ 132 and ≤ 146	13
Below Basic ≤ 131	14
ACT Benchmark	22

Comparison of ACT and PAWS

The comparison of ACT to PAWS is given here to illustrate the change in rigor between the two assessments. While ACT, for the most part, is aligned with the proposed content standards, it is clear in the scatter plot and data above that the college entrance exam has a higher difficulty and more rigorous measurement of standards. This results in lower scores using the college entrance exam. The regression line shows that students need to be near the advanced cut score on PAWS to achieve the benchmark on the college entrance exam.

Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction
 Hathaway Building, 2nd Floor, 2300 Capitol Avenue
 Cheyenne WY 82002-0050
 Phone: 307-777-7675 Fax: 307-777-6234
 Website: edu.wyoming.gov



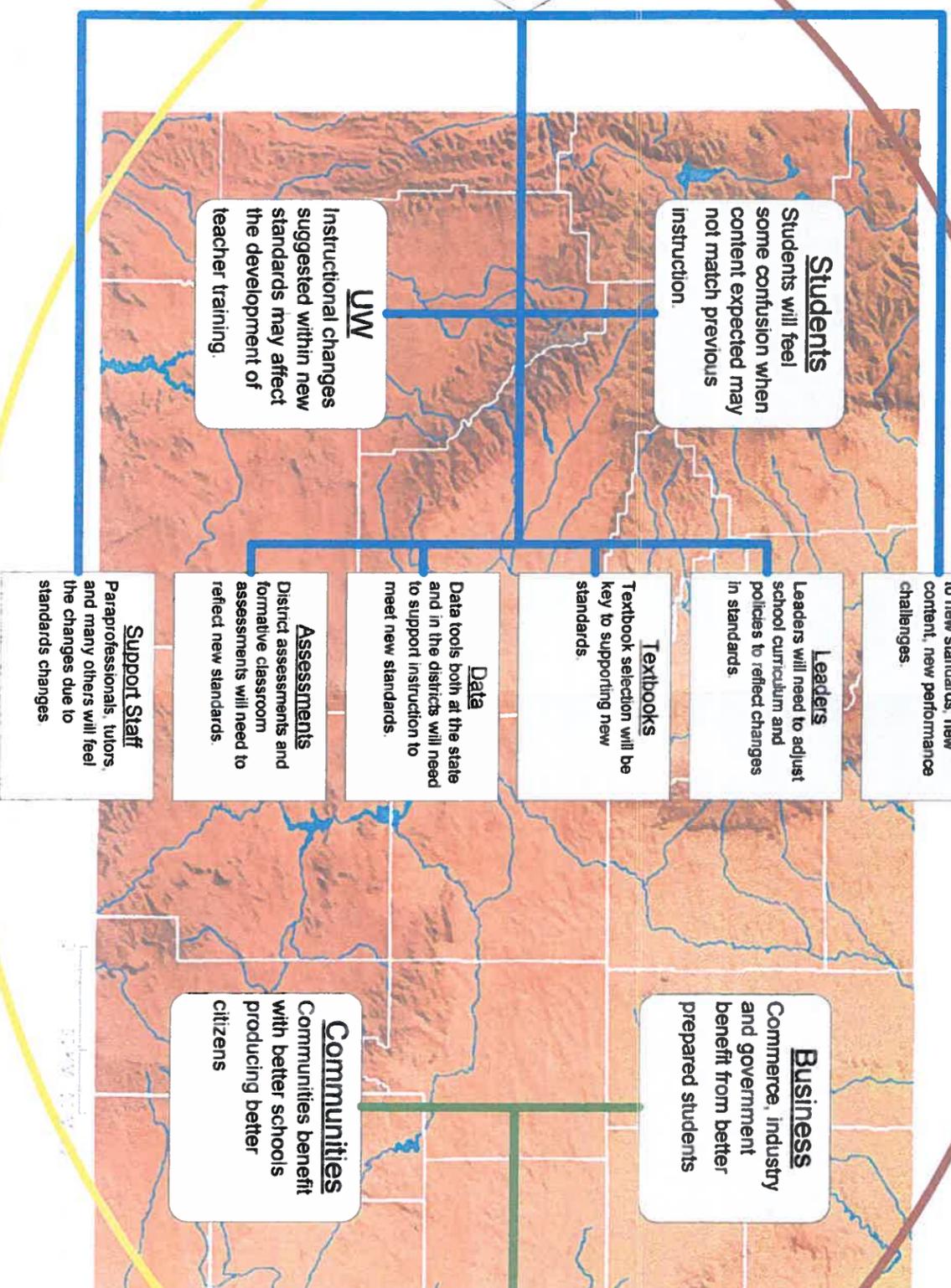
Landscape of the Influence of Content Standards Changes in Wyoming

Wyoming Districts

School districts will use standards to make decisions on curriculum and instruction as well as:

- information systems
- reporting to parents
- teacher and leader evaluation systems
- professional development
- textbooks and materials
- assessments made on the classroom, school and district levels.
- hiring decisions
- cultural decisions

Wyoming Content Standards



Curriculum and Instruction

Standards not measured by the State

Wyoming Accountability

Standards determine what students in Wyoming should know as they progress through the public education system. PAWS is the accountability assessment for NCLB and it infers what the student can and cannot do referenced to the Wyoming content and performance standards. Most states use a standardized test that infers what students know compared to the population of students taking the test. This standardized test uses items that reflect state standards. The assessment results are used in a system of support and consequences for schools in both state and federal accountability systems.

Wyoming State Assessments

Wyoming Performance Standards

Performance standards determine the rigor of the test. These standards help to define how the test items are developed and measured. They are the link between the content standards and the statewide assessment. Wyoming statutes and Federal Law require that the assessment must test the students using the content standards.

Wyoming Department of Education

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Wyoming Performance Standards

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**ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION**

April 2012

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education rules and regulations, lists these minimum standards. For new out-of-state facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative, Jo Ann Numoto, visited the Synergy Residential School, Synergy Adolescent Treatment Services, Denver, Colorado on March 20, 2012. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:

The Synergy Adolescent Treatment Services is the adolescent treatment continuum within the Addiction Treatment Services (ARTS) sponsored by the Division of Substance Dependence, Psychiatry Department of the University of Colorado, School of Medicine. Synergy has submitted their paperwork for consideration for approval with Wyoming Medicaid as an out-of-state Psychiatric Residential Treatment Facility (PRTF) provider. The Therapeutic Residential Child Care Facility (TRCCF), or residential component, operates an on-site school, all located on the grounds of Ft. Logan. The TRCCF is located at 3680-90 W. Princeton Circle, Denver, Colorado. Synergy's TRCCF serves males only, ages 14 - 18 with significant drug/alcohol, behavior and co-occurring disorders. The facility is not serving any Wyoming students at the present time.

Synergy Adolescent Treatment Services is part of the Addiction Research and Treatment Services (ARTS), the clinical program of the Division of Substance Dependence, Department of Psychiatry, the University of Colorado School of Medicine.

Synergy Adolescent Treatment Services' on-site school is a Colorado Department of Education fully-approved on-site school. All teachers at the on-site school are licensed from the Colorado Department of Education; currently two teachers are either certified Special Education or hold a degree in Special Education.

Key Facts:

- The Synergy Residential School is presently in contact with AdvancED for consideration of national accreditation. North Central Association Commission on Accreditation and School Improvement (NCA-CASI), Northwest Accreditation

Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) are accreditation divisions of AdvancED. The Residential School is a "Fully Approved" on-site school by the Colorado Department of Education.

- The Synergy Residential School is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF).
- The Synergy Family is licensed by the State of Colorado Department of Human Services as a Therapeutic Community, Services to Child Welfare Clients, and Treatment Program Specific to Minors.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBOE) designate The Synergy Family as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBOE rules and regulations and completion of the review.

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

APPROVED BY: _____
Christine Steele, Instructional Leader

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

COMMENTS:

Addiction Research and Treatment Services
Synergy Adolescent Drug and Alcohol Treatment Services

3738 West Princeton Circle
Denver, Colorado 80236
303-781-7875

Synergy Adolescent Treatment Services

Synergy is the adolescent service of Addiction Research and Treatment Services, a large, comprehensive drug treatment agency sponsored by the Division of Substance Dependence, Psychiatry Department of the University of Colorado School of Medicine. Founded in 1978, Synergy has gained, via significant research and clinical activities, substantial expertise in the treatment of adolescent substance abusers. Synergy includes three treatment components and two fully-approved, on-site schools. The Therapeutic Residential Child Care Facility (TRCCF) or residential component includes two adjacent buildings, "Family" and "Threshold," serving males only and is complemented by an on-grounds school all located on the grounds of Ft. Logan, near the Synergy Administration building. Synergy Outpatient and Day Treatment services are located in Denver a short distance away at 1212 S. Broadway. The outpatient clinic offers Day Treatment, which provides gender-specific services for both males and females including an on-site school, and a traditional Outpatient Program which provides a variety of outpatient services for adolescent substance abusers. Synergy also offers a distinct Multisystemic Therapy Program as an additional treatment option.

Target Population

- Adolescents ages 12 - 18 years old, (must be 14 for TRCCF)
- Experiencing drug/alcohol problems, delinquency/conduct problems, and other co-occurring disorders, e.g. Major Depression

Exclusions/Relative Exclusion Criteria

- Recent suicidal/homicidal ideation
- Recent fire setting with intent to harm
- Psychosis

Licensure

All of the Synergy Programs are licensed by the Colorado Department of Human Services (CDHS) Alcohol Drug Abuse Division. Counselors are Certified Addictions Counselors. Therapists for the TRCCF are all licensed mental health professionals and most are also CACs CDHS Division of Child Care has licensed the residential program as a Therapeutic Residential Child Care Facility (TRCCF). The program is also licensed for Day Treatment. The Division of Youth Corrections contracts for residential and via an MOU for outpatient, and MST/transition services. The Synergy Residential Program also has Certification via the Division of Mental Health. Synergy Programs remain in excellent standing with all of these agencies.

Synergy Therapeutic Residential Child Care Facility

Clients Served:

- Males only
- Adolescents ages 14-18 years
- Significant drug/alcohol, behavior and co-occurring disorders
- Length of stay averages six months

The residential program is a highly structured, non-permissive, but nurturing environment. Clients begin treatment by orienting to the program and then progressing through Levels I and II, finally progressing to a transition phase (called "resocialization") back into the community. Emphasis is placed on assisting clients with internalizing self-control, taking responsibility for their behaviors, achieving a healthy lifestyle, and creating a positive peer culture. Within the context of a highly specialized program integrating treatment of drug/alcohol and co-occurring disorders, clients receive group, individual and family therapy addressing their mental health diagnoses and drug/alcohol counseling provided by addictions counselors. Cognitive-behavioral treatments and a primary group treatment format are utilized in the milieu. Youths advance through increasing levels of responsibilities and privileges. A client government exists which further supports both life skills education and learning responsibility. The therapeutic community (TC) milieu provides constant feedback for each client regarding their behaviors from both staff and peers.

Services include:

- Comprehensive assessment
- Psychiatric assessment and medication management
- Attention to cultural issues and diversity
- Fully-approved (Colorado Department of Education) on-site school
- Individual educational plans for regular and special education students
- Family assessment and therapy, individual and group therapy (via licensed, Master's level professionals)
- Group, individual drug/alcohol counseling (via Certified Addictions Counselors), case management
- Life skills assessment/training, vocational development
- Recreation
- Abuse education followed by abuse specific groups

- Relapse prevention, urinalysis
- Introductions to NA/AA and other community supports/services
- HIV/Infectious Disease counseling and screening
- Behavioral confrontation, motivational enhancement
- Referrals for community based supports

Synergy Day Treatment

In addition to residential care, Synergy is licensed to provide Day Treatment Services for youths ages 12-18 with significant drug/alcohol, delinquency, co-occurring (Major Depression, PTSD) and school problems. These intensive services are offered for females and males at Synergy Day Treatment Services. The services are located at 1212 S. Broadway, #200, Denver. Day Treatment services are available both as transition services for youth who have participated in Synergy residential as well as for other youth in the community. Synergy Day Treatment services include:

- Comprehensive assessment
- Individual/group counseling
- Family assessment and family therapy utilizing an intensive family therapy model
- Drug/alcohol treatment (counseling, urinalysis, relapse prevention) and pharmacological treatments (e.g. Antabuse)
- On-site, fully-approved, Synergy school, accepting both regular and Special Education students (including Individual Education Plans)
- Vocational/educational development and life skills training
- Recreation
- Case management and transportation
- Psychiatric assessment, medication and treatment as needed
- Attention to cultural issues and diversity

The intensive, highly structured treatment services and school are aimed specifically at adolescents with drug/alcohol involvement, delinquency, and academic failure or significant school problems. Family therapy utilizing an intensive family therapy model is delivered in the home and the community, and is specifically aimed at the systems believed to have the most impact on youth drug/alcohol and conduct problems.

Synergy Outpatient

An additional menu of drug/alcohol outpatient treatment services of moderate to intensive frequency is available for male and female adolescents, ages 12 - 18 years (as initial treatment and/or as aftercare/transition from higher levels of care), including:

- Evaluation/Comprehensive Assessment
- Pharmacological adjunctive treatment (e.g. Antabuse)
- Urinalysis
- Individual/Group Counseling
- Family Counseling

Synergy's Multisystemic Therapy Program

Our distinct MST program accepts youth with conduct/behavioral problems, ages 12-18, at risk of out of home placement, who have a parent or guardian (including a foster parent) willing to parent and participate in this home-based intensive therapy. Clients must be enrolled or willing to participate in an education or vocational program. Those with co-occurring disorders should be stabilized psychiatrically. Services are intensive and family-and community-based to address the areas of youths' lives that are known to affect delinquency and drug/alcohol problems: family; peers; school; neighborhood. Therapists receive intensive, on-going training and supervision of their cases to ensure that the family goals are identified quickly in the treatment process and that weekly progress is made to accomplish those goals. The program offers 24-hour, 7-day per week pager coverage to all families, as well as psychiatric coverage, as needed. MST is also utilized for transition from various residential programs and DYC, with the MST therapist initiating services well in advance of the client's return home to family and community

Synergy Assessment Service

Synergy provides a fee-for-service, comprehensive drug and alcohol/psychological evaluation by a licensed clinical psychologist for adolescents who require an evaluation prior to treatment or prior to criminal sentencing. These evaluations are especially helpful in identifying the extent of a drug/alcohol problem, the role of other psychiatric/psychological problems in an adolescent's drug problem, family dynamics, and the level of treatment needed. Referrals typically come from parents, school counselors, probation officers, caseworkers, and attorneys.

Referrals

Synergy is dedicated to providing culturally sensitive services with multiethnic, recovering, and non-recovering staff who are reflective of its clientele. Bilingual therapists, who are fluent in Spanish, are available. Translators for other languages may be arranged.

Residential (TRCCF) Treatment: 3738 W. Princeton Circle, Denver, CO, 80236, 303-781-7875, fax 303-762-2196
Day Treatment, MST and Outpatient Services: 1212 S. Broadway, #200, Denver, CO 80210, 303-934-1008, fax 303-934-1262
Assessment Referrals: 1212 S. Broadway, #200, Denver, CO 80210, 303-934-1008, fax 303-934-1262

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Wyoming State Board of Education

Strategic Plan

Vision:
 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.

Mission:
 Wyoming State Board of Education will set policy that will create educational systems in Wyoming that cultivate a mind for a student who will live in a world where rapid change will be the norm and the ability to adapt will be critical.

Goals	Duties
1. Develop effective and efficient internal policy processes.	1. Set education policy to realize the Wyoming State Board of Education's vision.
2. Develop and implement a plan to systematically engage the Wyoming Department of Education, school districts, and the Joint Education Committee, among others.	2. Foster relationships between the Wyoming State Board of Education, Wyoming Department of Education, the State Legislator, and school districts.
3. Support continued improvement in school districts, including in student achievement and growth, educator evaluations, school improvement plans, and accreditation among other areas.	3. Support continuous improvement.
	4. Advocate on behalf of students, educators, and citizens.

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

DATE: April 27, 2012

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the April 27, 2012 meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

State Board of Vocational Education

April 27, 2012
8:30 a.m. – 10:15 a.m.
Holiday Inn Express
Gillette, Wyoming

A G E N D A

1.	Call to Order – Joe Reichardt		Action	8:30 a.m.
2.	Roll Call – Chelsie Bailey			
3.	Approval of Agenda – Joe Reichardt	Tab G	Action	
4.	Approval of Minutes – Joe Reichardt Minutes from November 17, 2011	Tab H	Action	
5.	Secondary to Post-Secondary Alignment- Teri Wigert & Guy Jackson	Tab I	Information	8:45 a.m.
6.	Science, Technology, Engineering & Math (STEM) Update- Teri Wigert & Guy Jackson	Tab J	Information	9:15 a.m.
7.	Carl D. Perkins Plan Revisions and Budget- Teri Wigert & Guy Jackson	Tab K	Information	10:00 a.m.
8.	Adjournment – Joe Reichardt		Action	10:15 a.m.

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

DATE: April 27, 2012

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the November 17, 2011 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from November 17, 2011

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

November 17, 2011

Hathaway Building, Room 126

Cheyenne, Wyoming

Wyoming State Board of Vocational Education members present: Ron Micheli, Joe Reichardt, Hugh Hageman, Scotty Ratliff, Kathy Coon, Cindy Hill, Sue Belish, Pete Gosar, Larry McGarvin, Matt Garland, Walt Wilcox and Jim Rose

Members absent: Dana Mann-Tavegia,

Also present: Teri Wigert, Wyoming Department of Education (WDE); Chelsie Bailey, WDE; Christine Steele, WDE; Sheryl Lain, WDE

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 8:30 a.m.

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

APPROVAL OF AGENDA

Larry McGarvin moved to approve the agenda as presented seconded by Sue Belish, the motion carried.

APPROVAL OF MINUTES

Minutes from the September 23, 2011, State Board of Vocational Education were presented for approval.

Scotty Ratliff moved that the minutes be approved, seconded by Ron Micheli, the motion carried.

INTRODUCTION

Teri Wigert asked Dr. Rose to present on the very extensive and active career technical education programs that are provided in the seven community colleges. She stated that Dr. Rose will discuss the basis of how at the state level, community college commission, and the colleges work to bring the courses taken at the high school level into a transition step that makes steps which offers certifications, associate degrees and can lead to course taking at the UW.

CTE; POST-SECONDARY PERSPECTIVES

Dr. Rose presented the Board with a report that represented the career technical education offerings from the seven community colleges in Wyoming and of the

participation. He discussed where career technology education is and where it needs to be going in bridging the gap from secondary to post-secondary. He presented and defined the three "R"s, readiness, relevance, and resources in CTE.

Scotty Ratliff asked that a timeframe be brought to the State Board to layout suggestions on how we get from point A to Point B in bridging the gap and would like the University of Wyoming in the conversation too.

Scotty Ratliff moved for a motion that the WDE will present the SBE with a beginning plan on how to bridge the gap from secondary to post secondary. Ron Micheli seconded, the motion passed. Sue Belish would also like include in the presentation policies and statutes.

Teri Wigert shared that we are very blessed to have the experience and the knowledge of Dr. Rose. She thanked the Board for their time and welcomes the motion that was just passed.

The State Board of Vocational Education adjourned at 9:40 a.m.

The next Wyoming State Board of Vocational Education meeting will be February 23, 2011

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Career Technical Education Related Legislation and Statutes

State Statutes

- W.S. 21-2-307 State Board of Vocational Education; Duties (pg. 234)
- W.S. 21-2-202 (a) (xix), (xxvi through xxix) Duties of the Superintendent (pp. 216-217)
- W.S. 21-12-105 Career Technical Education Demonstration Project Grants; Application; Criteria; Limitations (pp. 336-338)
- W.S. 21-13-309 D (I) (II) (III) Determination of Amount to be Included in Foundation Program for each District (pp. 352)

Wyoming State statute references from The Education Laws of Wyoming Annotated, LexisNexis, 2011 Edition

Federal Legislation

- Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109.270, Section 121. State Administration (a) 1, 2, 3, 4, (b)

http://cte.ed.gov/dox/perkins_iv.pdf

state board, to the legislature during the immediately following legislative session.

(d) Repealed by Laws 1994, ch. 17, § 2.

(e) In addition to subsections (a) and (b) of this section, the state board shall establish statewide goals for Wyoming public education.

21-2-305. Reports and assistance from local boards and officials.

(a) In addition to any other powers assigned to it by law, the state board may:

(i) Repealed by Laws 1993, ch. 217, § 3.

(ii) Require such reports and other assistance from school boards and officials as it may from time to time deem necessary and advisable.

21-2-306. Reports of state superintendent and state board.

The state superintendent and the state board shall, in accordance with W.S. 9-2-1014, report to the governor and recommend such legislation concerning education and appropriations for educational activities as they may deem appropriate.

21-2-307. State board of vocational education; duties.

(a) The state board of education acts as the state board of vocational education and may promulgate rules necessary to implement this section. The executive director of the community college commission is designated an ex officio member of the state board of vocational education.

(b) In addition to other duties assigned under W.S. 21-2-304, the state board shall review career-vocational education programs offered by school districts to ensure the programs satisfactorily serve the needs of students within the state and are aligned with state content and performance standards prescribed in accordance with W.S. 21-2-304(a)(iii).

the constitution and laws of the state of Wyoming and the laws of the United States.

21-2-103. Effect on functions and powers of community college commission.

Nothing in this code shall be construed to limit or contravene the functions and powers of the community college commission of Wyoming as established by law.

21-2-104. State department of education established; personnel; facilities.

There shall be a separate and distinct state department designated as the state department of education which shall be under the supervision of the state superintendent and consist of the state superintendent and such divisions, staffed by personnel and provided with facilities the state superintendent determines necessary to assist him in the proper and efficient discharge of his respective duties.

21-2-105. Delegation of duties of state superintendent.

The state superintendent may delegate ministerial and nondiscretionary duties within the department of education.

ARTICLE 2
SUPERINTENDENT OF
PUBLIC INSTRUCTION

21-2-201. General supervision of public schools entrusted to state superintendent.

The general supervision of the public schools shall be entrusted to the state superintendent who shall be the administrative head and chief executive officer of the department of education.

21-2-202. Duties of the state superintendent.

(a) In addition to any other duties assigned by law, the state superintendent shall:

(i) Make rules and regulations, consistent with this code, as may be necessary or desirable for the proper and effective administration of the state educational system and the statewide education accountability system pursuant to W.S.

21-2-204. Nothing in this section shall be construed to give the

state superintendent rulemaking power in any area specifically entrusted to the state board;

(ii) Consult with and advise the state board, local school boards, local school administrators, teachers and interested citizens, and seek in every way to develop public support for a complete and uniform system of education for the citizens of this state;

(iii) Maintain adequate files and records of matters pertaining to the business of his office;

(iv) Enforce the provisions of this code and the administrative rules and regulations provided for in this code, in accordance with procedures provided by law;

(v) Repealed by Laws 1994, ch. 17, § 2.

(vi) Repealed by Laws 1994, ch. 17, § 2.

(vii) Assist the state board in the performance of its duties and responsibilities, including providing information to the board upon request;

(viii) Prepare and maintain a list of accredited schools in Wyoming;

(ix) Print and distribute to local boards of trustees, local school administrators and other persons and agencies within or without the state the school laws, regulations, forms, necessary reports of the state board, state committee, state superintendent and state department. The state superintendent may require the payment of reasonable costs of publication, handling and postage by persons or agencies outside the state requesting publications and shall deposit all payments into the general fund;

(x) Promulgate rules for the acceptance and disbursement of federal funds apportioned to the state for school lunch, milk and other commodities distribution programs. For purposes of these programs, the state superintendent may enter into agreements, employ personnel, direct disbursement of funds in accordance with federal law to be used by districts to operate the programs along with funds from gifts and the sale of school lunches or other commodities, assist in the training of personnel in the programs and accept gifts in connection with the programs. Districts shall maintain records and report to the

state superintendent in accordance with rules promulgated under this paragraph, but accounts and records need not be preserved more than five (5) years. The state superintendent shall audit and conduct reviews and inspections of accounts, records and operations of programs to ensure effective administration and compliance with applicable law and rules. To the extent funds are available, the state superintendent shall conduct studies to determine methods to improve and expand school lunch programs and to promote nutritional education in the schools, including appraising nutritive benefits of school lunch programs. For school lunch program funds, the state superintendent shall utilize a revolving account with a balance of at least five thousand dollars (\$5,000.00) to cover any operating expenditures incurred by the school lunch division of the department under 7 U.S.C. section 1431, the United States department of agriculture commodity program offered to the state and accepted by the participating schools and institutions. The schools and institutions shall be billed for their share pro rata of transportation and allied charges with the receipts to be used in replenishing the revolving account. If the United States department of agriculture removes all commodities from this program, the revolving account shall be discontinued and the balance shall be transferred to the general fund;

(xi) Repealed by Laws 1994, ch. 17, § 2.

(xii) Promulgate rules and provide a biennial plan and budget for the maintenance and operation of the Wyoming school for the deaf in Casper;

(xiii) Repealed By Laws 2000, Ch. 73, § 3.

(xiv) For purposes of the statewide assessment of students and reporting student performance under W.S. 21-2-304(a)(v), have authority to assess and collect student educational assessment data from school districts, community colleges and the University of Wyoming. All data shall be consolidated, combined and analyzed in accordance with W.S. 21-2-204(h) and shall be provided within a reasonable time in accordance with rules and regulations of the state board. In addition and pursuant to W.S. 21-2-304(a)(vii) and 21-3-110(a)(xxiv)(B), effective school year 2012-2013, the state superintendent shall, through the department, receive scores for each student assessed by each school district under the benchmark adaptive assessment administered under W.S. 21-3-110(a)(xxiv)(B), with appropriate linkages to teachers,

schools and districts, reported in formats and schedules established by rule and regulation of the state board;

(xv) Repealed by Laws 1994, ch. 17, § 2.

(xvi) Assist the Wyoming professional teaching standards board in the performance of its duties and responsibilities under W.S. 21-2-801 and 21-2-802, including providing information to the board upon request;

(xvii) Include in the agency's budget request:

(A) Recommendations to the governor for appropriations from the school foundation program account and for appropriations to the account necessary to fund payments to school districts as required by law; and

(B) Recommendations to the governor for appropriations from the foundation program for special programs.

(C) Repealed By Laws 2002, Ch. 99, § 3.

(xviii) In accordance with W.S. 21-2-501 and 21-2-701(a)(ii) and subject to W.S. 21-2-304(a)(iii) and 21-9-101(c), promulgate rules to assure that each child with disabilities receives a free and appropriate education in accordance with his capabilities, including persons who are deaf, blind or have other physical disabilities which prevent them from reading in a normal manner;

(xix) Serve as the state agency to accept all federal funds for aid to education, except as provided in W.S. 21-2-307 and 21-2-601, and as the agency to administer or supervise the administration of any state plan established or federal funds subject to federal requirements. Each acceptance is restricted in its effect to the specific situation involved. The state superintendent may:

(A) Enter into an agreement with the proper federal agency to procure for the state the benefits of the federal statute;

(B) Establish a state plan, if required by the federal statute, to qualify the state for the benefits of the federal statute;

(C) Provide for reports to be made to the federal agency as may be required;

(D) Provide for reports to be made to the state department of education from local educational agencies receiving federal funds;

(E) Make surveys and studies in cooperation with other agencies to determine the needs of the state with respect to the application of federal funds;

(F) Establish standards to which agencies shall conform in receiving federal funds;

(G) Give technical advice and assistance to any local educational agency in connection with that agency obtaining federal funds;

(H) Take any other action as may be necessary to secure the benefits of the federal statute to the schools of this state. Nothing in this paragraph shall be construed as conferring any authority to the state superintendent with respect to the University of Wyoming or the various community colleges of the state; and

(J) Employ legal counsel to review contracts entered into by the state superintendent in his official capacity and perform other duties as assigned by the state superintendent. Nothing in this subparagraph prohibits the state superintendent from using the services of the attorney general's office.

(xx) In cooperation with the state board, the Wyoming community college commission, University of Wyoming, state telecommunications council, public service commission, department of transportation, department of administration and information, public libraries, school district boards of trustees, classroom teachers and other appropriate groups identified by the superintendent, develop and implement a statewide education technology plan which shall address staff training, curriculum integration and network connectivity in and between schools, communities and between the state and the world, and which shall have as its goal the provision of equal access to educational instruction and information. The statewide technology education plan may include telecommunications services provided by the department of administration and information pursuant to W.S. 9-2-1026.1(d). Not later than January 10 of each year and with the assistance

special tax of not to exceed mills be levied for the purpose of maintaining a program of adult education?"

Special levy - YES ☒

Special levy - NO ☒

(b) If the majority of the votes cast in the election are "special levy - YES", the tax shall be levied, collected and disbursed in the same manner as other school district taxes.

21-12-105. Career-technical education demonstration project grants; application; criteria; limitations.

(a) A school district may apply to the state department of education for state assistance to fund expenses associated with the planning, development and implementation of a career-technical education demonstration project as a new or an expansion to any existing high school career-vocational education program in the district. As used in this section, "career-vocational education program" shall be as specified in W.S. 21-13-309(m)(v)(D)(II). Amounts awarded under this section shall be used to fund curricular development and project design costs, employ certified teachers to provide course instruction during the two (2) years of project implementation and to fund initial purchases of equipment and supplies, all incurred for demonstration projects which:

(i) Prepare high school students for a full range of post secondary options, including two (2) year and four (4) year college, apprenticeship, military and formal employment training;

(ii) Connect academic and technical curriculum grounded in academic and industry standards;

(iii) Provide innovative strategies for ensuring student access to career choices, as well as opportunities for work-based learning and dual enrollment in related post secondary education courses;

(iv) Support workforce, education and economic needs of Wyoming.

(b) Any amount awarded to a district under this section shall be in addition to and not be considered in determining the school foundation program amount under the education resource block grant model pursuant to W.S. 21-13-309. A grant awarded

under this section shall be for a period of two (2) years and shall not exceed one hundred fifty thousand dollars (\$150,000.00) for the first year of demonstration project planning, and not more than two hundred thousand dollars (\$200,000.00) for project implementation in year two (2) of the project grant. Thereafter, state assistance for the project shall be limited to funds distributed to the district within its foundation program amount as determined under the education resource block grant model.

(c) Application for a grant under this section shall be on a form and in a manner specified by rule and regulation of the department, shall be filed with the department on or before June 30 to secure a grant during the immediately succeeding school year, and shall at minimum include:

(i) A proposal based upon an existing partnership between the applicant district, the Wyoming post secondary education institution and industry, which clearly documents the need for establishing the proposed career-technical education demonstration project;

(ii) Documentation of integration of industry standards, school redesign and curriculum alignment between high school and post secondary education within the proposed project;

(iii) The purposes, plan and timeline for expenditure of grant amounts;

(iv) Assurance that school facilities appropriately accommodate the proposed demonstration project; and

(v) Other necessary information required by the state department.

(d) Not later than August 15 of the applicable school year and following review of applications submitted under this section, the department shall notify applicant districts of its decision and shall provide each applicant district a written statement of reasons for approving or denying the application. If the application is approved, the department shall award the grant from amounts made available by legislative appropriation within the school foundation program account for purposes of this section.

(e) Each recipient district shall report to the department on the expenditure of amounts awarded under this section, shall

in consultation with representatives of partnership post secondary education programs and industry, provide the department an evaluation of project results and shall provide other information as required by rule and regulation of the department to implement this section.

(f) Repealed By Laws 2006, Ch. 37, § 2.

(g) The department shall promulgate rules and regulations necessary to carry out this section and shall work with Wyoming post secondary education institutions and industry in establishing prerequisite school district and post secondary education and industry agreement requirements.

CHAPTER 13 SCHOOL FINANCE

ARTICLE 1 LOCAL FINANCIAL SUPPORT

21-13-101. Definitions.

(a) As used in this chapter:

(i) "Average daily membership" or "ADM" means the aggregate number of pupils present plus the aggregate number of pupils absent, divided by the actual number of days the school is in session for the year. Pupils who have withdrawn from school or who have been absent for more than ten (10) consecutive calendar days shall not be counted as members;

(ii) Repealed By Laws 1997 Special Session, ch. 3, § 304.

(iii) "District" means any school district as defined by law;

(iv) "Elementary school" means a school consisting of kindergarten through grade five (5), or any appropriate combination of grades within this range, as determined by the plan of organization for schools authorized by the district board of trustees;

(v) "Foundation program" means the level of funding which is to be made available to each district under this article so that each district is able to comply with the state uniform educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the uniform state student content and performance

district's entitlement to share in the foundation account and the extent of the entitlement;

(iv) The district shall provide evidence to the state superintendent that the district has maintained an average student-teacher ratio of not greater than sixteen (16) to one (1) for the aggregate of all classes in kindergarten through grade three (3) in the district in the preceding school year. The requirement of this paragraph may be waived by the department of education for any district that demonstrates insufficient school facility capacity, positive school performance, positive student achievement or for other reasons related to the delivery of the education program to students. This paragraph shall not apply to charter schools established under W.S. 21-3-301 through 21-3-314. The department shall compute the student-teacher ratio and report it to each district not later than March 1 of each year. To obtain a waiver under this paragraph, a school district shall apply to the department not later than March 15 of each year. The application shall be based on the student-teacher ratio reported by the department of education, together with any other information required by the department. The department shall approve or deny an application for a waiver under this paragraph not later than April 10 of that year. A waiver approved under this paragraph shall be effective for the school year immediately following the application and approval.

(b) Each district shall provide financial reports to the department on forms and in such manner required by the department under W.S. 21-2-203 and by rules and regulations promulgated by the state superintendent of public instruction pursuant to this article. In administering this article, the state superintendent may conduct audits of information submitted by districts under this article as necessary to administer and perform computations pertaining to the cost components within the education resource block grant model, and may, after consulting and negotiating with the school district, correct the information reported by districts under this article to fairly and accurately reflect the data type, classification and format necessary to perform computations required to administer the school finance system established under this article.

21-13-308. Repealed By Laws 1997 Special Session, ch. 3, § 304.

21-13-309. Determination of amount to be included in foundation program for each district.

based upon recommendation of the joint education interim committee. In addition, the version of the Wyoming cost-of-living index applied under this subparagraph for any school year shall be the average of the six (6) consecutive semi-annual index reports completed by January 1 of the immediately preceding school year;

(D) Career-vocational education computations within the education resource block grant model shall be based upon:

(I) The number of students enrolled in grades nine (9) through twelve (12) participating in career-vocational education programs on a full-time equivalency (FTE) basis, as computed in accordance with guidelines established by the department of education;

(II) Career-vocational education programs offered in grades nine (9) through twelve (12) consisting of a sequence of three (3) or more vocational courses in an occupational area or career cluster that provides students with the technical knowledge, skills or proficiencies necessary to obtain employment in current or emerging occupations or to pursue advanced skill training. To qualify under this subdivision, a vocational course shall be offered pursuant to W.S. 21-9-101(b)(i)(J) and aligned with state content and performance standards prescribed by the state board of education under W.S. 21-2-304(a)(iii), and except as provided under W.S. 21-2-202(a)(xxvii), shall be provided by a teacher certified by the Wyoming professional teaching standards board for the vocational subject area associated with the course;

(III) The number of full-time equivalent (FTE) vocational education teachers within the school, as computed in accordance with guidelines prescribed by the department, providing career-vocational education instruction in grades nine (9) through twelve (12) and except as provided under W.S. 21-2-202(a)(xxvii), certified by the Wyoming professional teaching standards board to provide instruction at the high school level for vocational education courses comprising career-vocational education programs. Nothing in this subdivision shall require a district to employ teachers certified for high school vocational education instruction on a full-time basis or to require teachers to teach only high school vocational education courses on a full-time basis.

(E) Amounts computed under the education resource block grant model for each school district based upon amounts

“(f) REPORT.—The Secretary, in consultation with appropriate Federal agencies, shall prepare and submit to the appropriate committees of Congress, an annual report that includes—

“(1) a description of activities assisted under this section during the prior program year;

“(2) a description of the specific products and services assisted under this section that were delivered in the prior program year; and

“(3) an assessment of the extent to which States have effectively coordinated activities assisted under this section with activities authorized under section 15 of the Wagner-Peyser Act. “(g)

AUTHORIZATION OF APPROPRIATIONS.—There are authorized

to be appropriated to carry out this section such sums as may be necessary for each of the fiscal years 2007 through 2012.

“PART B—STATE PROVISIONS

“SEC. 121. STATE ADMINISTRATION.

“(a) ELIGIBLE AGENCY RESPONSIBILITIES.—The responsibilities of an eligible agency under this title shall include—

“(1) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this title, including preparation for non-traditional fields;

“(2) consultation with the Governor and appropriate agencies, groups, and individuals including parents, students, teachers, teacher and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients, State and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under this title;

“(3) convening and meeting as an eligible agency (consistent with State law and procedure for the conduct of such meetings) at such time as the eligible agency determines necessary to carry out the eligible agency’s responsibilities under this title, but not less than 4 times annually; and

“(4) the adoption of such procedures as the eligible agency considers necessary to—

“(A) implement State level coordination with the activities undertaken by the State boards under section 111 of Public Law 105–220; and

“(B) make available to the service delivery system under section 121 of Public Law 105–220 within the State a listing of all school dropout, postsecondary education, and adult programs assisted under this title.

“(b) EXCEPTION.—Except with respect to the responsibilities set forth in subsection (a), the eligible agency may delegate any of the other responsibilities of the eligible agency that involve the administration, operation, or supervision of activities assisted under this title, in whole or in part, to 1 or more appropriate State agencies.

“SEC. 122. STATE PLAN.

“(a) STATE PLAN.—

Wyoming CTE Strategic Plan

- “New Directions for High School Career and Technical Education in Wyoming”
- Written by MPR Associates in 2007
- Ten Strategies:

1. **Legislative Alignment**
2. **Content Standards**
3. **Plans of Study (Programs of Study)**
4. **Curriculum**
5. **Delivery Systems**
6. **Articulation**
7. **Teacher Preparation**
8. **Assessment**
9. **Finance**
10. **Accountability**



CLUSTER: Transportation, Distribution, and Logistics
PATHWAY: Diesel Technology
PROGRAM: Associated of Applied Science (AAS)
ASE Certification

COLLEGE: Laramie County Community College
HIGH SCHOOL(S): LCSD #1 - Central, East, South, Triumph

INDUSTRY CERTIFICATIONS/LICENSURES AVAILABLE:

GRADE	ENGLISH LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REQUIREMENTS, RECOMMENDED, ELECTIVE COURSES CONCURRENT ENROLLMENT OPTIONS CAREER AND TECHNICAL EDUCATION COURSES
9	01001 English 9 - HATH or 01001 Honors English 9 - HATH	02052 Algebra 1 - HATH or 02072 Geometry - HATH or 02079 Honors Geometry - HATH 02079 Honors Geometry - HATH	03159 Physical Science - HATH or 03082 Honors Biology - HATH	Select at least one course from this list each year. Courses may be taken in any order. Must include a World History/Geography, US History, and US & WY Govt. 04101 US Hist - HATH or 04181 US & WY Govt - HATH or 04001 World Hist - HATH or 04004 AP Human Geog - HATH or 04187 AP Govt & Politics - HATH or 04104 AP US Hist - HATH or 04057 AP World Hist - HATH:	A minimum of 27 high school credits in grades 9 to 12 are required to graduate. Select the remaining electives from the following areas: Fine and Performing Art, Career and Technical Education, and/or any academic area.
10	01002 English 10 - HATH or 01002 Honors English 10 - HATH	02052 Algebra 1 - HATH or 02072 Geometry - HATH or 02079 Honors Geometry - HATH 02079 Honors Geometry - HATH	03051 Biology - HATH or 03056 AP Biology or 16002 Ag Science - HATH or 03101 Chem 1 - HATH	04101 US Hist - HATH or 04181 US & WY Govt - HATH or 04001 World Hist - HATH or 04004 AP Human Geog - HATH or 04187 AP Govt & Politics - HATH or 04104 AP US Hist - HATH or 04057 AP World Hist - HATH:	Recommended CTE Courses: 13207 Welding 1, 2, 3, 13102 Integrated Systems Tech/Wind Energy; 12054 Business Law; 10004 Computer Applications MS Office; 10048 Internet Technology CMAP 1700 - Word 1 (1 CE) CMAP 1705 - Word 2 (1 CE) CMAP 1750 - Excel 1 (1 CE)
11	01003 English 11 - HATH or 01003 AP Lang & Comp - HATH or 01008 AP Lit & Comp - HATH	02072 Geometry - HATH or 02056 Algebra 2 - HATH or 02108 College Algebra and Trig HATH or 02123 Honors Calc and Trig - HATH	03101 Chem 1 - HATH or 03058 Botany - HATH or 03061 Zoology - HATH or 03002 Geologic Systems - HATH or 03151 Physics - HATH or 03155 AP Physics - HATH or 03207 AP Environmental Science - HATH	2 Credits Health and PE AND a 2 year sequence of a World Language Select a Social Studies course not previously taken.	Other Recommended Courses: 03082 Geologic Systems - HATH; 03151 Physics - HATH; 03207 AP Environmental Science - HATH; 04106 Current Issues; 04106 Legal Studies; 04005 Strength Training & Personal Fitness INET 1550 - Intro to the Internet (1 CE)
Free LCCC Class					Physical Education Activity (1 DE)
12	01053 ENGL 1010 - HATH - English 1; Composition (3 CE)	02058 Algebra 2 - HATH or 02201 Mathematical Decision Making - HATH or 02108 College Algebra and Trig - HATH or 02209 AP Stat - HATH or 02124 AP Calc AB - HATH or 02125 AP Calc BC - HATH	03101 Chem 1 - HATH or 03102 Chem 2 - HATH or 03106 AP Chem or 03093 Human Anatomy and Physiology - HATH or 03058 Botany - HATH or 03061 Zoology - HATH or 03151 Physics - HATH or 03155 AP Physics - HATH or 03207 AP Environmental Science - HATH	Select a Social Studies course not previously taken.	Automotive Body Repair Elective (3 DE) ECON 1000 - Survey of Economics (3 DE)
Free LCCC Class					COM 1030 - Interpersonal Communication (3 DE)
Year 1 Fall	BADM 1021 - Customer Service I (1)	MATH 1610 - Technical Mathematics I (3)	MOT 1010 - Employment Orientation (1)		DEBL 1610 - Diesel Engine Rebuilding I (4)
Year 1 Spring		Computer Literacy Elective (1-3)			DEBL 1650 - Diesel Fuel Systems and Tuning I (4)
Year 2 Fall	ENGL 1010 - English 1; Composition (3)		COM 1030 - Interpersonal Communication (3)		DEBL 1700 - Diesel Transmission Theory and Rebuilding (3)
Year 2 Spring		ECON 1000 - Survey of Economics (3)	POLS 1000 - Am & WY Govt or HIST 1211 - US to 1865 or HIST 1261 WY Hist or ECON 1200 Econ (3)		DEBL 1850 - Diesel Hydraulic Fundamentals (3)
					DEBL 2355 - Automotive Diesel (3)
					DEBL 2550 - Air Brake Systems (4)
					Automotive Body Repair Elective (3)
					Automotive Technology Elective (3)
					ERTK 1000 - Principles of Technology or MGT 1000 - Intro to Supervision (3-4)

High School Courses for Graduation at Pathway Honors and Performance Scholarship Levels
 High School Recommended Career and Technical Education Courses
 High School Recommended Career and Technical Education Courses
 Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment)
 Post-Secondary Courses
 Mandatory Assessments, Advising, and Additional Preparation



Updated 3/2012

CLUSTER: Education and Training
PATHWAY: Education
PROGRAM: Associate of Arts (AA)

COLLEGE: Laramie County Community College
HIGH SCHOOL(S): LCSD #1 - Central, East, South, Triumph

INDUSTRY CERTIFICATIONS/LICENSES AVAILABLE:

REQUIRED, RECOMMENDED, ELECTIVE COURSES CONCURRENT ENROLLMENT OPTIONS CAREER AND TECHNICAL EDUCATION COURSES		REQUIRED, RECOMMENDED, ELECTIVE COURSES CONCURRENT ENROLLMENT OPTIONS CAREER AND TECHNICAL EDUCATION COURSES	
GRADE	ENGLISH LANGUAGE ARTS	MATH	SCIENCE
9	01001 English 9 - HATH or 01001 Honors English 9 - HATH	02062 Algebra 1 - HATH or 02072 Geometry - HATH or 02079 Honors Geometry - HATH or 02056 Honors Geometry - HATH	03109 Physical Science - HATH or 03053 Honors Biology - HATH
10	01002 English 10 - HATH or 01002 Honors English 10 - HATH	02062 Algebra 1 - HATH or 02072 Geometry - HATH or 02079 Honors Geometry - HATH or 02056 Honors Geometry - HATH 02063 Honors Algebra 2 - HATH	03051 Biology - HATH or 03059 AP Biology or 18002 AQ Science - HATH or 03101 Chem 1 - HATH
<i>College Placement Assessments (PLAN, PSAT) - Academic/Career Advisement Provided</i>			
11	01003 English 11 - HATH or 01005 AP Lang & Comp - HATH or 01008 AP Lit & Comp - HATH	02072 Geometry - HATH or 02079 Honors Geometry - HATH or 02056 Honors Geometry - HATH 02106 College Algebra and Trig - HATH or 02123 Honors Calc and Trig - HATH	03101 Chem 1 - HATH or 03058 Botany HATH or 03063 Zoology - HATH or 03022 Geologic Systems - HATH or 03151 Physics - HATH or 03155 AP Physics - HATH or 03207 AP Environmental Sciences - HATH
<i>College Placement Assessments (ACT, PSAT/NMSQT, SAT) & Work Readiness Assessment (WorkKeys) - Academic/Career Advisement Provided</i>			
12	01005 ENGL 1010 - HATH - English 1, Composition (3 CE)	02056 Algebra 2 - HATH or 02201 Mathematical Decision Making - HATH or 02106 College Algebra and Trig - HATH or 02203 AP Stat HATH or 02126 AP Calc AB - HATH or 02125 AP Calc BC - HATH	03101 Chem 1 - HATH or 03102 Chem 2 - HATH or 03105 AP Chem or 03053 Human Anatomy and Physiology - HATH or 03058 Botany - HATH or 03081 Zoology - HATH or 03151 Physics - HATH or 03155 AP Physics - HATH or 03207 AP Environmental Science - HATH
<i>Physical Education Activity (1 DE)</i>			
Post LCCC Class	ENGL 1010 - English 1: Composition (3)	MATH 1000 - Problem Solving or higher (excluding MATH 1510) (3-4)	Physical Education Activity (1)
Year 1 Fall Semester	ENGL 1020 - English 2 (3)	ITEC 2380 - Teaching with Technology (3)	EDPD 1010 - Introduction to Teaching (2)
Year 1 Spring Semester	COIH 1010 - Public Speaking or COIH 1030 - Interpersonal Communication (3)		EDPD 2020 - Foundations of Education (3)
Year 2 Fall Semester			EDST 2400 - Human Life Span Development (3)
Year 2 Spring Semester			EDPD 2100 - Educational Psychology (3)
RECOMMENDED, RECOMMENDED, ELECTIVE COURSES CONCURRENT ENROLLMENT OPTIONS CAREER AND TECHNICAL EDUCATION COURSES			
A minimum of 27 high school credits in grades 9 to 12 are required to graduate. Select the remaining electives from the following areas: Fine and Performing Art, Career and Technical Education, and/or any academic area.			
Recommended CTE Courses: 10004 Computer Applications MS Office, 10049 Internet Technology, 10203 Multi-Media, 14002 Basic Emergency Care, 14001 Health Care Careers Intro, 1 & 2, 16056 Culinary Arts 1 & 2, 19063 Family Management Resources: 19052 Early Childhood 1 & 2, 19151 Elementary Teaching Experience		CMAP 1700 - Word 1 (1 CE) CMAP 1705 - Word 2 (1 CE) CMAP 1750 - Excel 1 (1 CE) CMAP 2630 - PowerPoint (1 CE)	
Other Recommended Courses: 01153 Competitive Speech, 04108 Current Issues, 01005 AP Lang & Comp - HATH, 01005 AP Lit & Comp - HATH, 04259 Facing History & Ourselves, 04254 Psychology, 04256 Sociology, 04165 Legal Studies, 04302 Humanities		INET 1550 - Intro to the Internet (1 CE) EDEEC 1490 - Topics in Early Childhood (3 CE)	
2 Credits Health and PE AND a 2 year sequence of a World Language			
Select at least one course from this list each year. Courses may be taken in any order. Must include a World History/Geography, US History, and US & WY Govt.		Select a Social Studies course not previously taken.	
04101 US Hist - HATH or 04151 US & WY Govt - HATH or 04001 World Geog - HATH or 04081 World Hist - HATH or 04004 AP Human Geog - HATH or 04157 AP Govt & Politics - HATH or 04104 AP US Hist - HATH or 04057 AP World Hist - HATH		Select 3 Social Studies course not previously taken.	
High School Courses for Graduation at Pathway Honors and Performance Scholarship Levels			
High School Recommended Elective Courses			
High School Recommended Career and Technical Education Courses			
Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment)			
Post-Secondary Courses			
Mandatory Assessments, Advising, and Additional Preparation			

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MATTHEW H. MEAD
GOVERNOR



STATE CAPITOL
CHEYENNE, WY 82002

Office of the Governor

February 8, 2012

A highly skilled, qualified workforce is more important in today's world than ever. Thus, it is increasingly important to engage and motivate high school students in relevant subjects. A Science, Technology, Engineering and Math (STEM) education provides lifelong skills, aptitudes and opportunities.

I commend your gathering in Casper for the state's first STEM Summit. I encourage you to be part of a comprehensive effort to meet the needs of students and employers across the state now and in the future. For economic growth and the opportunities arising from it, Wyoming will need workers with a broad range of knowledge and skills in STEM disciplines. Strong skills begin with K-12 instruction and extend through work at the seven community colleges and the University of Wyoming. Employers, including the state, must communicate the skills they need in an employee.

Wyoming has several key elements upon which a strong STEM presence can be built. K-12 funding allows Wyoming to attract excellent teachers and leaders. Wyoming's robust educational funding provides necessary resources for teaching rigorous career-technical education. Community colleges are strategically located across the state and continue to increase programs with STEM focus.

Leading industries such as energy development, construction and manufacturing must have skilled workers. The Hathaway scholarship provides valuable college assistance to those who take rigorous courses and are then prepared to attend college. The Hathaway Scholarship is available for a career certificate program in a community college or a degree program in a community college or at the University of Wyoming, providing flexibility to Wyoming students choosing a career.

As you meet today, the new supercomputer at the NCAR center west of Cheyenne comes closer to completion. The supercomputing capacity at NCAR opens doors to a host of computational science endeavors through the University of Wyoming. The expertise of the UW faculty in this critical area continues to grow rapidly, providing increasing opportunities for students to learn from some of the most talented researchers in the country.

Wyoming has a solid foundation on which to build. The process relies on talented leaders with vision. You have gathered here today to share a vision. I look forward to hearing your recommendations. Thank you for the time you are contributing – it will make a difference for your students and to our state.

Wyoming P-16 Education Council

*Developing a seamless,
statewide system of education*



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STEM - CTE Summit

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The Wyoming P-16 Education Council held its first statewide Science, Technology, Engineering and Mathematics (STEM) and Career Technical Education (CTE) Summit in February 2012. The event showcased some of the best STEM and CTE programs underway in Wyoming's schools and Colleges and discussed how to bridge the unmet demand for well-prepared graduates in these fields.

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More than 100 individuals from throughout the state, representing more than one third of the state's school districts, all seven of its community colleges, and more than a dozen different U.W. departments, schools, and colleges attended. In addition, the Summit attracted representatives from private companies and statewide business entities such as the Wyoming Business Alliance and WY Business Council. State agencies represented included the Wyoming Department of Education, Department of Workforce Services, and the Wyoming Community College Commission. Finally, it was exciting to have representatives from several independent groups involved with education, including the Wyoming After School Alliance, Teton Science Schools, Wyoming Education Association, Wyoming Land Trust, and state 4-H and Girls' Scouts. We found that the interest in STEM-CTE in the state is indeed broad and enthusiastic. The time for an invigorated STEM initiative in Wyoming is here!



The Summit was co-sponsored by the [Wyoming P-16 Education Council](#), [Office of the Governor](#), [Casper College](#), [Wyoming Department of Workforce Services](#), and [University of Wyoming](#).

STEM Summit Materials:

Summit Summary:

Includes welcome notes, overview of the speakers, discussion of presentations, and members of the planning committee. [Read the summary here.](#)

Meeting Presentations:

Keynote 1: An Overview of Now and the Possibilities, Dr. Raj Pandya, NCAR, Director of Science Education

STEM and CTE education is a key element in the national and Wyoming workforce and economy. Dr. Pandya will provide evidence for opportunities in computation, energy, environment, and other fields relevant to our state.

[Presentation \(ppt, 14 MB\)](#)

Keynote 2: Making STEM Education Real, Brad Stam, Vice President, Connected

The core academics of biology, chemistry, physics and mathematics are essential components of today's career technical education programs and the project based and application oriented learning experiences prevalent with CTE could be better integrated within the core STEM academics. More integration of the core STEM academics with "real world" experiences offers unrealized potential for increased numbers of students in college and career ready programs.



[Presentation \(ppt, 3.62 MB\)](#)

STEM occupations in Wyoming, Now and in the Future, Tom Gallagher, Wyoming Workforce Services, Research and Planning

[Presentation \(pdf, 1.87 MB\)](#)

Summit Agenda, Feb. 9, 2012:

9:15 - 9:45 Welcome and overview of the program
State Superintendent Cindy Hill
Rollin Abernethy, Wyoming P-16 Education Council

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Updated March 29, 2012

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Executive Director Kelley Pelisser: 307-340-2431 or 16wyo@live.com

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Setting the Stage

9:45 - 10:30 Keynote 1: An Overview of Now and the Possibilities
STEM and CTE education is a key element in the national and Wyoming workforce and economy. Dr. Pandya will provide evidence for opportunities in computation, energy, environment, and other fields relevant to our state.
Dr. Raj Pandya, NCAR, Director of Science Education

10:45-11:15 STEM occupations in Wyoming, Now and in the Future
Tom Gallagher, Wyoming Workforce Services, Research and Planning

The Role for Education

11:15-12:30 Panel Presentation and Discussion- Some exemplars from current STEM and CTE programs, activities and initiatives in WY
Guy Jackson, Wyoming Dept. of Education, Supervisor for CTE
Kathy Milburn, Teton Co. Schools Mathematics Coordinator (PLTW, Robotics)
Darrin Peppard, Rock Springs High School, Principal (Energy Academy)
Bruce Metz, Rock Springs High School (Health Academy)
Don Roth, UW, School for Energy Resources Academic Director
Kathryn Boswell, Wyoming Land Trust, Dir. of Public Education and Outreach
Marlene Tignor, Vice President of Instruction, Laramie County Community College

12:30-1:30 Working Buffet Lunch
Facilitated table discussion around two questions:

1. What other exemplary STEM and/or CTE programs should be in our statewide database?
2. What do we need to effectively or rapidly advance STEM and CTE education in Wyoming?

Facilitated by graduate students in science education programs

1:30-2:30 Keynote 2: Making STEM Education Real
The core academics of biology, chemistry, physics and mathematics are essential components of today's career technical education programs and the project based and application oriented learning experiences prevalent with CTE could be better integrated within the core STEM academics. More integration of the core STEM academics with "real world" experiences offers unrealized potential for increased numbers of students in college and career ready programs.
Brad Stam, Vice President, Connected

2:45-3:15

Keynote 3: A Coordinated STEM/CTE Statewide Initiative

Many states are working to maximize resources, focus educational programs to strengthen outcomes, attract more students and meet future workforce needs, and better engage business and industry with education. A perspective from another western state.

Tami Goetz, Science Advisor to the Governor of Utah

3:15-4:30

Panel - What might a Wyoming STEM and CTE initiative entail?

Jack Bedessem, President, TriHydro Corporation

Joan Evans, Director of Workforce Services

Jim Rose, Executive Director, Wyoming Community College Commission

Teri Wigert and Sheryl Lain, Wyoming Dept. of Education

James Bailey, Superintendent, Uinta Co. Dist. 1

Myron Allen, Provost, University of Wyoming

Mary Kay Hill, Governors Education Policy Advisor

- What is STEM in Wyoming, what could it be?
- What is the role of the K-12 Education System?
- What greater role can/should postsecondary education play?
- What do we need to better prepare students to enter this globally competitive arena, e.g., more opportunity for relevant experience, instructional support, Science and CTE standards revised, etc. etc.
- Does Wyoming need more STEM and CTE teachers?
- What do we need to encourage more Wyoming students to pursue.

4:30-5:00

Closing discussion and next steps



List of Attendees

Speakers**Cindy Hill**

State Superintendent of Public Instruction
State of Wyoming

Raj Pandya

Director of Science Education
National Center for Atmospheric Research

Tom Gallagher

Manager, Research & Planning
Wyoming Dept. of Workforce Services
tom.gallagher@wyo.gov

Brad Stam

Vice President, ConnectED
The CA Center for College & Career
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Tami Goetz

State Science Advisor to the Governor
State of Utah

Summit Planning Committee**Rollin Abernethy**

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Rob Black

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CTE Coordinator
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Mary Kay Hill

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Derik Mitchum

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Sylvia Parker

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Sarah Ramsey-Walters

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Don Roth

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Bryan Shader

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Marlene Tignor

Vice President of Instruction
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Teri Wigert

Dir., Support Systems & Resources
Wyoming Department of Education
WY P-16 Education Council
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List of Attendees

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Audrey Kleinsasser
 WY School-University Partnership
 WY P-16 Education Council
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Sheryl Lain
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Judith LaPlante
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Steve Lensegrav
 Park Co. School District #1
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Mark Lyford
 Life Sciences Program
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Carl Manning
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Mark Mathern
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Bruce Metz
 Rock Springs High School
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List of Attendees

University of Wyoming Casper College
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Ron Sniffin
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Bruce Thoren
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Lesley Urasky
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 Wyoming Department of Education

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Rick Vonburg
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John Weigel
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Mark Willis
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Graduate Student Discussion Facilitators

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John Calder
 PhD student-Ecology
 University of Wyoming
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Matt Cleary
 MS student-Botany
 University of Wyoming
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Bryce Dutcher
 PhD student-Chemical Engineering
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Guinevere Jones
 PhD Student - Ecology and Entomology
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Brad Stam, ConnectEd

STEM-CTE Summit presentation
Feb. 9, 2012



Transforming today's education
for tomorrow's economy

Making STEM Real Through Linked Learning

The High School Challenge

- National 4-Year Graduation Rate: 75%
- Wyoming 4-year Graduation Rate: 76%
- Wisconsin (highest) 4-year Rate: 90%
- Louisiana (lowest) 4-year Rate: 63%
- Only 25% of graduates are ready to succeed in college and career, as defined by the ACT.
- Over 40% of first year students are in college remediation courses.

STEM Education Challenges

- STEM not an integral part of the K-12 system
- Math and Science taught for own sake, not applied through STEM lens
- Very little attention to Engineering or Technology
- Little articulation between K-8, 9-12, and post-secondary systems
- Low alignment between business community needs and education system priorities

College and Career Readiness

More than Reading, Writing, and Arithmetic

- Knowledge (academic, technical, 21st c.)
- Skills (academic, technical, 21st c.)
- Productive dispositions and behaviors
- Engagement and “navigational” skills

College and Career Readiness

DISCUSSION QUESTION:

“WHAT ARE THE MOST IMPORTANT ASPECTS OF READINESS FOR SUCCESS IN STEM FIELDS AND CAREERS?”

Engagement & Motivation

- Student engagement, especially in high school, is driven by motivation
- Extrinsic motivators (“carrots and sticks”) have limited impact, and can backfire
- Intrinsic motivation based on two needs: self-determination and competence
- Students try harder when they see the relevance of what they are learning, and have choice in how to meet learning goals

Pathway Components

A comprehensive four-year program of study:

A college-prep academic core emphasizing real world applications

A technical core of four or more courses meeting industry standards; providing certification

Work-based learning activities

System of student supports – supplementary instruction, guidance and counseling, and transportation

Common Pathway Features...

- Tend to operate as small learning communities, career academies, or small schools.
- Blend academic and career technical course content
- Incorporate community college course-taking options, as appropriate and available.
- Utilize project-based, student-centered, rigorous and relevant curriculum and instruction, supported by a range of services.

Linked Learning Implications for CTE

- CTE should be addressed as part of larger high school improvement strategy
- "Programs of Study" should include core academic courses, not just CTE cluster/sequence
- CTE themes and content should supplement and reinforce selected standards in academic core lessons
- Secondary pathways should align with postsecondary majors in engineering, biomedical, computer science, nursing, etc.
- Pathways should include wide range of innovative work-based/expanded learning opportunities

STEM - Small Schools & Districts

- Linked Learning approach very successful in small schools (300-600 students), with a single STEM pathway theme
- The theme should be broad enough to appeal to a range of students
- “Blended” learning can expand course offerings and access to industry professionals online
- Neighboring districts can partner to create a regional approach to STEM pathways

STEM, CTE, and WY: Now and the Possible

Raj Pandya, NCAR
Director of Science Education

STEM = Science, Technology, Engineering and Mathematics
CTE = Career Technical Education

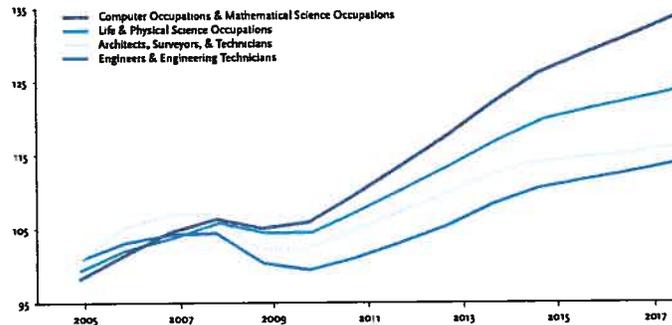
Overall Message

- Science and technology provide economic opportunity for the nation, Wyoming, and individuals
- Capitalizing on those opportunities requires a new approach to science and technology education

The way we do and use science is changing, and STEM and CTE education must keep pace

An Opportunity for the US

Figure 3: STEM job projections normalized (2005 = 100)

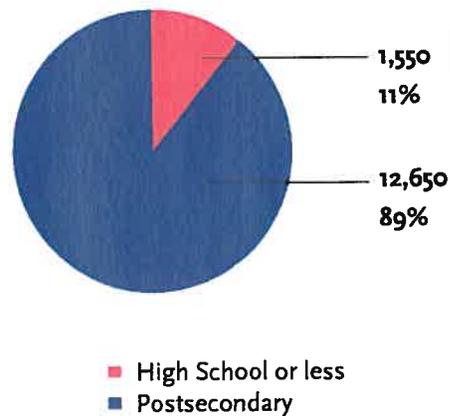


Source: Georgetown University Center on Education and the Workforce forecast of occupational growth, 2018.

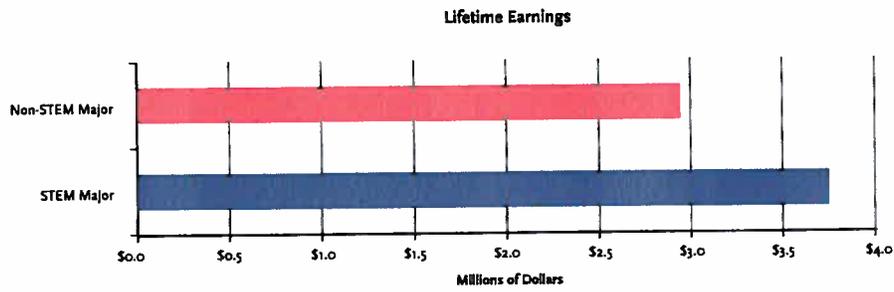
* These projections are based on relative continuity and do not take into account outlier events or extremely unpredictable future instability. They are based on very specific assumptions about the behavior of the macroeconomy and captured by 134 estimated equations in Macroeconomic Adviser's Washington University Macro Model (WUMM), which forms the basis of our macro estimates.
 ** Healthcare includes Healthcare Professional occupations as well as Healthcare Support occupations.

An Opportunity for Wyoming

- Wyoming will demand a total of 14,200 STEM jobs by 2018
- This represents a 24% increase in STEM jobs, *7% above the national average*
- 34% of those jobs will be in engineering and technical operations.
- Most, will require a college degree, *including 2-year degrees*.

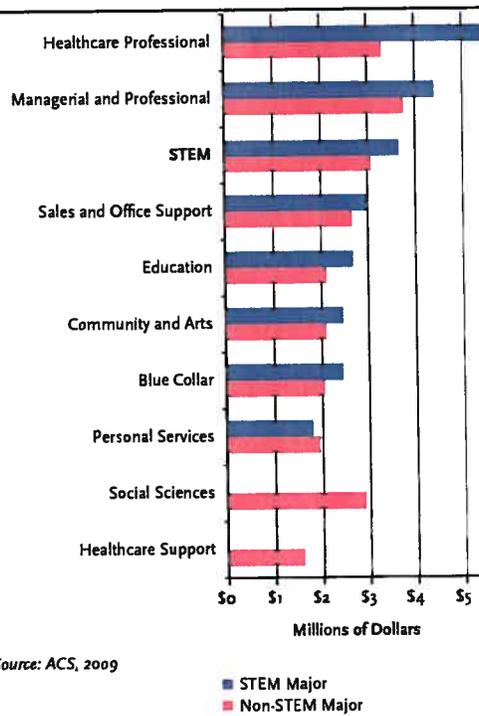


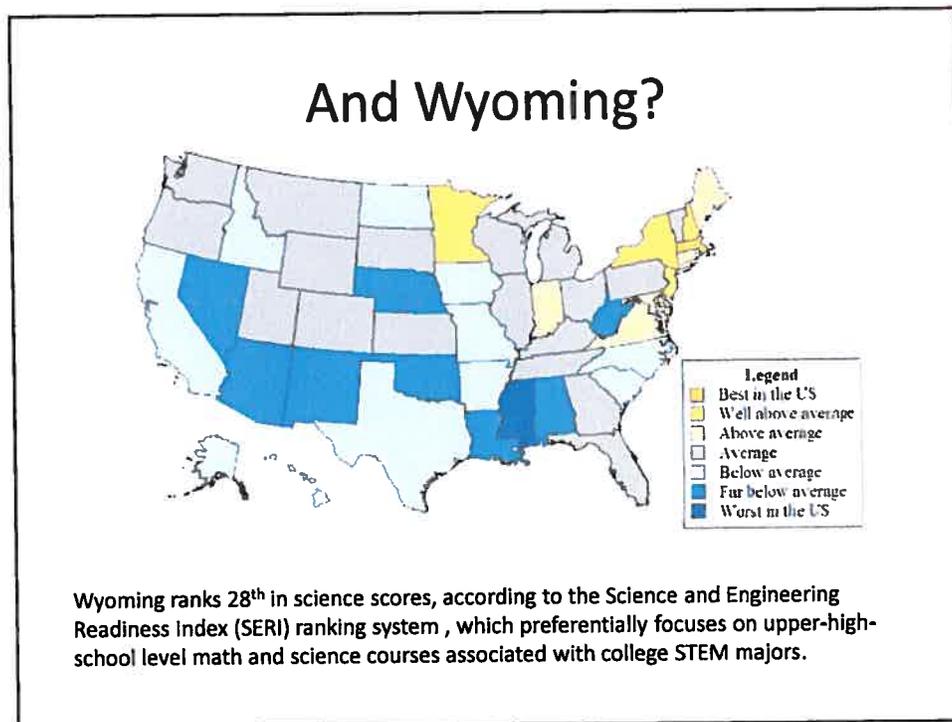
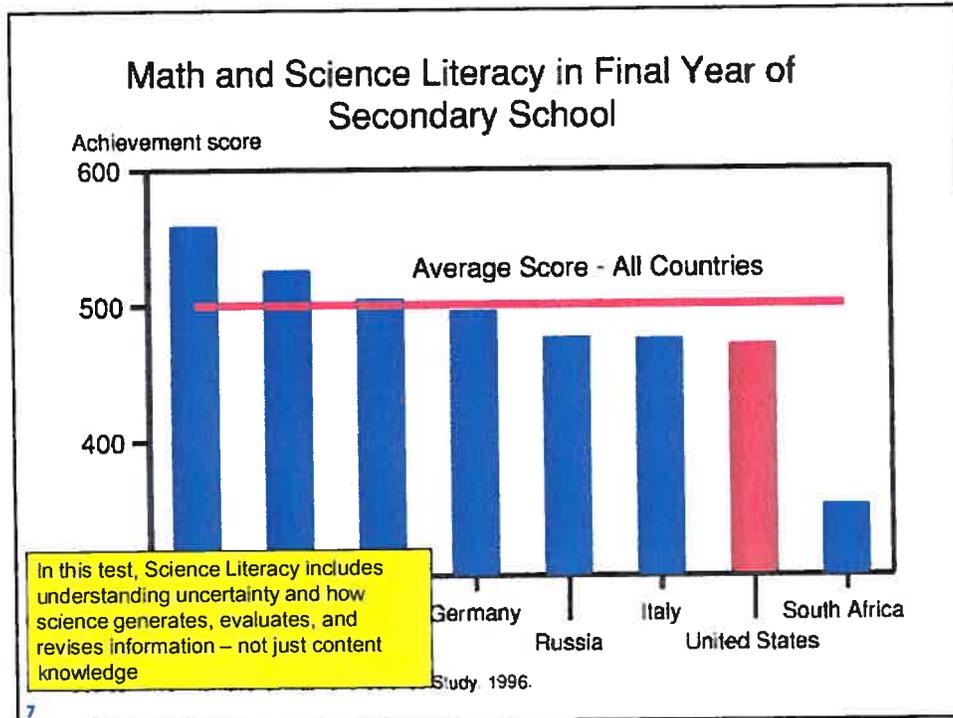
An opportunity for students



Source: American Community Survey, 2009

An opportunity for students, even if they don't work in STEM





NCAR Wyoming Supercomputing Center (NWSC)



A partner in integrating computational thinking into Wyoming's Science Education 2.0

Main Points

- Science will continue to offer growth, innovation, and jobs.
- Science is becoming more participatory, inclusive, and computational
- Preparing students for science 2.0 requires rethinking science education and its goals
 - Process over content
 - Preparing multiple career paths
 - Emphasizing solutions, not disciplines
 - Inclusion
- Wyoming can be at the leading edge, and NCAR can be a partner

Tarp

K



WYOMING

State Board of Education
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GERALD REICHARDT
Chair, Wheatland

RON MICHELI
Vice Chair, Fort Bridger

PETE GOSAR
Treasurer, Laramie

MATT GARLAND
Gillette

SUE BELISH
Ranchester

KATHY COON
Lusk

DANA MANN TAVEGIA
Osage

HUGH HAGEMAN
Fort Laramie

SCOTTY RATLIFF
Kuerten

WALT WILCOX
Casper

CINDY HILL
State Superintendent

CHRISTINE STEELE
Board Liaison

CHELSE BAILEY
Executive Assistant

March 19, 2012

Edward R. Smith, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U. S. Department of Education
Potomac Center Plaza
550 12th Street, SW, Room 11060
Washington, DC 20202-7241

Dear Mr. Smith:

On behalf of the Wyoming State Board of Vocational Education, I am pleased to submit the following items for approval to your agency to meet the requirements to receive fiscal year (FY12) Perkins IV grant awards.

Revision to the State Plan

The State of Wyoming has no revisions to its state plan for FY12.

Updated Budget

The budget reflects the anticipated allotments from funds that will be available for program year six, beginning on July 1, 2012, for Title I of Perkins IV.

Thank you for your time and consideration. If you have questions or I can be of assistance, please don't hesitate to contact me at joereichardt@vcn.com.

Sincerely,

Gerald "Joe" Reichardt, Chairman
Wyoming State Board of Vocational Education

Enclosure

FY 2012 PERKINS IV BUDGET FORMAT
(For Federal Funds that Become Available Beginning on July 1, 2012)

STATE NAME: Wyoming

Item	Amount
<i>(Note: Insert dollar amounts or values where requested with lines below)</i>	
Title I-State Basic Grant	
Title I Allocation	\$ 4,214,921
Title II Funds Consolidated with Title I Funds	
Total Title I Funds (Title I Allocation + Consolidated Title II Funds)	\$4,214,921
Local Formula Distribution (not less than 85% of total Title I funds)	\$3,582,683
<i>Reserve (not more than 10% of the 85% of funds for local distribution)</i>	\$ N/A
Secondary programs (60% of funds)	\$ N/A
Postsecondary programs (40% of funds)	\$ N/A
Remainder for local distribution (85% of the funds for local distribution less any funds reserved)	\$3,582,683
Secondary programs (60% of funds)	\$ 2,149,610
Postsecondary programs (40% of funds)	\$ 1,433,073
State Leadership (not more than 10% of the total Title I funds)	\$ 382,238
<i>Nontraditional training and employment (between \$60,000 and \$150,000)</i>	\$ 60,000
<i>Corrections or institutions (not more than 10% of state leadership funds)</i>	\$ 10,000
State Administration (not more than 5% of the total Title I funds)	\$ 250,000
State Administrative Match (from non-federal funds)¹	\$ 468,098

¹ The eligible agency must provide non-federal funds for State administration of the Perkins IV, Title I grant in an amount not less than the amount it provided in the preceding year pursuant to section 323 of Perkins IV.

Test Prep

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 27, 2012

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the April 27, 2012 State Board of Education Meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

**STATE BOARD OF EDUCATION
Holiday Inn Express
Gillette, Wyoming
BUSINESS MEETING AGENDA**

April 27, 2012

1.	Convene as State Board of Vocational Education - Joe Reichardt (Please see separate agenda.)	Tab G-K		8:30 a.m.
	BOARD MEETING			10:30 a.m.
2.	Call to Order – Joe Reichardt <ul style="list-style-type: none"> • Pledge of Allegiance • Roll Call • Oath of Officers 		Action	
3.	Approval of Agenda – Joe Reichardt	Tab L	Action	
4.	Approval of Minutes – Joe Reichardt Approval of Minutes from March 20, 2012 Teleconference	Tab M	Action	
5.	Approval of Treasurer's Report – Pete Gosar Approval of Treasurer's Report Ending 3/30/12	Tab N	Action	
6.	Revised Wyoming Content Standards- Julie Magee	Tab O	Action	11:00 a.m.
	Lunch			12:00 p.m.
7.	SBE AWEC Employee- Sue Belish	Tab P	Action	12:30 p.m.
8.	State Superintendent's Report – Cindy Hill		Information	1:30 a.m.
9.	Fremont CSD #21 Unification Petition- Dr. Richard McClements	Tab Q	Action	2:00 p.m.
	Break			2:30 pm.
10.	Set Annual Meeting Schedule - Joe Reichardt		Information	2:45 p.m.
11.	Board Updates and Public Comment <ul style="list-style-type: none"> • P-16- Kathy Coon 	Tab R	Information	3:45 a.m.
12.	ADJOURNMENT			4:30 p.m.

Test Prep

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 27, 2012

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the March 20, 2012 State Board of Education teleconference meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes of March 20, 2012

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
March 20, 2012
Teleconference

Wyoming State Board of Education members present: Dana Mann-Tavegia, Cindy Hill, Ron Micheli, Pete Gosar, Joe Reichardt, Belenda Willison, Hugh Hageman, Scotty Ratliff, Kathy Coon, Sue Belish, Matt Garland and Walt Wilcox

Also present: Geir Solvang, WDE; John Masters; WDE; Chelsie Bailey, WDE; Julie Magee, WDE; Christine Steele, WDE; Carol Illian, WDE; Lori Gallas, A&I; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 2:00 p.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Minutes from the February 14, 2012, State Board of Education meeting were presented for approval.

Cindy Hill moved that the minutes be approved, seconded by Scotty Ratliff, the motion carried.

SBE STAFF DESCRIPTION AND EMPLOYMENT OPTIONS

Mackenzie Williams introduced Lori Galles from A&I.

Mackenzie Williams informed the Board that Enrolled Act 65 has not been signed by the Governor yet. He has to close of business on Friday, March 23, 2012, to sign or veto the bill, if no action is taken the bill will become law without his signature.

Lori Gallas gave a general overview of the purchasing processes and moved into the different options with an RFP versus a bid waiver.

In this particular case the law takes effect and leaves a short amount of time to get a contract in place. The RFP process from start to finish usually takes a minimum of thirty days. The thirty days begins when the RFP is issued until the deadline is closed for accepting proposals.

An AWEC employee is also an option; they do not go through the normal RFP process. An AWEC employee would have the option to participate in the benefit and retirement plans with the state but under no circumstances is employment guaranteed. Mackenzie Williams stated that the statute does not define if the employee has to be contract, so the AWEC option is opened to the Board. Using an AWEC would streamline the process considerably. The WDE has an AWEC number that can be assigned to the Board for hiring purposes. There will not be a

problem of having the AWEC report directly to the Board and the Board supervising that position. The agency would sign the AWEC contract since the pay is through the agency.

Sue Belish suggested that a subcommittee be formed to work with the WDE on the job description, supervising, and other necessary steps. Joe Reichardt asked Sue Belish to be the Chairman of the hiring subcommittee. Scotty Ratliff, and Pete Gosar volunteer to be on the committee.

John Masters will be working directly with the Board in defining this new position. The timeline for getting an AWEC on board would take approximately thirty days. Sue Belish would like to be able to have the candidate hired and present for discussion at the April State Board meeting.

Joe Reichardt entertained a motion to form a subcommittee, whose members include: Sue Belish, Scotty Ratliff and Pete Gosar. Motion moved by Sue Belish, Dana Mann-Tavegia seconded, the motion carried.

Sue Belish requested that the subcommittee also serve as the interview committee. Scotty Ratliff extended an invitation to all Board members to participate in the interviews.

Mackenzie Williams will look into the money that was given to the Board in the past administration for the employment of a part time person.

WYOMING ACCOUNTABILITY IN EDUCATION ACT, ENROLLED ACT 65

Geir Solvang gave the Board an update on the department's next steps for Enrolled Act 65. The Wyoming Department of Education (WDE) is going to have an internal meeting with its Information Management Division to explore IT resources needed for the implementation and maintenance of the growth module, school rating calculation, and reports. They will discuss resources needed to assist the professional judgment panel and evaluating and determining cut points for the four levels.

Another meeting will be coming up to review the design of a possible accountability implementation tracking system and will discuss alternatives. In addition there will be a representative from the Colorado Department of Education that will give the WDE in depth presentation of the Colorado growth model and also provide advice on how Wyoming should prepare for their implementation. The WDE will disseminate the information that comes out of both meetings as appropriate.

Paul Williams mentioned that the WDE is continuing to communicate and collaborate with Scott Marion.

John Master welcomed the Board to participate in all of these meetings. Sue Belish requested to be part of those meetings and to get a timeline of Enrolled Act 65. Chelsie Bailey will be responsible for forwarding the documents to the Board. Dana Mann-Tavegia would like to receive monthly or weekly updates from John Masters on the progress that the Board is/should be doing.

WYOMING CONTENT AND PERFORMANCE STANDARDS COMMENT REVIEW

Julie Magee reviewed handouts that included: Chapter 31 Update Comments Summary, the comments for the Health, Math and Language Arts and also a comparison summary table.

Chairman, Joe Reichardt, asked Board members to bring suggestions on how to respond to comments at the April Board meeting. Julie Magee will put together comment responses on the positive comments as well. Sue Belish would like a more specific than a generic response on comments like Nancy Cerroni's,

Sue Belish requested that the Board receive all the positive comments; all comments are imperative when making a decision.

Dana Mann-Tavegia requested that the Board receive the original review committee's comments on the Common Core.

Mackenzie Williams added that the Rules in their entirety have to be adopted; the Board cannot choose to adopt just sections of the Rules.

LETTER AND RESPONSE ON SF00057

Carol Illian addressed the Board and presented the letter she drafted for the Board that was signed on March 12, 2012.

The legislation lacked clarity on who was to do what and how we were to work together on the teacher and leader performance evaluations. The proposal in the letter is to get the State Board, WDE, the Select Committee, and the Advisory Committee together and coordinate on how to best move forward.

The Board has not received a response to the letter yet.

The State Board of Education adjourned at 3:44 p.m.

The next State Board of Education meeting will be on April 25 and 26, 2012 in Gillette, Wyoming.

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 27, 2012

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending March 31, 2012 shows a balance of \$89,179.85

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary from July 1, 2010 through March 31, 2012
- State Board Budget Expense Report from January 1, 2012 through March 31, 2012

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY11 Budget
July 1, 2010 thru Mar 31, 2012

DESCRIPTION	BUDGETED	EXPENDED	REMAINING BALANCE
Supportive Services (200 series)			
Teleconference (0203)	300.00	710.85	(410.85)
Communications (204)	5,625.00	506.89	5,118.11
Professional Development & Training (207)	43,558.00	33,676.98	9,881.02
Advertising (208)	3,700.00	3,319.09	380.91
State Employee In-State Travel Reimbursement (221)	51,127.00	38,091.68	13,035.32
State Employee Out-of-State Travel Reimbursement (222)	28,474.00	11,603.72	16,870.28
Supplies (230-239)	4,083.00	3,607.99	475.01
Computer Equipment (242)	2,200.00	1,978.82	221.18
Education, Recreational & Technical Equipment (246)	500.00	200.09	299.91
Awards, Prizes (257)	1,184.00	357.55	826.45
Room Rental (251)	200.00	90.00	110.00
Data Processing Charges (400 series)			
Data Processing (400-440)	2,432.00	1,276.09	1,155.91
Professional Services (900 series)			
Professional & Consulting Services (901)	57,091.00	15,874.40	41,216.60
TOTAL	200,474.00	111,294.15	89,179.85

**State Board of Education Expenditures
January 1, 2012 through March 31, 2012**

DATE	DESCRIPTION OF EXPENSES	AMOUNT
1/10/2012	Shipping	\$112.58
1/10/2012	Teleconference Charges	\$232.87
1/12/2012	Lodging, M&IE and Mileage Casper- Sue Belish	\$467.62
1/23/2012	Mileage/Cheyenne- Joe Reichardt	\$77.70
1/25/2012	Telecommunication Charges	\$47.46
2/10/2012	Delta Airline/D. Mann-Tavegia	\$669.80
2/13/2012	Mileage/Cheyenne- Joe Reichardt	\$77.70
2/13/2012	Teleconference Charges	\$204.68
2/13/2012	Supplies	\$165.51
2/13/2012	Printing Charges	\$28.88
2/13/2012	Mileage/Cheyenne- Joe Reichardt	\$77.70
2/13/2012	Teleconference Charges	\$26.26
2/21/2012	Mileage/Cheyenne- Joe Reichardt	\$77.70
2/23/2012	Telecommunication Charges	\$47.46
2/23/2012	Afton Hall/Catering	\$310.00
2/29/2012	Jackie Krakow/Catering	\$1,500.00
3/5/2012	Lodging, M&IE and Mileage Cheyenne- J.Reichardt	\$321.10
3/5/2012	Lodging, M&IE and Mileage Cheyenne- W.Wilcox	\$440.98
3/5/2012	M&IE and Mileage Cheyenne- R.Micheli	\$463.30
3/5/2012	Lodging, M&IE and Mileage Cheyenne- K.Coon	\$398.80
3/5/2012	Lodging, M&IE and Mileage Cheyenne- S.Belish	\$792.50
3/5/2012	M&IE and Mileage Cheyenne- L.McGarvin	\$210.53
3/7/2012	Office Supplies	\$15.31
3/7/2012	Teleconference Charges	\$66.63
3/8/2012	M&IE and Mileage Cheyenne- P.Gosar	\$54.40
3/15/2012	Mileage/Cheyenne- Joe Reichardt	\$77.70
3/15/2012	Mileage/Cheyenne- H.Hageman	\$115.44
3/15/2012	Lodging, M&IE and Mileage Cheyenne- S.Belish	\$751.50
3/19/2012	Lodging, M&IE and Mileage Cheyenne- S. Ratliff	\$698.60
3/22/2012	Telecommunication Charges	\$47.46
3/27/2012	WSBA Associate Member Dues	\$600.00

TOTAL EXPENDITURES **\$9,178.17**

Test One

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 27, 2012

ISSUE: Revised Wyoming Content Standards

BACKGROUND: After completing the required review process in May of 2011 the State Board of Education voted to adopt the Wyoming State Content Standards on Language Arts, Math, and Health in September of 2011. Public Hearings and Comment concluded in February of 2012.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

- Move to not adopt the proposed standards and keep the existing 2003 standards for Math, Language Arts and Health
- Move to not adopt the proposed standards and continue the revision process for Math, Language Arts and Health.
- Move to adopt the proposed standards
- Move to adopt the proposed standards. And direct the Wyoming Department of Education to draft and implement Emergency rules while developing permanent rules, subject to approval by the Governor.
- Move to adopt the proposed standards. And direct the Wyoming Department of Education to continue with potential revisions to correct portions of the standards.

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: Chelsie Bailey
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

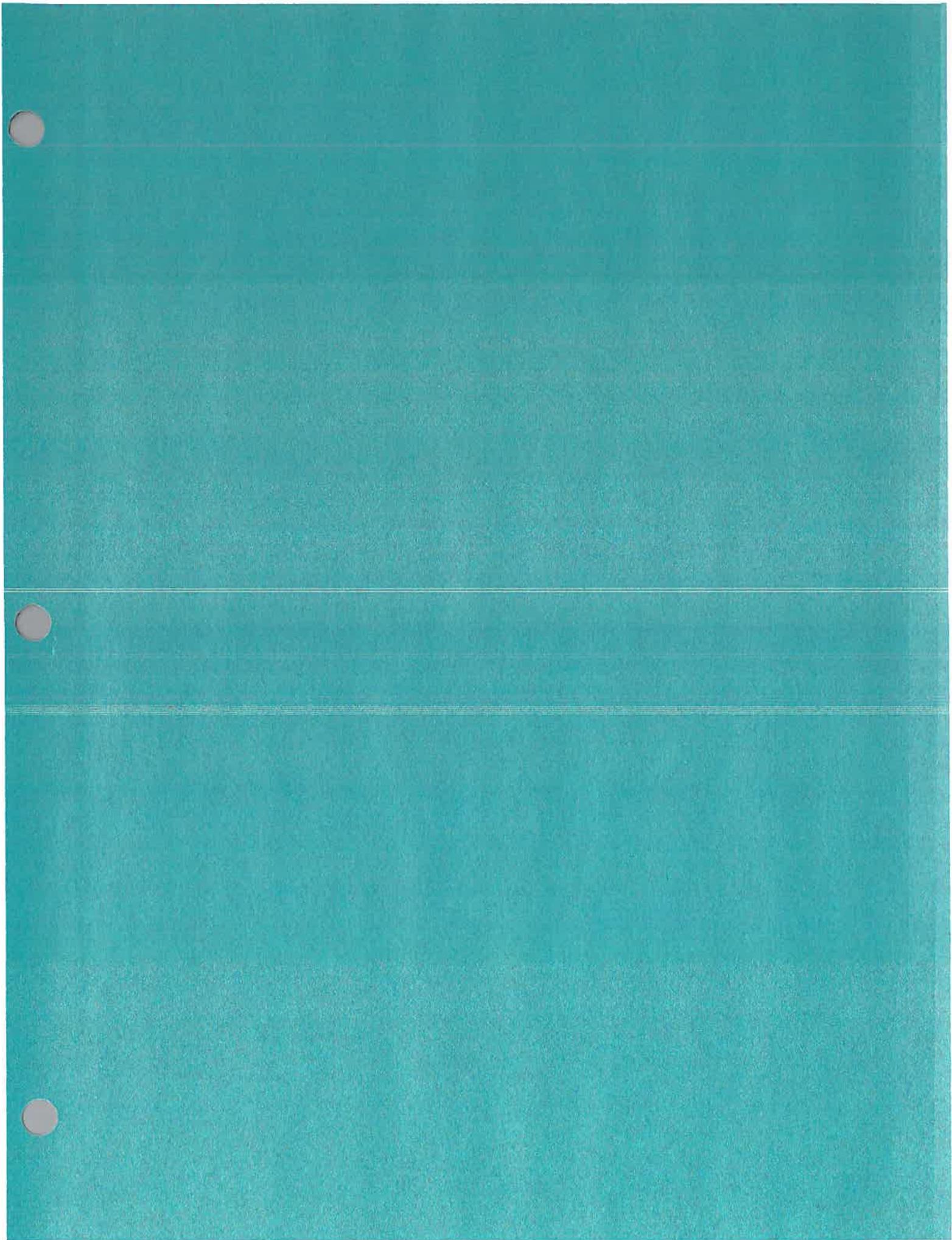
ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

CHAPTER 31 RULES REVISION SUMMARY

Four non-substantive changes exist between the Chapter 31 Rules previously proposed and those presented to the State Board of Education on April 27, 2012. Those changes are identified in the "strike-and-underline" rules document and are also listed here:

- Title change from "Wyoming Department of Education Chapter 31. Graduation Requirements" to "Wyoming Department of Education Chapter 31. Wyoming Graduation Requirements and Content and Performance Standards"
- Section 8(a)(i-ix): "amended on November 19, 2008" was added as NEW language
- Section 8(c): Date change from "July 7, 2003" to "November 19, 2008 and September 23, 2011"
- Section 8(d): NEW to reflect W.S. 16-3-103(h)(ii): "The above-referenced content and performance standards do not include any future amendments to or editions of the standards since the effective date of this rule."



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) (iii)]

(b) **Body of Evidence.** A collection of evidence which reflects a student's performance relative to the uniform student content and performance standards. [W.S. 21-2-304 (a)(iv)]

(c) **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)]

(d) **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)(ii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(e) **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).

(f) **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.

(g) **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)]

(h) **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)(iii)]

(i) **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.

(j) **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. 21-2304)

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, 2003,~~ and 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.

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

Section 9. High School Diploma.

Deleted:

(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 of this chapter. [W.S. 21-2-304(a)(iii) and (iv)] 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. Body of Evidence.

(a) Determination of proficient performance shall be demonstrated through a body of evidence identified by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)]. The body of evidence shall meet the following requirements:

The body of evidence 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. The body of evidence assessment system shall be designed and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(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 body of evidence 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 body of evidence 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) 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) 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) A committee of peers shall review each district's body of evidence assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its body of evidence 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 submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education 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 body of evidence assessment system.

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

(i) Districts shall submit body of evidence documentation by January 1, 2002, for a formative evaluation by the peer review teams and the Wyoming Department of Education. Written feedback regarding the quality of each district's body of evidence

assessment system shall be provided, by June 15, 2002, to the district superintendent and board of trustees chairman.

(ii) Districts shall submit body of evidence documentation by January 1, 2003, for evaluation by the peer review teams and the Wyoming Department of Education. The State Board of Education, at the June 2003 meeting, shall incorporate the results of this review into each district's accreditation evaluation.

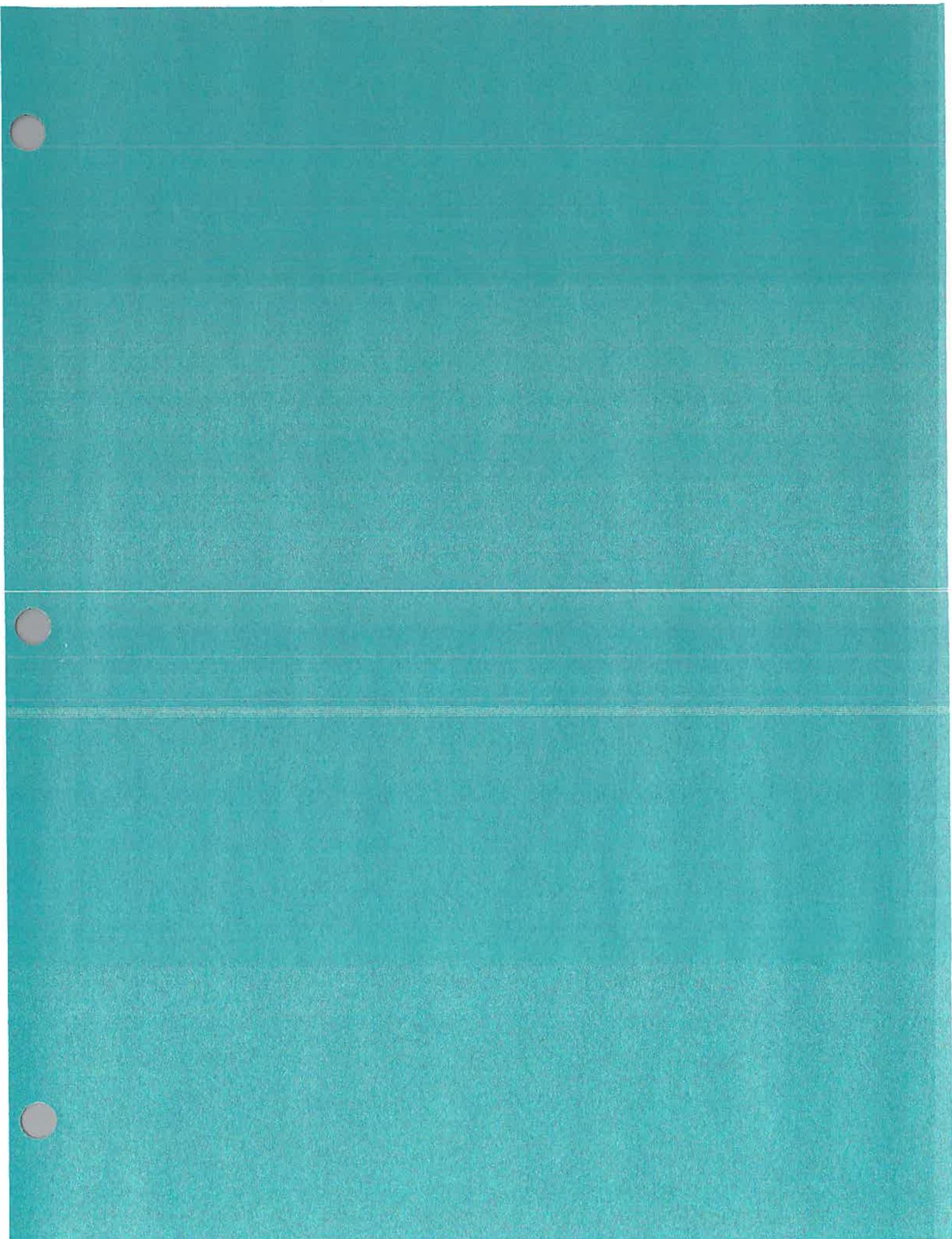
(iii) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their body of evidence documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's body of evidence assessment system including disaggregation of passing rates.

(f) The body of evidence for special needs students shall 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. 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) 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 of this chapter as demonstrated by a body of evidence as set forth in Section 10 of this chapter and who also completes the requirements set forth in Section 9 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) of this chapter.



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 16-3115)

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) (iii)]

(b) **Body of Evidence.** A collection of evidence which reflects a student's performance relative to the uniform student content and performance standards. [W.S. 21-2-304 (a)(iv)]

(c) **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)]

(d) **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.

(e) **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).

(f) **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.

(g) **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)]

(h) **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)(iii)]

(i) **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.

(j) **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. 21-2304)

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, 2003 and 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 future amendments to or editions of the standards since the effective date of this rule.

Section 9. 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 of this chapter. [W.S. 21-2-304(a)(iii) and (iv)] 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. **Body of Evidence.**

(a) Determination of proficient performance shall be demonstrated through a body of evidence identified by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)]. The body of evidence shall meet the following requirements:

The body of evidence 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. The body of evidence assessment system shall be designed and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(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 body of evidence 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 body of evidence 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) 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) 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) A committee of peers shall review each district's body of evidence assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its body of evidence 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 submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education 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 body of evidence assessment system.

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

(i) Districts shall submit body of evidence documentation by January 1, 2002, for a formative evaluation by the peer review teams and the Wyoming Department of Education. Written feedback regarding the quality of each district's body of evidence

assessment system shall be provided, by June 15, 2002, to the district superintendent and board of trustees chairman.

(ii) Districts shall submit body of evidence documentation by January 1, 2003, for evaluation by the peer review teams and the Wyoming Department of Education. The State Board of Education, at the June 2003 meeting, shall incorporate the results of this review into each district's accreditation evaluation.

(iii) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their body of evidence 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 body of evidence assessment system including disaggregation of passing rates.

(f) The body of evidence for special needs students shall 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. 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) 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 of this chapter as demonstrated by a body of evidence as set forth in Section 10 of this chapter and who also completes the requirements set forth in Section 9 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) of this chapter.



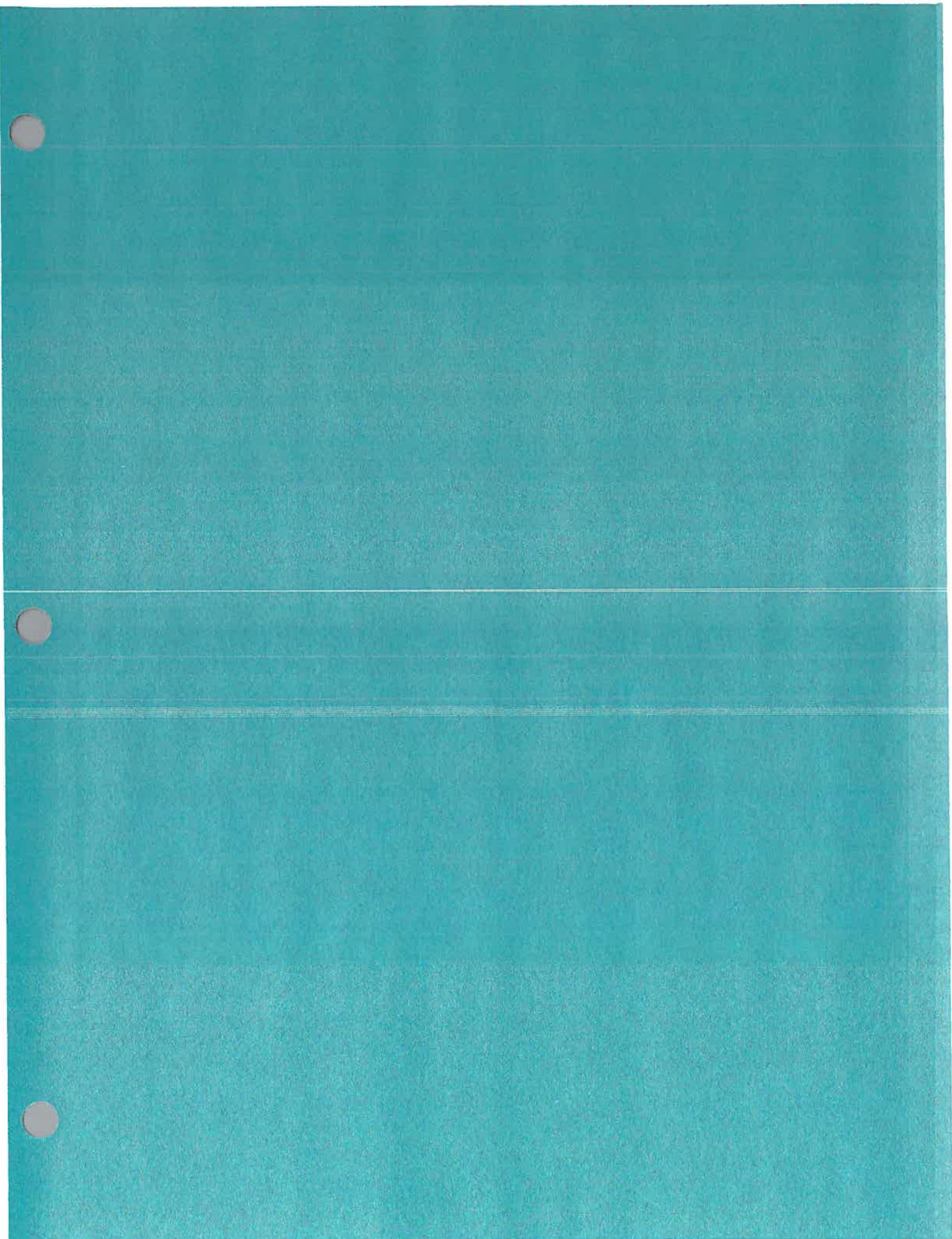
Name	District	Comment	Notes	Proposed Response
Moses Hasenauer	Laramie #1	Teach kids to occupy and take responsibility for them selves teach the constitution say the pledge every day, honor the vetrans day. No federal core cariculum. No to gay and lesbisan agendas. Keep control at the state level dont take federal money	Duplicate; confusing WY Health Standards with NATIONAL Health Standards	The Wyoming Content and Performance Standards for Health were created by educators in Wyoming for Wyoming students. These should not be confused with the National Health Standards, of which Wyoming has no part.
Bruce C Perryman	Laramie #1	Avoid the national sex ed guidelines. We don't need this bureaucratic crap exposed to our small children. They learn most of this stuff on the farm already and in FFA. There is overkill going on with the bullying discussion. You can't police this 24/7 and the schools should not be the prime curb. The parents, family, church etc. need to accept a much greater accountability. The early elementary schools do not need to be burdened with same sex relationships and sex education. Just stick to making sure each student can read, write and do basic math at a high level for openers. Push hard for more physical education K-12. Tell them not to smoke or use tobacco, drugs and alcohol (no chewing and no drinking). The DARE program is very worthwhile. For a country that places high value on local control and privacy we are sure shoving it down our throats in all aspects these days. I was glad to see the State Supt. take an opposition stand to the St. Board of Ed on the national core values approach being force fed. I also supported her on starting a process to make the SDE positions nontenured. A job should have no property right per se legally or via the NEA/NFT. I support all positions in education (SDE, school districts, community colleges, and UW)being devoid of tenure and with out property rights. All of the position should be at-will and nothing less -- period.	Confusing WY Health Standards with NATIONAL Health Standards; part of this comment irrelevant to health standards	The Wyoming Content and Performance Standards for Health were created by educators in Wyoming for Wyoming students. These should not be confused with the National Health Standards, of which Wyoming has no part. These rules do not nor are they intended to address tenure issues.
Gail Cruise	Gillette Hearing	She is concerned about the health curriculum. 7 th grade they start teaching sexuality. Teachers should take an oath to at least not harm as doctors do. Homosexuality is being taught as an acceptable lifestyle and that lifestyle comes with a smorgasbord of diseases. Who is going to pay for the repercussions? The standards are too broad, especially for health. Anyone can teach anything. Who is going to say yes? And who is	Confusing WY Health Standards with NATIONAL Health Standards	The Wyoming Content and Performance Standards for Health were created

<p>Skye Watts</p>	<p>Email</p>	<p>going to say no? Alcoholics have a predisposition but we don't teach children to be alcoholics. We shouldn't teach homosexual students how to be safe in that alternative lifestyle. It compromises their health and opens them to terrible, terrible diseases. We need to teach what is good for the kids and pure. The standards are too broad and give the ability to teach anything.</p>	<p>Confusing WY Health Standards with NATIONAL Health Standards</p>	<p>by educators in Wyoming for Wyoming students. These should not be confused with the National Health Standards, of which Wyoming has no part.</p>
<p>Linda Bergeron</p>	<p>Casper Hearing</p>	<p>I am emailing you as a concerned parent in Wyoming. I have two small children who are just starting their experience in the public school system. I am writing to plead with you to stop the Gay agenda that is being put before our education leaders. I do not believe that my children should learn about the gay lifestyle through their educators. I am sure they will learn it somehow, but I am a strong Christian who does not feel that this should be taught in our classrooms. Christianity is not allowed in many public school settings, so why allow gays and lesbians to teach their beliefs? Please, please fight for those of us who can not be there to voice our opinion!</p>	<p>Confusing WY Health Standards with NATIONAL Health Standards</p>	<p>The Wyoming Content and Performance Standards for Health were created by educators in Wyoming for Wyoming students. These should not be confused with the National Health Standards, of which Wyoming has no part.</p>
<p>Linda Bergeron</p>	<p>Casper Hearing</p>	<p>Cited WyWatch article in Casper Star Tribune dated 1/15/2012 regarding the National Sex Standards... very concerned about gay and lesbian agendas</p>	<p>Confusing WY Health Standards with NATIONAL Health Standards</p>	<p>The Wyoming Content and Performance Standards for Health were created by educators in Wyoming for Wyoming students. These should not be confused with the National Health Standards, of which Wyoming has no part.</p>

Sue & Keith Reynolds	Email	We believe that parents have the primary responsibility for educating their children. We support educational choice and encourage greater parental involvement in every child's education.	Could be applied to CCSS as well.	No change requested.
Jeanie Barent	Johnson #1	Thank you for the opportunity to comment on the Health Education Standards. Kudos to the committee that worked on these. We would like them adopted without any additional changes.		No change requested.
R.J. Kost	Park #1	Park County School District 1 supports the 2011 Health Education Content and Performance Standards.		No change requested.
Betsy Sell	Park #6	In having dialogue with K-12 staff, we have found the Health Education Content and Performance Standards to be rigorous in a comprehensive approach. Park 6 supports the adoption of the 2011 Health Education Content and Performance State Standards with the caveat that the Wyoming Department of Education support this adoption with professional development specific to the implementation of these standards. This would include the unpacking of the standards at the state level, suggestions for curriculum material adoption, and support with formative and summative assessments.	Includes suggestions for PD	No change requested. These rules do not nor are they intended to address implementation of the revised standards.
Kim Dolezal	Uinta #4	The committee working with the Health Education standards has done good work with this set of standards.		No change requested.
Kevin Mitchell	Park #1	Park County School District 1 approves of the revisions and subsequent adoption of the health education content and performing standards.		No change requested.
Mary Kay Wardlaw	Albany #1	With the current issues around overweight and obesity, it might strengthen these standards if nutrition was identified more directly in the benchmarks, both in the benchmark language as well as in identifier codes at the end of each benchmark. Children make decisions and choices about food usually three or more times per day. All would benefit from a stronger educational emphasis on food and nutrition. The areas can be taught in ways that also enhance many other educational standards, i.e. science, language arts, and math.	Includes suggestions for improvement to standards	The State Board of Education has chosen to adopt the standards as proposed. No change.

<p>Alan Moore</p>	<p>Laramie #1</p>	<p>I strongly support the revision of the Health Education Standards in the Wyoming Content and Performance Standards. The process of the revision was broadly inclusive of stakeholders from K-12, higher education, and the broader Wyoming community of stakeholders. Reducing the number of standards makes it easier for districts, schools, and teachers to implement the standards. Distributing the content across the standards helps make all the standards more authentic, rather than smoke-and-mirrors that is unfortunately possible with the old standards, where any curriculum and student activities could be seen to be addressing the standards.</p>		<p>No change requested.</p>
<p>Darlene Hartman-Hallam</p>	<p>Sublette #1</p>	<p>Health Standard revision are supported by this district's health teachers. Standards are application driven, which compliments 21st Century skills. I support the adoption of the 2011 Health Education Content and Performance Standards.</p>		<p>No change requested.</p>
<p>James Huntington</p>	<p>Laramie #1</p>	<p>I noted the emphasis on bullying/suicide prevention in the draft. Has there been any thought given to including basic firearms safety (NRA Eddie Eagle program) or basic self defense, when age appropriate, incorporated into PE? I realize these are subjects that are better suited and should be taught by families; however, many children do not have the family support of yesteryear and popular culture forces much of these issues upon kids through entertainment/music. Additionally, resist Federal control on health issues, in pursuit of funding. Respectfully, Jim Huntington</p>	<p>Includes questions and suggestions</p>	<p>The State Board of Education has chosen to adopt the standards as proposed. The Wyoming Content and Performance Standards for Health were created by educators in Wyoming for Wyoming students. These should not be confused with the National Health Standards, of which Wyoming has no part.</p>

Jean Peterson	Washakie #2	The health standards are more conducive to a quality health program for all students.	No change requested.
Dana Howie	Natrona #1	Health standards are as important as any others, and I hope that they will be taught as such, i.e. Required, and tested.	No change requested.
LeAnn Francis	Cheyenne Public Hearing	She has been doing research on how health is being taught. She likes that the new standards allow integration opportunities such as writing something for health-related lessons.	No change requested.
Nancy Raso Eklund	Rock Springs Public Hearing	She helped write the standards for health. She feels that four standards (down from seven) are very manageable. They are skill-based and include all ages, not just middle and high school students. As most Americans have trouble understanding health issues, these new standards do a good job teaching health. She also notes that these standards were developed by a diverse group of people.	No change requested.
Valera Crofoot	Carbon #1	Will teachers who teach Health classes be required to have an Endorsement for teaching Health and pass a Praxis II exam to obtain that Endorsement?	These rules do not nor are they intended to address content area endorsements.
			Poses a question



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Name	District	Comment	Notes	Proposed Response
Moses Hasenauer	Laramie #1	Teach kids to occupy and take responsibility for them selves teach the constitution say the pledge every day. honor the vetrans day. No federal core cancelom. No to gay and lesbian agendas. Keep control at the state level dont take federal money.	Duplicate; Info based on National Health Standards and fear of loss of local control.	The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.
Joan Laird	Goshen #1	Please do NOT take on the Common Core Curriculum. The best interests for properly educating our children comes from local standards NOT the federal government.	Duplicate; based on fear of loss of local control.	The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or

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<p>endorsement of any curriculum; those decisions remain with the local school districts.</p>				
<p>No change requested.</p>	<p>Believes CCSS should be modified to fit Wyoming's educational needs.</p>	<p>The WDE missed a chance to actually do something substantial for the educational system in Wyoming by simply accepting the national Common Core standards without change. There are many areas in the language arts standards that do not apply to Wyoming's unique status. But the WDE did not bother to correct those areas. The WDE simply put in the advice that teachers have the final responsibility for implementing the new standards. The WDE fell down on its responsibilities to the educational system in Wyoming. Perhaps the problem is that content area specialists have been removed from the WDE.</p>	<p>Carbon #1</p>	<p>Mitch Alderman</p>
<p>The State Board of Education has chosen to adopt the standards as proposed. No change.</p>	<p>Concerned that cursive writing is not included.</p>	<p>I have some concerns about the writing standard and the fact that cursive writing is no longer considered important and part of the standard. I have worked for 25 years in the courthouse and I am an 5 term elected official. I simply could not do my job if I could not read cursive. All of the records in the courthouse are historically in cursive. That means that lawyers, paralegals, secretaries, clerks, assessors, sheriffs, etc could not do their jobs if they could not write cursive! I recently had 2 openings in my office. I had several young candidates that apply with college degrees, that could not read cursive - I had to take a pass on hiring them. This seems ludicrous to me. Perhaps a little less time watching movies and a little more focus on things that will help them in the work force! Thank you for you time.</p>	<p>Goshen #1</p>	<p>Debra Surratt</p>

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<p>Bob Brechtel</p>	<p>Natrona #1</p>	<p>I have a general comment regarding Common Core Standards; Whatever is considered wrong with the Wyoming Content and Performance Standards should be adjusted by Wyoming to meet Wyoming goals. Common Core Standards in themselves are not necessarily of themselves bad. What concerns me is what drives them and where our acceptance will someday lead. Common Core Standards is not yet a requirement, but will violate state rights when it is. Our adoption helps grow big government even bigger.</p>	<p>Concerned about tie between CCSS and possible violation of state rights.</p>	<p>No change requested.</p>
<p>Jeff Hymas</p>	<p>Natrona #1</p>	<p>You're asking for input on the draft that is already in place. The problem is that there is no option to say, no, we don't like this nationwide plan, common core, P-16, or whatever you'd like to call it. So, by getting public opinion and then implementing it as best you can you are predetermining the outcome - some version of the plan that is already in place. A plan that has too many federal fingers in it and too many strings attached to an education system that was intended to be dealt with at a local level because that is where the education really occurs. Allowing the free market to determine the best system is the best policy. Not taking top-down solutions that invariably lead to more problems.</p>	<p>Duplicate; Based on fear of loss of local control; also believes public comment was asked for after state-wide implementation of revised standards already began.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

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<p>norma zierolf</p>	<p>Park #1</p>	<p>from our experiences standards do not matter. about six years ago when my grandson was in the seventh and eighth grades he did not pass one standard and he was promoted on to high school. ultimately when he got to be a senior he did not graduate. he now has trouble with gainful employment. his mother prodded him to get his standards done, telling him that he would not pass. teachers also warned him but they went back on their threats and passed him anyway. this taught my grandson that he could get away without doing his required work until it came time for graduation. I don't know if I checked the right school district. this happened in Powell. thank you</p>	<p>Comment unrelated to revised standards.</p>	<p>No change requested.</p>
<p>Jeff Willoughby</p>	<p>none</p>	<p>These standards are a veiled effort on the part of the Obama administration to push the role of the federal government further into the business of Wyoming residents. The federal government has blessed these standards and rewards states that adopt them. Wyoming is a proud and independent state with clear thinking people. We should reject these standards and let a group of Wyoming residents come up with standards for our children! Please allow our school boards and citizens to have a meaningful say in what our children should learn and not just take what the feds hand out.</p>	<p>Comment based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>anonymous</p>	<p>none</p>	<p>These standards do in fact dictate curriculum regardless of what you say in your reasons! If the state of Wyoming adopts these standards they are telling schools, teachers and parents what to teach and how to teach it. Please read the standards closely, they take away our rights! This is wrong! Reject these standards and let the local people raise their own children. Trust the Wyoming residents and don't listen to Washington.</p>	<p>Duplicate; based on belief that revised standards dictate curriculum.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students</p>

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<p>Cheri Steinmetz</p>	<p>Goshen #1</p>	<p>I do not support the common core standards. Ask yourself this question, Was our educational system better 30 years ago then it is now? My answer is yes, it was better 30 years ago. Why? We trusted our teachers to teach and grade our kids. We trusted parents to raise their kids. We emphasized achievement rather then not getting "left behind." We taught the basics math, reading, science, and acutal history rather then outcomes baised education. We taught the basics and let the individual decide the outcome. I would ask you to take back control of our education system from the federal government and restore the lost art of teaching and learning. You need only to look to history and the Consitution to do the job right. Thank you. Cheri Steinmetz</p>	<p>Duplicate; based on fear of loss of local control.</p>	<p>should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>Julie Geving</p>	<p>Park #16</p>	<p>To the Wyoming State Board of Education: I do believe you have made a terrible mistake opening up the door of our state to the Common Core</p>	<p>Duplicate; based on belief</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

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		<p>Curriculum Standards. On the outside they look most beneficial and good but after taking some time to research them, I sense they seem to be a deceptive ploy by certain special interests groups to influence the minds of the youth of America, changing our country as a whole. These special interest groups have already begun developing new curriculum to be used in all the classrooms of America. Textbooks, online courses and online teaching, funded with millions of dollars by Bill Gates, will be the tools for delivering their social propaganda. The control of public school curriculum has always been a very desirable prize for those who seek to control the future and now this opportunity has been handed over to them without many people realizing it. Soon we will see controversial societal issues being woven into language arts and math curriculums with the intent of normalizing such topics. Teachers who find the lessons objectionable will still have to teach them or else run the risk of losing their jobs. No longer will parents be able to opt-out their children from teachings that go against their values because these lessons will now be given to students throughout all subject areas. The goal of these special interest "expert" groups is to start this training from the cradle and continue it to career. This new way of thinking will make future workers and citizens more acceptable to their global society. Watch as more states attempt to mandate preschool at age three as well as require all high school graduates to enroll in college whether they wish to do so or not, because the longer in the system, the better. It is little known that Common Core Curriculum Standards are a vehicle to put in place a national database of student data. This system, called the National Education Data Model, is partially in place already only with minimal information, but the datasets planned are to eventually include: hair color, eye color, gestational age at birth, blood type, blood test results, birth marks and even bus stop time. Wyoming is one of the few states in the country that have already begun to adopt this common functional model for P20 State Core Longitudinal Data System. The information in this system is not only for local or state school agencies to use but also for providing information to several different federal agencies. It is my belief that in this public and private education system reform there is a hidden agenda. I feel citizens and well-meaning school representatives are being lead astray. We must rise up and slow this thing down, taking a good look at it before we allow it to go any further. Sincerely, Julie Geving PO Box 282 Meeteetse, WY 82433 307-868-2472</p>	<p>that revised standards reflects special interests groups.</p>	<p>Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>Clara Powers</p>	<p>Goshen #1</p>	<p><i>I would like to present my personal opinion as a retired teacher/Title 1 Director, mother and grandmother. This is my personal opinion and does not reflect on any organization or public office in which I am involved.</i> I would like to present a solution, as I feel that if we are in opposition to something, we should present a way to solve the problem. As you are probably</p>	<p>Duplicate; general to common core; based on fear of loss of local</p>	<p>The Wyoming Content and Performance Standards set expectations for</p>

<p>aware, the superintendents like the Revised Common Core Standards. They could use it so that they are on the same playing field and have the same evaluation system for their students as other states and that way the apples and oranges philosophy of comparing our students with others disappears. However, I feel that rather than compare our students to others as a means of increasing scores, just to satisfy the federal government, is labor intensive and causes teachers to leave the classroom, directly effecting student learning.</p>	<p>I will use <u>Title 1</u> as my example of one of the present <u>federally funded</u> programs. Title 1 is a wonderful program for struggling children. The money is directly tied to scores. Federal mandates and regulations take much of the effectiveness away, however. There were many times that, as a Title 1 teacher, I was hamstrung by regulations when trying to work with children. I also spent a large amount of my time on paper work, justifying my existence. All this could disappear without the federal government involvement. Mandating regulations and change with every new philosophical change that comes down the educational chain costs valuable time and teacher involvement in the classroom.</p>	<p>control.</p>	<p>what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>I would suggest that the State of Wyoming stop accepting <u>federal funding</u> for this and other educational programs and use <u>state funding</u> with the same qualifications for financing, without the stringent regulations. Localize these programs by giving the schools the equivalent amount of funding, based on poverty, test scores etc., and then put the regulatory piece into the individual school's hands. The schools write their own plan for the funding. The funding is used to increase scores and effectively reach the students in need, based on a local district evaluation. They would then present the educational plan for the local district to the State Department of Education and at the end of the year evaluate students (using the state evaluations) and report that progress back to the State Department of Education.</p>	<p>Solution</p>	<p>These rules do not nor are they intended to address implementation of the revise standards.</p>	
<p>I speak only for Title 1, but know that this philosophy could work with other federal programs. Let's put local control back into our state and be a leader rather than a follower. If you have any questions regarding my "plan", please contact me.</p>	<p>Thank you for your interest.</p>		

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General Comment These are my concerns and comments about Common Core Standards As the temptation of Federal Grant Money overwhelms your sense of reason and moral honor to keep your Oath of Office the question before us today must be addressed. Common Core Standards is a Federal Grant developed in conjunction with Race to the Top and No Child Left Behind and, we must be honest, federal control through assessments rather than testing so that the parent is less and less involved in the outcome. Education is best when it grows at the local school districts where the family and community are involved. It is truly a lie to say that young parents do not care. I see the faces of those parents and they do care. Paying Federal taxes is the most destructive element that burdens our society and young families today. Lets keep the money in the family where the family may provide for the needs of nurturing their children and not be out working, working, working to pay the enormous tax burden that programs like Common Core Standards will necessary bring to pass. This is a Federal program. It is NOT technically a state program. Nor will it remain state controlled because the state cannot afford the process of continual assessments of every child and teacher that the program requires. Nor can the state afford the needed additional employees required to make this program function. I will be watching. I will attend. I will speak. Let us be sure that the comments are addressed in detail before the vote of the Wyoming legislature. Cindy Hill was elected because she ran on a three in one principle she felt was important, Communication between the parent, the child and the teacher. The public was tired of excessive government mandates upon our school system which Jim McBride represented. Truthfully, if the promise of returning to local control of processes in the school district is not kept the public WILL know. I will be sure to do my part to be sure that the public knows the outcome here, either way. The money trail must be exposed. I expect to ask for and receive this appropriation information. If this continues to be set in place without public input, I suggest, that perhaps it is not a bad idea, after all, to abolish federal public education and return it completely to the states but more specifically to the towns and counties. Education was never intended to be manipulated at the federal level nor to be inspired by the United Nations. This program is an abuse of power. Remember, we now sport a 15 TRILLION dollar national debt. Remember, we continually borrow more money to finance the federal debt. How will this be paid? It does matter that this question is addressed. Honor your Oath of Office. The people of Wyoming expect that of you. The people are, after all, a firm Check and Balance in our system of government.

Linda Bergeron

Natrona #1

Based on fear of loss of local control.

The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.

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<p>Kerry Powers</p>	<p>LANGUAGE ARTS</p>	<p>leaving the family circle and the local school district where these issues are able to significantly be resolve, and opting rather for a failed system. Do NOT be a run of the mill, vote with the crowd usurper of liberty. Keep education on the local school district level. "P-16: Propping Up U.N. School Reforms "P-16" reform is a current label for activity that furthers the decades-old UNESCO lifelong education plan to create what has been described in the past as a cradle-to-grave system of human resource development. Thus far, two decades of lifelong education activity — which requires merging general education with so-called vocational objectives for ALL students — has run parallel with U.S. education decline." http://www.eagleforum.org/educate/2006/sept06/UN-reforms.html</p> <p>LIBERTY all the Stimulus we need, Linda Bergeron 2352 South Coffman Avenue Casper, Wyoming 82604 3072598795 Please be sure that the Wyoming legislature is aware of my concerns.</p> <p>The following are some of my thoughts concerning the process used in putting together the proposed Revised Chapter 31 Content Standards for Math, Health, and Language Arts, as well as other Curriculum areas to come. The way I understand how the process works is that every 5 years Content and Performance Standards are Reviewed. A Standards Review Steering Committee is formed, and Content Review Committee members are selected for each of the Curriculum Areas (I think there are 11), along with Meeting Facilitators. It is also my understanding that in the past, as part of this process, some existing National Standards were reviewed for consideration to be incorporated into Wyoming's Content and Performance Standards for all, or some, of the Curriculum areas. I think what was done differently this time is that we went beyond what was done in the past by including ourselves with those States that are part of the National Association of Governors. I'm not sure if this was done by MOU's with each State, or who made the decision to involve Wyoming in this National process in the first place, but if I'm correct I believe each States Content and Performance Standards were then compared and reviewed by Wyoming's Content Review Committee's for portions to be considered for incorporation, and ultimately implementation, into Wyoming's Content Standards.</p> <p>My concern is that by doing this, we are NATIONALIZING Wyoming Standards to the point that local School Boards and Educators no longer have any input. In my humble opinion, this is TOP DOWN EDUCATION, and if we are doing this in order to have Equivalent Standards to other States so that we can compete with them for FEDERAL DOLLARS (as at least some Educators in Wyoming have told me), we are setting our State up for even more FEDERAL INTRUSION into our Education System then we already have. The Federal Entanglements this</p>	<p>Duplicate, general to common core; based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
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<p>JANET GEETING</p>	<p>Sweetwater #1</p>	<p>will create thru Process and Assessments will result in the NATIONALIZATION of Education in Wyoming. If this is the case, I respectfully request that the Wyoming State Board of Education reject this process now, and in the future. Other States have already done so.</p>	<p>Concerned that CCSS may be too much for students.</p>	<p>The State Board of Education has chosen to adopt the standards as proposed.</p>
<p>JANET GEETING</p>	<p>Sweetwater #1</p>	<p>Looks beautiful on paper - but is too massive to cover without teaching Math all day - every day at the sixth grade level. Do these goals translate into best practice for students at the sixth grade level? Could anything be deleted/combined/adjusted to make this into goals that could be met by ALL LEARNERS? Thanks, Janet G.</p>	<p>Concerned that CCSS may be too much for students.</p>	<p>No change. The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>Joan Laird</p>	<p>Goshen #1</p>	<p>Please do NOT take on the Common Core Curriculum. The best interests for properly educating our children come from local standards NOT the federal government.</p>	<p>Duplicate; based on fear of loss of local control.</p>	<p>No change. The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

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<p>Dean Dupree</p>	<p>Washakie #1</p>	<p>It appears in math there are abstract reasoning skills introduced before students are likely to have developed those skills. I would like to see how the state is going to handle accountability of the student. What is to keep John from just randomly marking answers on PAWS? I know that some do now. The school district and John's teachers' face consequences for John's actions but John does not. Retention and ability grouping of students is currently frowned upon. How does the state envision "putting John back on track"?</p>	<p>Irrelevant to revised standards</p>	<p>The State Board of Education has chosen to adopt the standards as proposed. These rules do not nor are they intended to address assessment or accountability.</p>
<p>Clyde Tucker</p>	<p>none</p>	<p>I have read all 93 pages of the Math Standards and notice that starting a grade 3 through high school a terrible waste of time is still being taught, "fractions". I am 60 years old and have been in the construction business for over 35 years and was trained as a machinist at Brown University at the age of 16 due to my advanced mathematical skills. In my sixty years I have never used fractions, I have always used metrics as does the rest of the world including Asia. From the third to the ninth grade is critical for learning. Wasting young minds on U.S. fractions, weights and measures because of the status quo will only serve to keep the U.S. lagging behind the rest of the world.</p>	<p>Does not like fractions; believes it is not needed and a waste of time.</p>	<p>The State Board of Education has chosen to adopt the standards as proposed. No change.</p>
<p>Jeff Hymas</p>	<p>Natrona #1</p>	<p>You're asking for input on the draft that is already in place. The problem is that there is no option to say, no, we don't like this nationwide plan, common core, P-16, or whatever you'd like to call it. So, by getting public opinion and then implementing it as best you can you are predetermining the outcome - some version of the plan that is already in place. A plan that has too many federal fingers in it and too many strings attached to an education system that was intended to be dealt with at a local level because that is where the education really occurs. Allowing the free market to determine the best system is the best policy. Not taking top-down solutions that invariably lead to more problems.</p>	<p>Duplicate; Based on fear of loss of local control; also believes public comment was asked for after state-wide implementation of revised standards already began.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of</p>

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					any curriculum; those decisions remain with the local school districts.
Jeff Willoughby	none	<p>These standards are a veiled effort on the part of the Obama administration to push the role of the federal government further into the business of Wyoming residents. The federal government has blessed these standards and rewards states that adopt them. Wyoming is a proud and independent state with clear thinking people. We should reject these standards and let a group of Wyoming residents come up with standards for our children! Please allow our school boards and citizens to have a meaningful say in what our children should learn and not just take what the feds hand out.</p>	<p>Duplicate; based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>	
anonymou	none	<p>These standards do in fact dictate curriculum regardless of what you say in your reasons! If the state of Wyoming adopts these standards they are telling schools, teachers and parents what to teach and how to teach it. Please read the standards closely, they take away our rights! This is wrong! Reject these standards and let the local people raise their own children. Trust the Wyoming residents and don't listen to Washington.</p>	<p>Duplicate; based on belief that revised standards dictate curriculum.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption</p>	

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					<p>of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>Cheri Steinmetz</p>	<p>Goshen #1</p>	<p>I do not support the common core standards. Ask yourself this question, Was our educational system better 30 years ago then it is now? My answer is yes, it was better 30 years ago. Why? We trusted our teachers to teach and grade our kids. We trusted parents to raise their kids. We emphasized achievement rather then not getting "left behind." We taught the basics math, reading, science, and acutal history rather then outcomes baised education. We taught the basics and let the individual decide the outcome. I would ask you to take back control of our education system from the federal government and restore the lost art of teaching and learning. You need only to look to history and the Constitution to do the job right. Thank you. Cheri Steinmetz</p>		<p>Duplicate; based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

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<p>Nancy Cerroni</p>	<p>Big Horn #2</p>	<p>As a district, we have two main concerns regarding the 2011 math standards. The first area of concern is about the grade level appropriateness of the proposed math standards. The backward mapping of the standards from a college/career perspective has pushed mathematical concepts and processes to lower levels that cause us to ask if this is developmentally appropriate for children. For example, using a grade level progression of fractions, the differences between current standards and the proposed standards emphasizes the shift in expectations. In fourth grade fractions move from a recognition of basic fractions as part of a whole (2008 Standards) to computational processes to add, subtract, and multiply fractions (2011 Standards). In fifth grade, students will be expected to both multiply and divide fractions while the 2008 Standards required students to add and subtract fractions with like denominators. This brief example using fractions is served to illustrate the compression of concepts and processes into earlier grades. As stated earlier, we do question if these standards provide a realistic expectation for children. The second concern is the timeline to assess the 2011 Standards using a statewide assessment. If the standards are adopted, a transition plan must allow for adequate time for implementation and instruction before using a large-scale assessment linked solely to the new learning expectations.</p>	<p>Concerned about grade-level appropriateness and impact on assessment.</p>	<p>The State Board of Education has chosen to adopt the standards as proposed. These rules do not nor are they intended to address assessment.</p>
<p>Clara Powers</p>	<p>Goshen #1</p>	<p><i>I would like to present my personal opinion as a retired teacher/Title 1 Director, mother and grandmother. This is my personal opinion and does not reflect on any organization or public office in which I am involved.</i> <u>I would like to present a solution</u>, as I feel that if we are in opposition to something, we should present a way to solve the problem. As you are probably aware, the superintendents like the Revised Common Core Standards. They could use it so that they are on the same playing field and have the same evaluation system for their students as other states and that way the apples and oranges philosophy of comparing our students with others disappears. However, I feel that rather than compare our students to others as a means of increasing scores, just to satisfy the federal government, is labor intensive and causes teachers to leave the classroom, directly affecting student learning. <u>I will use Title 1 as my example of one of the present federally funded programs.</u> Title 1 is a wonderful program for struggling children. The money is directly tied to scores. Federal mandates and regulations take much of the effectiveness away, however. There were many times that, as a Title 1 teacher, I was hamstrung by regulations when trying to work with children. I also spent a large amount of my time on paper work, justifying my existence. All this could disappear without the federal government involvement. Mandating regulations and change with every new philosophical change that comes down the</p>	<p>Duplicate; general to common core; based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school</p>

		<p>educational chain costs valuable time and teacher involvement in the classroom.</p> <p>Solution</p> <p>I would suggest that the State of Wyoming stop accepting federal funding for this and other educational programs and use state funding with the same qualifications for financing, without the stringent regulations. Localize these programs by giving the schools the equivalent amount of funding, based on poverty, test scores etc., and then put the regulatory piece into the individual school's hands. The schools write their own plan for the funding. The funding is used to increase scores and effectively reach the students in need, based on a local district evaluation. They would then present the educational plan for the local district to the State Department of Education and at the end of the year evaluate students (using the state evaluations) and report that progress back to the State Department of Education.</p> <p>I speak only for Title 1, but know that this philosophy could work with other federal programs. Let's put local control back into our state and be a leader rather than a follower. If you have any questions regarding my "plan", please contact me.</p> <p>Thank you for your interest.</p>		<p>districts.</p> <p>These rules do not nor are they intended to address implementation of the revised standards.</p>
<p>Kerry Powers</p>	<p>LANGUAGE ARTS</p>	<p>The following are some of my thoughts concerning the process used in putting together the proposed Revised Chapter 31 Content Standards for Math, Health, and Language Arts, as well as other Curriculum areas to come.</p> <p>The way I understand how the process works is that every 5 years Content and Performance Standards are Reviewed. A Standards Review Steering Committee is formed, and Content Review Committee members are selected for each of the Curriculum Areas (I think there are 11), along with Meeting Facilitators. It is also my understanding that in the past, as part of this process, some existing National Standards were reviewed for consideration to be incorporated into Wyoming's Content and Performance Standards for all, or some, of the Curriculum areas. I think what was done differently this time is that we went beyond what was done in the past by including ourselves with those States that are part of the National Association of Governors. I'm not sure if this was done by MOU's with each State, or who made the decision to involve Wyoming in this National process in the first place, but if I'm correct I believe each States Content and Performance Standards were then compared and reviewed by Wyoming's Content Review Committee's for portions to be considered for incorporation, and ultimately implementation, into Wyoming's Content Standards.</p>	<p>Duplicate; general to common core; based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions</p>

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<p>My concern is that by doing this, we are NATIONALIZING Wyoming Standards to the point that local School Boards and Educators no longer have any input. In my humble opinion, this is TOP DOWN EDUCATION, and if we are doing this in order to have Equivalent Standards to other States so that we can compete with them for FEDERAL DOLLARS (as at least some Educators in Wyoming have told me), we are setting our State up for even more FEDERAL INTRUSION into our Education System then we already have. The Federal Entanglements this will create thru Process and Assessments will result in the NATIONALIZATION of Education in Wyoming.</p> <p>If this is the case, I respectfully request that the Wyoming State Board of Education reject this process now, and in the future. Other States have already done so.</p>		<p>remain with the local school districts.</p>
<p>Gail Cruse</p>	<p>Gillette Public Hearing</p>	<p>Concerned that CCSS may be too much for students.</p>
<p>Becky Vandenberghe</p>	<p>Cheyenne Public Hearing</p>	<p>Fears loss of local control.</p>
<p>The State Board of Education has chosen to adopt the standards as proposed.</p> <p>These rules do not nor are they intended to address assessment.</p> <p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be</p>		<p>Concerned that they should be minimum standards, not maximum standards. Should not impair every moment you have with your child. Read a book "Focus" by Michael Shrooker that says standards should be a fraction, a third not three thirds. Concerned that it all has to be taught in 6 months, by March 1st, before PAWS.</p> <p>Main concern is not what standards are but that the state is mandating instead of letting the schools take charge, need to strive on getting local control. We don't need national standards, or state standards the parents need to be more involved. She home schools her kids. It doesn't take any degrees to teach and her kids are successful despite her associates degree. Parents need to decide what is taught.</p>

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<p>William Johnston</p>	<p>Voicemail Message</p>	<p>Common Core State Standards... say NO to federal government involvement; government does not belong in education; honor the Constitution.</p>	<p>Based on fear of loss of local control.</p>	<p>viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>Representative Bob Brechtel</p>	<p>Casper Public Hearing</p>	<p>Main concern is WY have its own set of standards. We are allowing the intrusion of Federal Government, our school system should be dictated by citizens of WY.</p>	<p>Generalized to all content areas; CCSS should be modified to meet Wyoming's educational needs.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

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<p>Tony Layn</p>	<p>Mountain View Public Hearing</p>	<p>What is the next step after the CCSS? Will the federal government dictate curriculum? Is anyone concerned about that?</p>		<p>Question based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

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<p>Brenda Skorz</p>	<p>Rock Springs Public Hearing</p>	<p>8th and 9th grade materials seem too high, the kids aren't at that level. She is concerned that the kids don't have the foundation for the testing.</p>	<p>Concerned that CCSS may be too much for students.</p>	<p>The State Board of Education has chosen to adopt the standards as proposed. No change. These rules do not nor are they intended to address assessment.</p>
<p>Corey Steinmetz</p>	<p>Public Hearing (Written Comment)</p>	<p>I oppose the common core adoption for the following reasons: 1) Our teachers are unique. Their talent and dedication to their profession created many generations of the finest minds in the world. If we take on the [CCSS], we lose that unique talent. 2) Federal control of education is <u>unconstitutional</u>. 3) As a parent, I do not appreciate being removed from the equation. CCSS remove parental input. 4) Wyoming does not need federal money to operate our educational system. We can and should educate our own.</p>	<p>Based on fear of no local or parental involvement.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>			<p>Public Hearing (Written Comment)</p>	<p>Cheri Steinmetz</p>
<p>Duplicate; based on fear of loss of local control.</p>	<p>I would like to submit the article "Common Core Standards for Public Schools: A Bad Idea" by Phyllis Schalaify See www.eagleforum.org/column/2010/sept10/10-09-17.html</p>			
<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum;</p>	<p>Based on belief that revised standards dictate curriculum.</p>	<p>The CCSS seems to be a back door method of getting nationalization into the department (WDE) and takes education out of control of parents. Where in the Constitution is there authority to dictate curriculum nationally? Seems like parents are completely uninvolved in this situation... very little input... leaving it to "experts"... CCSS gets away from concept of parental authority and brings us to concept of national education, which is unconstitutional.</p>	<p>WEN Public Hearing</p>	<p>Dan Garnett</p>

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					<p>those decisions remain with the local school districts.</p>
<p>Sherri Cullen</p>	<p>WEN Public Hearing</p>	<p>The CCSS was not developed by our state. It was endorsed under the Obama administration. Do you think Obama and his administration knows what is best for Wyoming students? The CCSS is a national effort; it does away with state and local authority, transferring it to faceless federal bureaucrats. National testing and standards are a pathway to national curriculum. The federal government has no right to introduce national standards and there is no evidence that anything from the feds would improve our education. The CCSS is costly because we'd have to get new materials and training. Are people outside Wyoming more competent to make decisions for our unique culture? Do not adopt standards created outside our state.</p>		<p>Based on fear of loss of local control, concerned these were created outside Wyoming</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>Doug Watford</p>	<p>WEN Public Hearing</p>	<p>Concerned about CCSS from "elder" perspective; Elders need to support our children with every opportunity to advance; education has become a power struggle between academics and politicians over what kids should know. Our kids continue to be short-changed... test scores have flat-lined since the 80s in spite of so much money being spent by the feds; let the state decide what is best for its children.</p>		<p>Summary: federal money spent on education will not fix problems and that state should decide what is best.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption</p>

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					<p>of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p> <p>These rules do not nor are they intended to address assessment.</p>
<p>Joan Laird</p>	<p>Goshen #1</p>	<p>Please do NOT take on the Common Core Curriculum. The best interests for properly educating our children come from local standards NOT the federal government.</p>		<p>Duplicate; based on fear of loss of local control.</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>

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<p>Bruce Perryman</p>	<p>Laramie #1</p>	<p>Public education has unfortunately become an instrument of government policy. Social engineers, in concert with various interest groups, have been able to use the government schools as instruments of social change. Quite obviously, the government has long considered public education their most important tool for indoctrinating and controlling the young. Chapter 31 acknowledges the above readily. It has long been proven that actual determination of a well-conceived program of education will be most successful if undertaken at the local school district level. We should have learned by now that it is quite clear that the difficulty of importing curriculum change and that the impact of recommendations and individuals has been minimal for some time now. Understandably, in response to pressing problems of society, our schools have been asked to implement programs dealing with many topics. Does anyone ask what is to be excluded if one of these new curricular programs is introduced or where it should be placed in the total pattern of instruction? Has the question as to whether or not this is a legitimate role for the school to play or whether we really believe we can accomplish any lasting effects on students in either knowledge or attitude. As a result it appears Chapter 31 efforts are designed to badly overload our curriculum with a proliferation of non-sequential course offerings. With the use of modern statism there are many concerns. The state has claimed vast areas which properly belong to the family and now the public education system is an indispensable part of the modern state-- even in Wyoming. Yes, this may well be an effort, hopefully, aimed at improving academic standards that have gotten dumbed-down by the year. Political correctness runs amuck as has "tolerance" in the name of progressive education. I fail to gain great confidence in light of it at this stage.</p>	<p>Based on belief that revised standards represent special interest groups</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum; those decisions remain with the local school districts.</p>
<p>Sherri Herbst</p>	<p>Email</p>	<p>Hello cindy, I am writing in regard to common core Standards. Parents find this offensive, such as no phonics in reading instruction and left wing and feminist propoganda in social studies and on methodology such as deliberately not teaching facts or basic arithmetic skills in order to emphasize creativity. Go have a second grade do a multiplication problem the whole problem was backwards. And these kids are suppose to build bridges in the future. This fine math is libor ?something. We need conservative curriculum. Anything that has to do with Government has strings attach like gay agenda, Sex ed teaching steniization and birth control. Wyoming Needs to say NO NO NO Thanks</p>	<p>Based on belief fear of loss of local control; also alludes to Nat'l Health Standards</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an</p>

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				expectation or endorsement of any curriculum; those decisions remain with the local school districts.
Angela Schanke	Cartoon #1	<p>Developing our own standards is a waste of time. Many districts in Wyoming have already adopted the Common Core Standards. They were developed by college professors who knew exactly what kinds of skills students needed to excel at the college level. They are well-thought out and are accessible to teachers in the field by describing skills in detail. Also, since many families (especially in my district) move in and out of Wyoming frequently, it would be wonderful if we were on the same page as the rest of the country in terms of what we were teaching each year. The Common Core standards also usually have an appropriate amount of rigor to stretch students without daunting them. These standards are often too low, too high, or not specific enough to be helpful. If the state wants mathematical standards, they MUST be developed by professionals in mathematics, preferably by those who have taught the subject</p>		No change requested.
Jeanie Barent	Johnson #1	<p>Thank you for the opportunity to comment on the Common Core Math Standards. On behalf of our Mathematics teachers, we would like to encourage their adoption in their current form with nothing else added to them at this time. We have been working with them since last summer, and are ready to take on the challenge of ramping up our mathematics curriculum to become world class.</p>		No change requested.
R.J. Kost	Park #1	<p>Park County School District 1 fully supports and are in the process of transitioning to the Mathematics Common Core State Standards. We would appreciate the State Departments support of these standards and the value they bring to the Districts and students.</p>		No change requested.

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Betsy Sell	Park #6	In having dialogue with K-12 staff, we have found the Math Standards to be rigorous in a comprehensive approach though not attending to developmental levels for elementary students. Park 6 supports the adoption of the 2011 Math Common Core State Standards with the caveat that the Wyoming Department of Education support this adoption with professional development specific to the implementation of these standards. This would include the unpacking of the standards at the state level, suggestions for curriculum material adoption, and support with formative and summative assessments.	No change requested.
Kim Dolezal	Uinta #4	We would like to see these standards also approved in their current form.	No change requested.
Kevin Mitchell	Park #1	Park County School District 1 is very supportive of adopting the Common Core State Standards as the Wyoming Math standards. We believe this is the best opportunity for our students to be competitive in the local and global job market. We need to focus on what is best for our students, not misinformed political agendas.	No change requested.
Doug Van Alfen	Campbell #1	Comparing apples to apples makes sense. It is not fair to compare Minnesota who has lower standards that make great scores to Wyoming that has higher standards and lower scores.	No change requested.
Craig Anderson	Johnson #1	I believe the Wyoming State Board of Education and the Wyoming State Legislature should adopt the Common Core Standards for Mathematics in their current form. This is good for education in Wyoming.	No change requested.
Carrie Rzasa	Johnson #1	please adopt common core as is	No change requested.
Sara McGinnis	Sheridan #1	I like the change from four proficiency levels to three (Adv., Prof., Basic) It looks like the common core math standards are replacing the Wyoming State standards in their entirety. I think the common-core math standards are organized in a logical sequence of instruction, even though it looks like content area is pushed down a grade level for the most part.	No change requested.

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<p>Marcie Scariett</p>	<p>Johnson #1</p>	<p>I have reviewed the Math Common Core State Standards. We have begun the process of unpacking the standards in our district. I believe these expectations are rigorous, challenging, and appropriate for our students. We can achieve what is expected if we receive support from the State of Wyoming through professional development and direction. Our students can handle the material in the CCSS. The teachers can deliver the material if they know what is expected of them. We will need important conversations to happen at all levels in order for the teacher expectations to make sense. Along with those conversations, there will need to be trainings on how to deliver the material - it will be challenging! But well worth the effort. Students will benefit from this level of curriculum. I also believe that all school districts in our state will benefit from these Common Core Standards because all states will be having the same concerns and conversations. We will all be working on important mathematics in a cohesive attempt to articulate the curriculum. Thank you for letting me comment!</p>	<p>No change requested.</p>
<p>Michael Bond</p>	<p>Natrona #1</p>	<p>I am particularly pleased with the improvements to the Wyoming state Math standards! As a 30 year veteran educator, these changes raise the standards and expectations for student achievement. High levels of achievement in Math are gateways to challenging and important careers that would be valuable to the economy of the state of Wyoming! Let's keep our graduates in Wyoming, cultivate their knowledge and skills and develop a broad base of economic stability in our state! The state Board of Education should support and fully adopt these standards!</p>	<p>No change requested.</p>
<p>Alan Moore</p>	<p>Laramie #1</p>	<p>I strongly support the inclusion of the Common Core State Standards in Mathematics in the Wyoming Content and Performance Standards. The Common Core Standards are appropriately challenging, comprehensive, and linked to college and career readiness. They should serve Wyoming well in the future, as assessments and published curriculum materials align to these. These are better than the pre-existing standards in Wyoming. Without these, Wyoming would be on an island with weaker standards, necessitating the state to continue with expensive, customized assessments and curriculum materials. We would certainly put our students at a competitive disadvantage in both the short term for college and career training, and in the longer term for careers themselves.</p>	<p>No change requested.</p>

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<p>Sonya Tysdal</p>	<p>Weston #1</p>	<p>I think that having the Common Core Standards for Mathematics is the only way to go. In Wyoming, we pride ourselves on giving quality education to all students and being on the forefront of what is best for students. I believe incorporating the Common Core Standards for Mathematics will keep us in that position. One reason that they are so powerful is that they are well aligned K-12. It gives us as teachers a chance to really focus on a few Big Ideas and teach them more in depth. The unique part about these standards is the emphasis on the 8 Mathematical Practices. I really value emphasizing the "HOW" to teach math and specifically calling attention to what type of experiences students are supposed to experience. Kudos to the math standards committee members who put together a nice preface to the Common Core Standards. I LOVE that there are only 3 performance descriptors! I would not change a thing.</p>	<p>No change requested.</p>
<p>Sonya Tysdal</p>	<p>Weston #1</p>	<p>After taking a more in depth look at the "Draft" that is on the WDE website, I have a few things that I noticed: 1) The "Draft" that is listed above has the introduction/rationale work that the Standards Review Committee worked on followed by the exact document for the Common Core Standards for Mathematics. I have no problem with how this is layed out because the document includes each grade level's critical areas (as a summary), a grade level overview, and the specific benchmarks. Another benefit is that the glossary as well as the appendix tables from the CCSM are included. I think this is very beneficial. 2) On the WDE Standards Review link, the "Draft" versions of L.A., Mathematics, and Health are available. The "Draft" for Mathematics is the original one the Mathematics Standard Review Committee submitted - being it has coding of the CCSM that would follow the format of the current Wyoming Mathematics Standards. This one leaves off the grade level overview, the critical areas for each grade level, the glossary, and the appendix tables. Main questions: Are the two "Draft" versions supposed to be different? I would suggest coding the benchmarks exactly like the original CCSM would be beneficial. Not only is this format easier to read, but alignment with any book publisher would already be done because of the other states doing the exact same coding system.</p>	<p>The State Board of Education has chosen to adopt the standards as proposed.</p> <p>No change requested.</p> <p>Second comment</p>
<p>Darlene Hartman-Hallam</p>	<p>Sublette #1</p>	<p>Common Core Standards (CCS) are aligned to College and Career Readiness Standards which are approved nationwide. CCS are aligned to EXPLORE, PLAN, AND ACT. If the goal of Wyoming Schools is to prepare kids for the next level of education or career, I support the adoption of these standards.</p>	<p>No change requested.</p>

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<p>Kelly Tolman</p>	<p>Lincoln #2</p>	<p>These standards are rigorous, well researched and coordinated with 48 other states. Why wouldn't we want this? The CCSS were developed by the states, not the federal government. Let's support the standards and move forward with a unified, rigorous set of standards. The standards do not dictate curriculum. This remains a local decision. Forward thinking districts in our state have already begun aligning their curriculum to these standards due to the breadth and transferability inherent in a common core.</p>		<p>No change requested.</p>
<p>Carol Walker</p>	<p>Sweetwater #2</p>	<p>I fully support the adoption of the Math CCSS documents as proposed. Of particular value are the Math Practices standards, which are a critical factor in student learning.</p>		<p>No change requested.</p>
<p>Jean Peterson</p>	<p>Washakie #2</p>	<p>The common core standards need to be adopted. These are very well thought out and sequential for student learning.</p>		<p>No change requested.</p>
<p>Matt Teterud Teterud</p>	<p>Natrona #1</p>	<p>Wow...these are pretty detailed. A team has certainly done much work. The skills are clear, progress beautifully through the grade levels, and are appropriate for preparing students to thrive in the real world. The only addition I would make is that somewhere in high school we need to add a core standard and class on Financial literacy.... how to make money, manage money, invest money, and grow money. This is a huge part of each citizen's daily thinking and survival. Most Americans don't understand our economy, our banking system, or how credit works. Many are drowning in credit card debt and become slaves to debt. We need to educate people on the front end on how money works. This should not be just an elective class, but a required class, along with "Life 101." Thanks for you time! Matt Teterud 5th Grade Teacher Fort Caspar Academy (Casper, Wyoming)</p>	<p>Includes suggestions</p>	<p>The State Board of Education has chosen to adopt the standards as proposed. No change.</p>
<p>Shane Schaffner</p>	<p>Big Horn #4</p>	<p>These Common Core State Standards (CCSS) provide very clear learning objectives for all students K-12. Additionally, the CCSS are more rigorous than our current Wyoming State Standards and will provide a solid platform for Wyoming School District and teachers to develop curriculum and daily lesson plans that allow our students to meet these higher standards. Please strongly consider the adoption of the Common Core State Standards.</p>		<p>No change requested.</p>

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<p>Bernie Schnorenberg</p>	<p>none</p>	<p>The new standards provide an excellent road map that can help our teachers prepare Wyoming students to actually be college/career ready by the time they graduate. That is something our old standards lacked. They were so vague that they offered teachers little support in helping students reach the goal of being college/career ready. Because of that lack, teachers became guided by the PAWS test instead of the standards. Our teachers and students are definitely able to be successful under the proposed new standards, and to think differently would be to sell both our teachers and students short. I believe that teaching to the new standards would go a long way in solving the "lack of success" problem our students have at the University, especially if the Standards of Mathematical Practice are stressed as much as the Content Standards. Give our students and teachers the opportunity show how good they really are by allowing them to meet the challenge of a rigorous set of mathematical standards.</p>	<p>No change requested.</p>
<p>Jane Lynn</p>	<p>Carbon #1</p>	<p>I do not know how much money was spent on the Mathematics Content and Performance standards, but as a taxpayer and a mathematics teacher I object these needless plethora of paper that was sent out. The Common Core Standards should have been adopted without delay. Teachers have these at their disposal and text books publishers are already issuing texts with grade level Common Core Standards. I'm appalled that when the legislature is looking at flat revenues for several years that this needless expense was incurred. The Common Core Standards are excellent and did not need to be tweaked; they are mathematically sound. Tier 1 education is fine in our state. What our state needs to focus on is funneling some funds into a rigorous Tier 2 and Tier 3 curriculum (which if you look at the research is as simple as hiring really good teachers with a strong mathematics background) to give our at-risk students a chance at success in mathematics.</p>	<p>No change requested.</p>
<p>Rachel Giesmann</p>	<p>Fremont #1</p>	<p>I think that the Common Core Mathematics Standards are the right direction for Wyoming to go. I think these are rigorous standards that will push and challenge our students. I think that adopting them is a great step forward. Another benefit is that schools will have a large selection of textbooks to choose from.</p>	<p>No change requested.</p>

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<p>Sheryl Wilson</p>	<p>Sweetwater #2</p>	<p>I support the adoption of the Math Common Core Standards for the students of Wyoming. They add a level of rigor which will prepare our students for work or college in any state or country.</p>	<p>No change requested.</p>
<p>Diana Barnett</p>	<p>Sweetwater #2</p>	<p>I appreciate the rigor in the Common Core Standards for mathematics. Moving some of the instruction back to let K-1 students master number sense is a great idea. The standards will force instructors to provide more rigorous learning opportunities for students.</p>	<p>No change requested.</p>
<p>Michael Busch Albany #1</p>		<p>In my current job as the District Math Coordinator my role will be to prepare the teachers in Albany County to meet these proposed rigorous mathematics standards presented in the Common Core State Standards. In the time before and since the State Board of Education decided Wyoming should be part of this initiative, I have educated myself on the implications and inner-workings of the Mathematics Common Core Standards. I have attended multiple national conferences with a focus of learning as much as possible about the common core standards over the last 3 years. Wyoming is being misled by any current leadership that is encouraging us not to be part of this unprecedented opportunity to improve mathematics curriculum, teaching, and assessment which we all know influence student learning. I believe our current mathematics standards for the state of Wyoming are weak at best - they do not include current research in Mathematics education and are not rigorous enough to help or students succeed in post K-12 settings. In addition we do not have enough in-state expertise in mathematics education to create a comprehensive enough document that is needed to guide the learning of our future leaders. The Common Core Mathematics Standards Initiative did an excellent job setting students up for post K-12 mathematical success. The process initially involved allowing ACHIEVE, the College Board, and ACT to develop a set of college and career readiness standards. These organizations decided to assign three highly recognized individuals as the lead writers who employed a writing team on the mathematics standards writing project. The product from this highly talented and well-respected team of writers was published and individuals along with national organizations such as the National Council of Teachers of Mathematics and the National Council for Supervisors of Mathematics were provided with chances of formal review and feedback. The writers revisited their product with the review and feedback in mind and made changes where appropriate, but made no concessions from what current and past research said was important. The process of creating this set of standards was not political like so many in the past, and sound. The content and classroom practices laid out in the</p>	<p>No change requested.</p>

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	<p>document are important to the mathematical education of all students. Equity is the major issue for me when examining the use of this new set of standards for Wyoming students. Students in other states that have adopted the Common Core Mathematics will receive education in a system aiming for the new Common Core Mathematics Standards, while Wyoming students will be at a severe disadvantage aiming for our current standards. Our educational leadership should be embracing the work done to create these new standards and the assessment consortia who have been charged with creating ways to measure and achievement. This would allow our state to focus on how to implement this new level of rigor in our schools. Instead our current leadership seems to be focusing on spending needless time and money to write our own standards and assessments that will have trouble standing up to what was created on a national level. Our time and money as a state would be better spent on how to train and then training our educational personal to help students meet these new rigorous standards. As you can tell I'm passionate about our states education system, as both professional educator and a parent I have to be. The above information needs to be known in order to make decisions on this very important topic. Lack of knowledge or misinformation can be dangerous when making decisions. Thank you for your time and please don't hesitate to let me know if you need any support or have any questions on this topic.</p>		
<p>Anne Marie Anderson</p>	<p>Sweetwater #2</p>	<p>The 2011 Math Standards with the inclusion of the Common Core Standards provide a solid set of standards that will prepare the students of Wyoming for the future. The standards stress procedural as well as conceptual understandings which will allow the students to understand math and succeed in math not just repeat memorized steps to a problem. The inclusion of the mathematical practices will build the thinking and reasoning students will need to be successful in the 21st Century.</p>	<p>No change requested.</p>
<p>Dana Howie</p>	<p>Natrona #1</p>	<p>These standards appear to be vertically coordinated. They are also comprehensively detailed. My concern is that if a child falls behind at some point, what will happen? Getting from basics to high level concepts seems to happen very quickly, and I question whether. The majority of children can retain this math information as thoroughly as they need to in order to be prepared for the next level. I hope that sufficient time is allowed at each grade level to thoroughly grasp the concepts, and that if this doesn't happen, something must be done to help students keep up. The speed at which math is taught makes me anxious.</p>	<p>Includes questions</p> <p>These rules do not nor are they intended to address implementation of the revised standards.</p>

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Brian Kaumo	Sweetwater #1	<p>The rigor and consistency that come with adopting the common core state standards will be a benefit for Wyoming students. Not only will this tighten consistency between districts in the state, but as students move in from out of state there will be a guarantee of sorts as to what the students already know and are able to do. Furthermore, as states adopt, publishers of curriculum and assessments will align their products as well creating an aligned system across the country</p>	No change requested.
Jeanie Barent	Johnson #1	<p>Thank you for the opportunity to give input. The Common Core Language Arts standards are very well written and nicely aligned K-12. The appendices with writing exemplars and reading samples are especially helpful. Our district has been "unpacking" them and beginning to write formative assessments with great success. On behalf of our Language Arts teachers, we would like to encourage their adoption in their current form with nothing else added to them.</p>	No change requested.
R.J. Kost	Park #1	<p>Park County School District 1 fully supports and are in the process of transitioning to the Language Arts Common Core State Standards. We would appreciate the State Departments support of these standards and the value they bring to the District's and students</p>	No change requested.
Tony Anson	Big Horn #4	<p>If we are going to be consider a world class leader in education as the legislation want us, and if we are going to make it so that our students can be compared to the nation we have to adopt these standards.</p>	No change requested.
Betsy Sell	Park #6	<p>In having dialogue with K-12 staff, we have found the English Language Arts Standards to be rigorous in a comprehensive approach. Park 6 supports the adoption of the 2011 English Language Arts Common Core State Standards with the caveat that the Wyoming Department of Education support this adoption with professional development specific to the implementation of these standards. This would include the unpacking of the standards at the state level, suggestions for curriculum material adoption, and support with formative and summative assessments.</p>	No change requested.

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Layne Parmenter	Uinta #6	I strongly favor adopting the Common Core in all three areas for a variety of reasons. The Common Core are more detailed, coherent and comprehensive. I'm currently the Curriculum Coordinator for UCSD6 in Lyman. I've spent a lot of time since 2003 working on aligning standards/benchmarks. I've spent quite a bit of time looking at the Common Core. In my view, it's no contest. The Common Core are much better in every way. I have spoken with quite a few other curriculum directors in the state. Every single director I've spoken with, favors adoption of the Common Core. I urge you to support their adoption.	No change requested.
Kim Dolezal	Uinta #4	I believe Wyoming should adopt the English Language Arts Common Core Standards in their current form. Looking at the standards with teachers and having instructional discussions concerning these standards led us to the conclusion that this is a solid set of rigorous standards and we should focus instruction to meet these standards.	No change requested.
Kevin Mitchell	Park #1	Park County School District 1 is very supportive of adopting the Common Core State Standards as the Wyoming English Language Arts Standards. We believe this is the best opportunity for our students to be competitive in the local and global job market. We need to focus on what is best for our students, not misinformed political agendas.	No change requested.
Doug Van Alfen	Campbell #1	Comparing apples to apples makes sense. It is not fair to compare Minnesota who has lower standards that make great scores to Wyoming that has higher standards and lower scores.	No change requested.
Craig Anderson	Johnson #1	I believe the Wyoming State Board of Education and the Wyoming State Legislature should adopt the Common Core Standards for Language Arts in their current form. This is good for education in Wyoming.	No change requested.

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<p>Jenny Sorenson</p>	<p>Campbell #1</p>	<p>I would like to communicate my support for the adoption of Common Core State Standards for Wyoming's English Language Arts Standards. Common Core standards will add additional rigor to our state standards and also communicate the importance of literacy strands throughout all content areas. However, I do not support adding an additional 15% to the CCSS standards because it would create an impossible work load for teachers and students. Adding an additional 15% will defeat any attempt at achieving depth in instruction!</p>	<p>Includes caveat about adding 15% to CCSS.</p>	<p>The adoption of the revised standards does not include any future amendment to or edition of the standards since the effective date of this rule.</p>
<p>Diane Weiss</p>	<p>Natrona #1</p>	<p>I find the standards to be very beneficial for Wyoming. I believe that we will rank very well when we can compare ourselves with other states. There are important skills like math facts that have been ignored too long. There are also life long skills like using primary sources</p>		<p>No change requested.</p>
<p>Amy Russell</p>	<p>Natrona #1</p>	<p>I encourage you to support the adoption of these Standards. Being aligned in terms of content taught makes us stronger as a State and nation. While they clear up what needs to be taught, they do not dictate how things are taught. The solidarity they provide is so important.</p>		<p>No change requested.</p>
<p>Sara McGinnis</p>	<p>Sheridan #1</p>	<p>I like the change from four to three proficiency levels (Adv., Prof., Basic) The common core standards appear to be organized with a logical sequence of instruction and depth of knowledge. I was confused by the last paragraph on the History section before the CC standards. It stated: It should be noted, however, that the adoption of these standards are not to be interpreted as any attempt to dictate curriculum at the state or federal level. I thought the Wyoming State Standards helped us define our curriculum and instruction because of the alignment of the state test. So, the incorporation of the CC standards in their entirety are replacing the WY state standards. Don't the WY state standards dictate our curriculum? This part may need more clarification.</p>	<p>Includes question</p>	<p>The Wyoming Content and Performance Standards set expectations for what students should know or be able to do at each grade level. Adoption of any new or revised standards should not be viewed as an expectation or endorsement of any curriculum.</p>

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					<p>those decisions remain with the local school districts.</p>
<p>Michael Bond</p>	<p>Natrona #1</p>	<p>The changes to the English Language Arts Standards make sense, particularly the Reading Foundation skills. They are well aligned to the current Wyoming Standards and raise the bar for high standards of achievement for Wyoming students. Parents, Teachers, and Administrators should be proud of the work that has been done to improve the standards. As a 30 year veteran educator, it is reassuring to know that our students. I applaud and support the improvements and believe that the state Board of Education should too!</p>			<p>No change requested.</p>
<p>Alan Moore</p>	<p>Laramie #1</p>	<p>I strongly support the inclusion of the Common Core State Standards in English Language Arts in the Wyoming Content and Performance Standards. The Common Core Standards are appropriately challenging, comprehensive, and linked to college and career readiness. They should serve Wyoming well in the future, as assessments and published curriculum materials align to these. These are better than the pre-existing standards in Wyoming. Without these, Wyoming would be on an island with weaker standards, necessitating the state to continue with expensive, customized assessments and curriculum materials. We would certainly put our students at a competitive disadvantage in both the short term for college and career training, and in the longer term for careers themselves.</p>			<p>No change requested.</p>

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Darlene Hartman-Hallam	Sublette #1	Common Core Standards (CCS) are aligned to College and Career Readiness Standards which are approved nationwide. CCS are aligned to EXPLORE, PLAN, AND ACT. If the goal of Wyoming Schools is to prepare kids for the next level of education or career, I support the adoption of these standards.	No change requested.
Brenda Bosco	Natrona #1	Please adopt the Common Core standards as our standards. My district adopted them as part of our Essential Curriculum. If Wyoming chooses to go a different route, then all of the teachers' work will have been a waste. They never seem to have enough time with new changes which come their way. By adopting CC, you will have saved them much-needed time. Thank you!	No change requested.
Kelly Tolman	Lincoln #2	These standards are rigorous, well researched and coordinated with 48 other states. Why wouldn't we want this? The CCSS were developed by the states, not the federal government. Let's support the standards and move forward with a unified, rigorous set of standards. The standards do not dictate curriculum. This remains a local decision. Forward thinking districts in our state have already begun aligning their curriculum to these standards due to the breadth and transferability inherent in a common core.	No change requested.
Carol Walker	Sweetwater #2	I fully support the adoption of the ELA CCSS documents as proposed.	No change requested.
Jean Peterson	Washakie #2	The common core standards need to be adopted. These are very well thought out and sequential for student learning.	No change requested.
Matt Teterud	Natrona #1	Core Standards look great! There are a couple of changes I might make... to be continued.	See proposed response in next cell.

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<p>Matt Teterud</p>	<p>Natrona #1</p>	<p>Some "tweaks" I would make to these awesome Core Standards are: 1) Add much more detail to what an "Advanced" score means. One teacher's idea of an "in-depth inference" or a "sophisticated application" is another teacher's idea of a basic understanding of the concept. We don't want descriptors that you could drive "a MAC truck through." Rather, it should be a laser. Drill down on a descriptor that leaves little room for interpretation or for grading disparity among Wyoming teachers. I would recommend adding a specific description for each of the individual skills so that teachers can grade more consistently on each standard. 2) The Informational Text section needs an application piece. I would add verbiage such as, "Evaluate informational text, and APPLY this information in order to form an opinion, build a structure, or synthesize information to solve a problem." 3) Given the explosion of information in our internet world, and the fact that information will begin doubling every 7-10 years... The Informational Text section needs a piece about sifting through information. I might say, for instance, "Students will locate credible and useful information to solve a problem or gain understanding." Students should know where to go for reliable information, extract the parts that are useful for a given purpose, synthesize information and use it to help solve a problem. 4) Under the Speaking and Listening component, add the specific qualities of what superb public speaking involves. I might add, "Students will deliver a public address with excellence, as evidenced by: Eye contact, Voice projection, Credibility of the topic, and Correct posture." I don't see the actual qualities of excellent speaking anywhere. Other than those items, I think they look great. Thank you for your time! Matt Teterud 5th Grade Teacher Fort Caspar Academy (Casper Wyoming)</p>	<p>Second comment includes suggestions</p>	<p>The State Board of Education has chosen to adopt the standards as proposed. No change.</p>
<p>Shane Schaffner</p>	<p>Big Horn #4</p>	<p>These Common Core State Standards (CCSS) provide very clear learning objectives for all students K-12. Additionally, the CGSS are more rigorous than our current Wyoming State Standards and will provide a solid platform for Wyoming School District and teachers to develop curriculum and daily lesson plans that allow our students to meet these higher standards. Please strongly consider the adoption of the Common Core State Standards.</p>		<p>No change requested.</p>

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<p>Holly Thompson</p>	<p>Natrona #1</p>	<p>Bravo for adopting the Common Core Standards in Language Arts. I was a reading teacher for 35 years in and found the state standards to be totally inadequate in addressing literacy. It was obvious they were written by English teachers. To see the State Department of Ed embracing these new standards is awesome. I am retired from the district now, but I went on to a new career with Scholastic's Education Division as a regional consultant. Their reading programs System 44, READ 180, Expert 21 are totally aligned with the Common Core Standards. These programs work. And the Common Core Standards and their research base, are huge advances in literacy for our kids.</p>	<p>No change requested.</p>
<p>Mary Seim</p>	<p>Platte #1</p>	<p>I believe the CORE Standards for Language Arts are appropriate for Wyoming adoption. They are thorough and practical and achievable.</p>	<p>No change requested.</p>
<p>Sheryl Wilson</p>	<p>Sweetwater #2</p>	<p>I support the adoption of the ELA Common Core Standards for the students of Wyoming. They add a level of rigor which will prepare our students for work or college in any state or country.</p>	<p>No change requested.</p>
<p>Debbie Cottonware</p>	<p>Sweetwater #2</p>	<p>I believe that moving toward "national" standards and assessments is a good idea. This is one way that education can move toward equality and continuity in our expectations of children and academic progress all across the country. There is also nothing wrong with raising the bar and raising the expectations for our children. How the teacher reaches the standard is where academic freedom comes into play. It is also important to remember that not all children learn the same and that you cannot educate with a "one size fits all" mentality. Rather than having a "bar" that all must reach, it is imperative that we also look at academic growth. That is why reporting of assessment data needs to be two-fold. In order to keep step with what is happening on a national basis, Wyoming SHOULD be adopting CCSS.</p>	<p>No change requested.</p>
<p>Diana Barnett</p>	<p>Sweetwater #2</p>	<p>I am excited about implementing the Common Core Standards for English language arts. I believe they raise the bar as far as cognitive level expectations, and add a more global perspective to what we're asking our kids to know and be able to do. I think the increased emphasis on informational text is mandatory to prepare kids adequately for the society in which they will live. I believe it is the right thing for our Wyoming kids to adopt these standards.</p>	<p>No change requested.</p>
<p>Anne Marie Anderson</p>	<p>Sweetwater #2</p>	<p>The 2011 Language Arts Standards with the inclusion of the Common Core Standards provide a rigorous set of standards that will prepare the students of Wyoming for the 21st Century, college and the workplace. The standards are a clear picture of what the students will need to know and be able to do in the areas of reading, writing, speaking and listening. The standards will also provide students with a high quality education which will allow them to build</p>	<p>No change requested.</p>

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<p>Bruce Palmer</p>	<p>Fremont #1</p>	<p>knowledge, think critically, gain insight, apply their knowledge and skills and prepare them for our globally competitive world.</p> <p>I strongly support the adoption of the Common Core by the state of Wyoming. Our young people can and should be in a position to compete with the best and the brightest from across the nation and the world. The high standards reflected by the Common Core will challenge our students with high expectations that have already been proven in other parts of the country. The Common Core standards have been benchmarked against the expectations of top-performing nations worldwide. Educators, parents, content area experts and the general public have vetted them and to date more than forty states have adopted them. One needs only to look at communities like Gillette and Rock Springs to see the tremendous amount of interstate mobility of today's students. With our highly mobile population, having clear educational expectations that are consistent from state-to-state can only benefit our students. Fremont County School District 1, where I serve on the board of education, does not exist in a vacuum. Nor does the state of Wyoming. If we really wish to improve education in our communities and across our country we need to cooperate and collaborate. The standards represented by the Common Core aren't mysterious or specific to any region or state. They are what young people need to know to compete in a global economy. They are what our young people need to know to participate fully as citizens. They are skills that they need to live fulfilling, vibrant lives. Much progress has been made in improving the educational system in our state. The Hathaway program has better defined what college-readiness means for our students and our teachers, positive movement is being made toward an accountability system that makes sense for Wyoming and we remain one of the few states with the resources to be a national educational leader. I believe that the adoption of the Common Core standards is another step forward.</p>	<p>No change requested.</p>
<p>R.J. Kost</p>	<p>Email</p>	<p>I have been reading some of the misinformation going around the state about the Common Core State Standards and hope your office is aware of the information and the value of the Common Core State Standards. The Standards are a positive move for our students and will continue to provide the rigor and relevance needed to be competitive in this global society. I hope that somewhere someone can help those that think the standards are a way of controlling all of us to better understand not only what the standards are but what they represent and where they came from. Thank you for your time and hard work.</p>	<p>No change requested.</p>
<p>Steve Fenton</p>	<p>Gillette Public Hearing</p>	<p>Common Core State Standards prepare kids for college, and these rigorous standards were developed by experts and help kids learn what they need to become the best in the nation. Please give careful consideration to adopting</p>	<p>No change requested.</p>

Wyoming Content & Performance Standards for MATH and LANGUAGE ARTS

		these standards.		
Boyd Brown	Gillette Public Hearing	We are compared to all the other states and districts. The current standards are not even close and by taking the advice of the experts, we even out the levels and make everything comparable. The Common Core is positive as it sets standards for teaching and evens everything across the board. I encourage you to adopt the Common Core State Standards so we can move forward.	No change requested.	
Jayne Wingat	Cheyenne Public Hearing	She is the math department chair at her school; believes the Common Core is well-written and articulated throughout the child's years. She supports the standards because it teaches ways to think about the world. She doesn't believe they are a federal mandate. She believes the Common Core shows where the kids should be as opposed to where they are now.	No change requested.	
Karen Delbridge	Cheyenne Public Hearing	She helped make decisions regarding the standards. She is supportive of how well they are laid out. She likes that they are competitive nationally rather than locally. The curriculum is still a local choice. The Common Core allows teachers the freedom to give the students the type of thinking for each subject. The districts have a lot of local control. The big piece is being able to collaborate on a national level. She believes our Wyoming students can meet these standards.	No change requested.	
Bernie Schorenberg	Cheyenne Public Hearing	Comparing standards we used to have to the Common Core, the standards were so vague you didn't know what to teach. Teachers could do whatever they wanted, but they might not be prepared. He feels the non-support says we don't think our kids are as good as kids everywhere else. The kids and teachers and ultimately the state will benefit from adopting the Common Core. Our kids can handle these standards. The standards are well written by people with advanced degrees and outline requirements. Promoting many conversations about how to make it work. The standards are intentionally benchmarked and allow our kids to be competitive.	No change requested.	
Kriztyn Williams	Cheyenne Public Hearing	Common Core State Standards were not developed with any influence of the Federal Government. They were developed by experts (superintendents, teachers, principals) and adopted by Wyoming. Curriculum remains a local decision. Concern is on transition, students moving from state to state. Hoping people don't make this a political issue. The importance is on smooth transition from existing standards to Common Core.	No change requested.	
Kathy Sherman	Casper Public Hearing	Echoing Kathy Sherman; we already have state standards. The Common Core Standards are more rigorous, more specific, and offer comparability to other states. By having all states with similar standards, we have more instructional resources. Demands for accountability raise the results. Common Core State	No change requested.	
Tom Sachse	Casper Public Hearing		No change requested.	

Wyoming Content & Performance Standards for MATH and LANGUAGE ARTS

Brian Kaumo	Rock Springs Public Hearing	Standards offer accountability. The proposed standards challenge creativity and ingenuity in teaching.	No change requested.
Ted Wambeke	WEN public hearing	He is in favor of adoption of the Common Core State Standards. It is beneficial for alignment when students transfer in and out of different states. They provide consistency. It will align assessment across the board for all states. Wyoming needs to be part of the whole United States by implementing the Common Core State Standards. We are too small (population wise) to go it on our own. The Common Core will help our students compete nationally and globally and ensure consistency. Wyoming needs to continue the standards work that began in 2010.	No change requested.
Jim Huntington	Cheyenne Public Hearing	Likes the book list for language arts. Likes that senior math repeats fundamental concepts. Wants education to be relevant. Felt his own high school experience was a waste. "I learned all I needed to-know by 8 th grade."	No change requested.
Jan Truchot	Cheyenne Public Hearing	To prepare our Wyoming students to be competitive in the future on the world-wide stage, we must be on the same playing field as the other states, and that's what the Common Core State Standards will do. Wyoming teachers and students are capable of not only meeting but exceeding these standards. Don't sell them short!	No change requested.
Rollin Abernethy	WEN public hearing	I am strongly in favor of adoption of the Common Core State Standards for the state of Wyoming. Wyoming students are entering and competing in a global economy and need to be prepared with the rigor provided these standards. Having reviewed the comments provided to the SBE (on the WDE website), I believe some do not understand the difference between standards and curriculum. Standards do not "dictate" curriculum or the manner in which students are supported toward the achievement of the standards.	No change requested.
Kate Kniss	WEN public hearing	I am in support of the Common Core State Standards. Our state's participation in the national discussion about education will be critical to furthering teaching. To ensure equity of access to pedagogy and programmatic materials, it is critical that we adopt the standards so we can join the discussion and ensure that we have a voice in the critical decisions being made now, including the development of programs and assessments.	No change requested.
Andrea Hayder	WEN public hearing	I encourage the SBE to adopt the Common Core State Standards. It seems to me that most of the opposition to the standards is rooted in opposition of federal involvement in education, not the actual content of the standards. I do NOT feel that is a sufficient reason to argue against adoption. I think that the standards are an important step to increasing the rigor and consistency of education in Wyoming and the nation. I see no reason for Wyoming teachers and districts to spend time, money, and effort developing our own standards, just for the sake of doing so, when few educators have issues with the content	No change requested.

Wyoming Content & Performance Standards for MATH and LANGUAGE ARTS

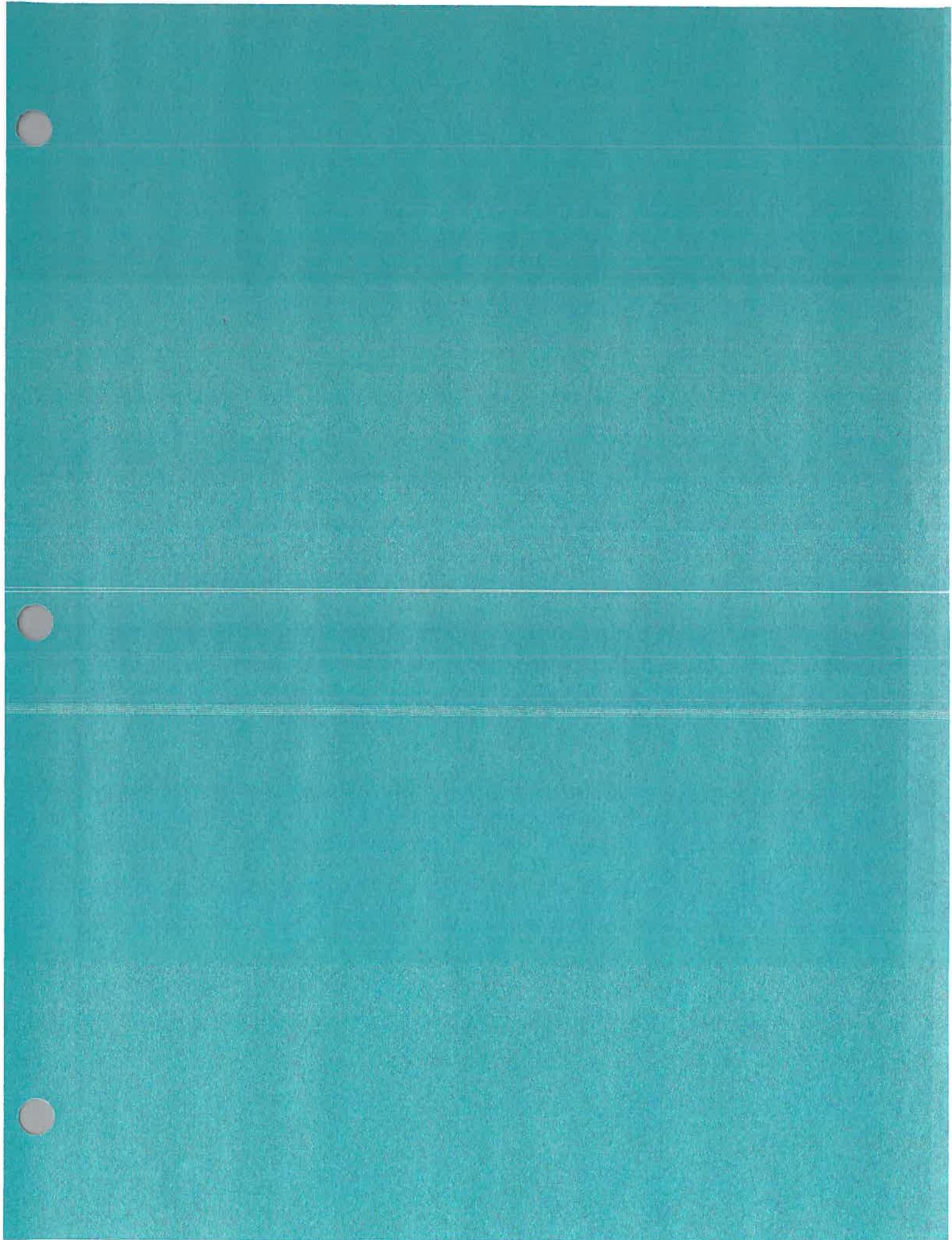
Keri Shannon	WEN public hearings	<p>of the Common Core. As a teacher and a citizen, I support them and I hope that Wyoming will adopt them and take the next step in improving educational opportunities for all students.</p> <p>In the current national and global economy, there is much mobility among families throughout the United States. As such, it is vital that students who move between states reach similar learning goals. Currently, with the weak and broad Wyoming standards, students would be less capable and competitive. Many objectives would not be taught in Wyoming, putting students further behind. The Common Core equalizes Wyoming education. A true example of the need for Common Core State Standards is found in the stories of Wyoming students – the 3rd grader who moved to South Carolina, who was an A student, but a whole grade level behind South Carolina due to highly different standards. Another Wyoming student moved to Florida and was unprepared for the literature class in the study of poetry since it had never been taught by Wyoming standards. It is a mobile economy... all students need equalization. As a classroom teacher, I am here to encourage the adoption of the Common Core for the state of Wyoming. Often our schools do experience student populations who move in and out of our state, districts, and buildings. The Common Core would help with consistency of our curriculum across the board. Secondly, I highly value staff development opportunities. I believe joining with a common core curriculum will help all educators with collaboration and PLC work. Third, the Common Core will help students avoid curriculum gaps when transfers occur. Fourth, the Common Core incorporates more rigor in terms of reading, particularly reading of informational texts across the curriculum. I am supportive of state adoption of the Common Core State Standards for a number of reasons. 1) They are consistent with college and career expectations. 2) They increase learning rigor. 3) They will lead to portability across the state and between states.</p>		No change requested.
Karen Anderson	WEN public hearings			No change requested.
Ron Kallicki	WEN public hearings			No change requested.
Roger Humphrey	WEN public hearings	<p>The Common Core State Standards were developed independent of the federal government. The standards are only a framework. Districts determine the scope and sequence of the curriculum.</p>		No change requested.
Ray Schultz	WEN public hearings	<p>I support the Common Core. If you want to see how it is implemented, come and visit our school district.</p>		No change requested.
Layne Parmenter	WEN public hearings	<p>The Common Core is better quality and is better articulated. No contest for WY standards: the Common Core is better. If we don't go with it, we will be left in the aftermath. Regarding the concern of dictating curriculum, he believes there is misrepresentation that the Common Core comes from the federal government.</p>		No change requested.

Wyoming Content & Performance Standards for MATH and LANGUAGE ARTS

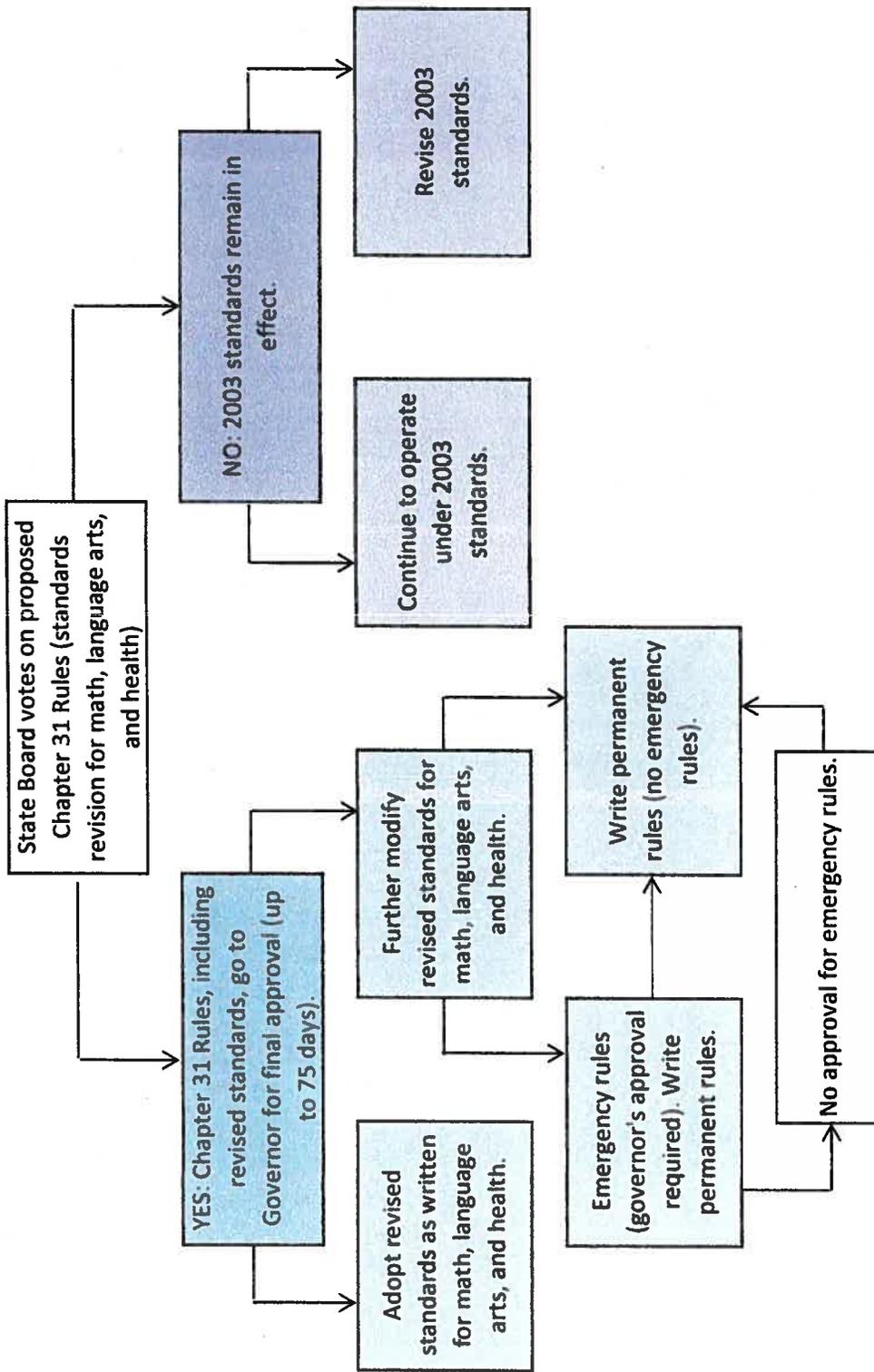
Kim Dolezal	WEN public hearings	Supports adoption of the Common Core. It is more specific. Accountability is difficult without standards to measure against. Wants a good common set of standards. Also, 25% mobility rate means it is more important to come and go with same set of standards. She has not heard any concerns from teachers that this is a federal initiative. They were established by the National Board of Governors.	No change requested.
James Huntington	Laramie #1	Will a review of basic financial obligations that students are going face after High School(student/home/car loans, interest, balancing bank accounts, income taxes, projected spending etc.) be part of Senior graduation requirements or electives? I agree that a review of the basics covered in 6-8 grades are important for Seniors. Respectfully, Jim Huntington	The State Board of Education has chosen to adopt the standards as proposed. No change.
Darrell Brooks	Email	Do children that take alternate assessments get the improved standards? Do the alternate standards get updated? Are children that receive alt assessments allowed to have language arts? Are the schools accountable for language arts for children who take alt assessment? Listening is a huge part of language arts. If your child is forced to take language arts with only non-verbal children how would they be receiving a appropriate education?	These rules do not nor are they intended to address assessment.
Ed Weber	Gillette Public Hearing	He is concerned about the students who drop out and encourages the state to think about how the standards will be used to guide instruction.	These rules do not nor are they intended to address implementation of the revised standards.
Christy Gerrits	Gillette Public Hearing	Agrees with Ed Weber, concerned about kids falling between the cracks; need to make the standards so that kids feel like there is hope, that they CAN graduate and leave schools with a diploma. Kids need to know they have choices, that their lives are valid despite those choices.	These rules do not nor are they intended to address implementation of the revised standards.

Wyoming Content & Performance Standards for MATH and LANGUAGE ARTS

<p>Jeff Hymas</p>	<p>Casper Public Hearing</p>	<p>Parent of 3 children in the Natrona County school system. He has become educated on the issues...he does not want to comment on policies. He is concerned about a trend. Concerned that testing has become so important. He feels teachers are catering to the demands of testing than his children's needs. Too much, including teachers' jobs, are dependent on test scores, not performance in the classroom. Standards don't ensure high quality of education. Teachers who care about students ensure high quality of education. Teachers are teaching to the tests, not the students.</p>		<p>These rules do not nor are they intended to address assessment.</p>
<p>Anna Kluver</p>	<p>Gillette Public Hearing</p>	<p>Having read the proposed changes, I have three concerns: 1) Has the focus changed from student progress to student performance? 2) What would the extent of support be for a particular school? How many schools would the State Board liaison be responsible for? Are these people already employed by the State Board? 3) What is meant by teacher of record?</p>	<p>Questions related to Accountability Bill</p>	<p>These rules do not nor are they intended to address the Accountability Bill.</p>



Revised Wyoming Content & Performance Standards (Options)



W.S. 16-3-103(h)(ii): The reference in the rules of the incorporating agency fully identifies the incorporated matter by location, date and otherwise, and states that the rule does not include any later amendments or editions of the incorporated matter.

Test Prep

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 27, 2012

ISSUE: SBE AWEC EMPLOYEE

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve suggested action by the State Board of Education Hiring Committee

SUPPORTING INFORMATION ATTACHED:

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

**T
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Q**

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 27, 2012

ISSUE: Fremont County School District #21 Unification Petition

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve proposal submitted by the Fremont County Boundary Board

SUPPORTING INFORMATION ATTACHED:

- Attendance Membership Report dated February 27, 2012
- Attendance Membership Report dated April 3, 2012
- Student Data Aggregation 684
- FCSD 21 2012-11 Per Day Enrollment
- Letter from Douglas Thompson, Chairman of Fremont County Boundary Board
- Letter from Dr. Gerry Nolan, Superintendent, FCSD #2
- Letter from Terry Snyder, Superintendent, FCSD #25
- Proposal of Fremont County District Boundary Board

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

**0721000 Fremont County School
District 21 District**

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Attendance/Membership Report

Start/End Date: 02/27/2012 - 02/27/2012 School(s): 3 Calendar(s): 3
Grade: KG, PK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

SUMMARY Total Schools: 3 Total Calendars: 3 AdHoc Filter: K-6 ADM ADA

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
KG	53	53	2.4	50.6	53.00	50.56	2.44	2.44	95.40%	
PK	0	0	0.0	0.0	0.00	0.00	0.00	0.00	NaN	
01	69	69	4.3	64.7	69.00	64.69	1.83	1.83	93.75%	
02	55	55	5.3	49.7	55.00	49.73	4.27	4.27	90.42%	
03	57	57	4.3	52.7	57.00	52.73	4.27	4.27	92.51%	
04	42	42	0.0	42.0	42.00	42.00	0.00	0.00	100.00%	
05	44	44	4.3	39.7	44.00	39.73	4.27	4.27	90.30%	
06	47	47	3.3	43.7	47.00	43.73	2.44	2.44	93.04%	
07	40	40	1.2	38.8	40.00	38.82	1.18	1.18	97.05%	
08	42	42	2.9	39.0	42.00	39.05	2.95	2.95	92.98%	
09	24	24	0.0	24.0	24.00	24.00	0.00	0.00	100.00%	
10	16	16	0.0	16.0	16.00	16.00	0.00	0.00	100.00%	
11	10	10	0.0	10.0	10.00	10.00	0.00	0.00	100.00%	
12	2	2	0.0	2.0	2.00	2.00	0.00	0.00	100.00%	
Total	14	501	501	28.0	473.0	501.00	473.04	23.65	23.65	94.42%

School: Fort Washakie Charter High School Calendar: 11-12 Fort Washakie Charter Hi AdHoc Filter: K-6 ADM ADA

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
09	24	24	0.0	24.0	24.00	24.00	0.00	0.00	100.00%	
10	16	16	0.0	16.0	16.00	16.00	0.00	0.00	100.00%	
11	10	10	0.0	10.0	10.00	10.00	0.00	0.00	100.00%	
12	2	2	0.0	2.0	2.00	2.00	0.00	0.00	100.00%	
Total	4	52	52	0.0	52.0	52.00	52.00	0.00	0.00	100.00%

School: Fort Washakie Elementary Calendar: 11-12 Fort Washakie Elementary AdHoc Filter: K-6 ADM ADA

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
PK	0	0	0.0	0.0	0.00	0.00	0.00	0.00	NaN	
KG	53	53	2.4	50.6	53.00	50.56	2.44	2.44	95.40%	
01	69	69	4.3	64.7	69.00	64.69	1.83	1.83	93.75%	
02	55	55	5.3	49.7	55.00	49.73	4.27	4.27	90.42%	
03	57	57	4.3	52.7	57.00	52.73	4.27	4.27	92.51%	
04	42	42	0.0	42.0	42.00	42.00	0.00	0.00	100.00%	
05	44	44	4.3	39.7	44.00	39.73	4.27	4.27	90.30%	
06	47	47	3.3	43.7	47.00	43.73	2.44	2.44	93.04%	
Total	8	367	367	23.8	343.2	367.00	343.17	19.52	19.52	93.51%

School: Fort Washakie Middle Calendar: 11-12 Fort Washakie Middle AdHoc Filter: K-6 ADM ADA

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
07	40	40	1.2	38.8	40.00	38.82	1.18	1.18	97.05%	
08	42	42	2.9	39.0	42.00	39.05	2.95	2.95	92.98%	
Total	2	82	82	4.1	77.9	82.00	77.87	4.13	4.13	94.96%



**0721000 Fremont County School
District 21 District**

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Attendance/Membership Report

Start/End Date: 04/03/2012 - 04/03/2012 School(s): 3 Calendar(s): 3

Grade: KG, PK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

SUMMARY Total Schools: 3 Total Calendars: 3 AdHoc Filter: ADM/ADA K-6

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
KG	54	54	2.4	51.6	54.00	51.56	2.00	2.00	95.48%	
PK	0	0	0.0	0.0	0.00	0.00	0.00	0.00	NaN	
01	70	70	4.2	65.8	70.00	65.78	2.00	2.00	93.97%	
02	55	55	4.5	50.5	55.00	50.50	0.00	0.00	91.82%	
03	55	55	4.4	50.6	55.00	50.61	1.00	1.00	92.02%	
04	42	42	2.3	39.7	42.00	39.72	1.00	1.00	94.57%	
05	40	40	3.8	36.2	40.00	36.22	3.00	3.00	90.55%	
06	47	47	2.5	44.5	47.00	44.50	1.00	1.00	94.68%	
07	40	40	3.9	36.1	39.50	35.58	2.94	2.94	90.20%	
08	42	42	4.5	37.5	42.00	37.49	1.96	1.96	89.26%	
09	25	25	0.0	25.0	25.00	25.00	0.00	0.00	100.00%	
10	19	19	0.0	19.0	19.00	19.00	0.00	0.00	100.00%	
11	8	8	0.0	8.0	8.00	8.00	0.00	0.00	100.00%	
12	5	5	0.0	5.0	5.00	5.00	0.00	0.00	100.00%	
Total	14	502	502	32.5	469.5	501.50	468.96	14.90	14.90	93.52%

School: Fort Washakie Charter High School Calendar: 11-12 Fort Washakie Charter Hi AdHoc Filter: ADM/ADA K-6

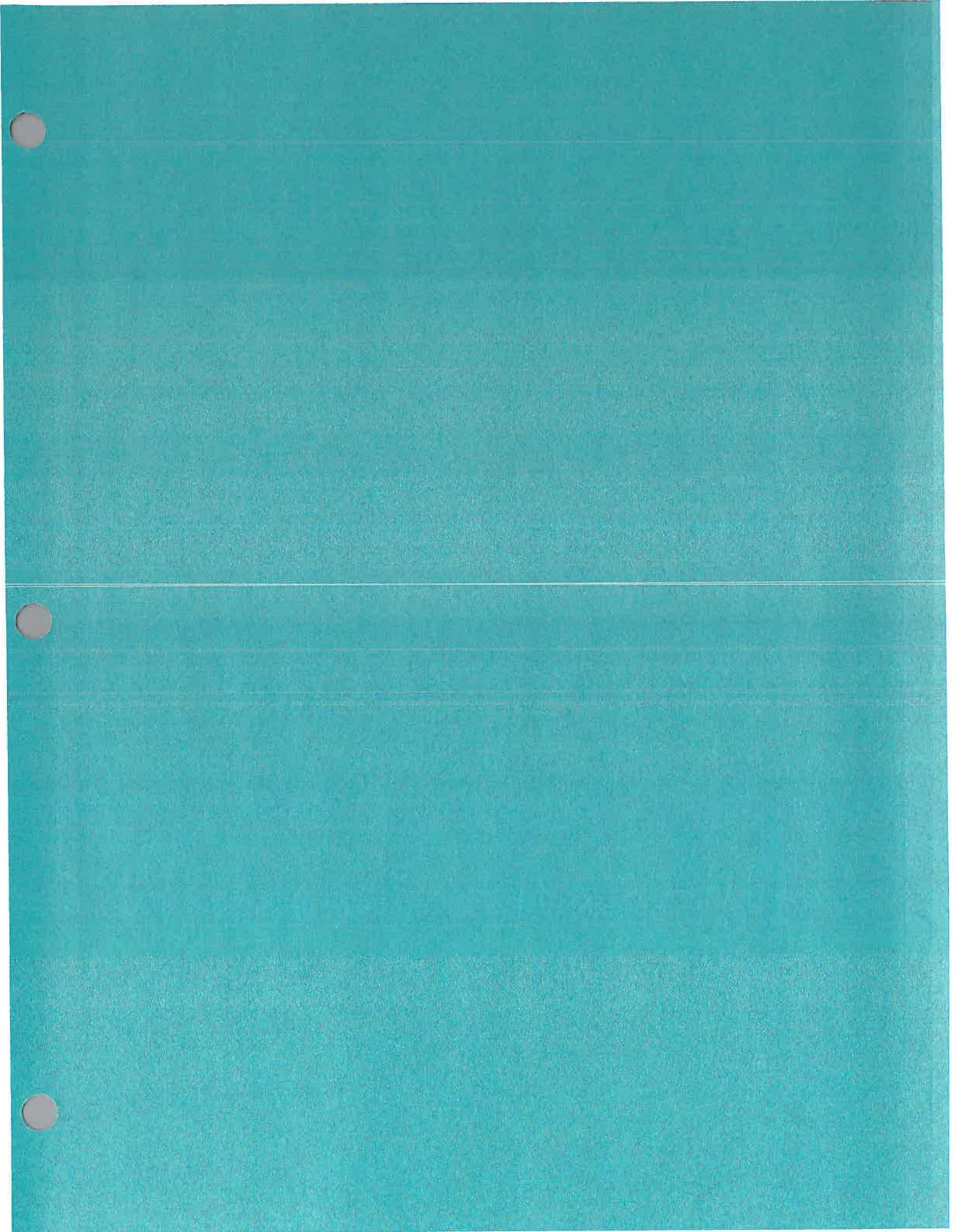
Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
09	25	25	0.0	25.0	25.00	25.00	0.00	0.00	100.00%	
10	19	19	0.0	19.0	19.00	19.00	0.00	0.00	100.00%	
11	8	8	0.0	8.0	8.00	8.00	0.00	0.00	100.00%	
12	5	5	0.0	5.0	5.00	5.00	0.00	0.00	100.00%	
Total	4	57	57	0.0	57.0	57.00	57.00	0.00	0.00	100.00%

School: Fort Washakie Elementary Calendar: 11-12 Fort Washakie Elementary AdHoc Filter: ADM/ADA K-6

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
PK	0	0	0.0	0.0	0.00	0.00	0.00	0.00	NaN	
KG	54	54	2.4	51.6	54.00	51.56	2.00	2.00	95.48%	
01	70	70	4.2	65.8	70.00	65.78	2.00	2.00	93.97%	
02	55	55	4.5	50.5	55.00	50.50	0.00	0.00	91.82%	
03	55	55	4.4	50.6	55.00	50.61	1.00	1.00	92.02%	
04	42	42	2.3	39.7	42.00	39.72	1.00	1.00	94.57%	
05	40	40	3.8	36.2	40.00	36.22	3.00	3.00	90.55%	
06	47	47	2.5	44.5	47.00	44.50	1.00	1.00	94.68%	
Total	8	363	363	24.1	338.9	363.00	338.89	10.00	10.00	93.36%

School: Fort Washakie Middle Calendar: 11-12 Fort Washakie Middle AdHoc Filter: ADM/ADA K-6

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
07	40	40	3.9	36.1	39.50	35.58	2.94	2.94	90.20%	
08	42	42	4.5	37.5	42.00	37.49	1.96	1.96	89.26%	
Total	2	82	82	8.4	73.6	81.50	73.07	4.90	4.90	89.72%





Student Data Aggregation

WDE684 Teacher/Course/Student (Mar 2012)

Fremont County School District #21

Trial Name: Latest Trial
 Trial Date: 4/5/12 3:27 PM

User Name: fgulina#0721000
 Report Date: 4/5/12 3:53 PM

Invalid values are highlighted in yellow.

District Summary

StudentGradeLevel	Count	% Total
01	80	12.8%
02	67	10.7%
03	65	10.4%
04	48	7.8%
05	51	8.1%
06	56	8.9%
07	44	7.0%
08	46	7.3%
09	35	5.6%
10	26	4.2%
11	12	1.9%
12	6	1.0%
KG	69	11.0%
PK	20	3.2%

StudentGender	Count	% Total
F	299	47.8%
M	327	52.2%

AsianRace	Count	% Total
N	626	100.0%

BlackRace	Count	% Total
N	623	99.5%
Y	3	0.5%

IndianRace	Count	% Total
N	10	1.6%
Y	616	98.4%

PacificIslanderRace	Count	% Total
N	622	99.4%
Y	4	0.6%

WhiteRace	Count	% Total
N	597	95.4%
Y	29	4.6%

HispanicEthnicity	Count	% Total
N	617	98.6%
Y	9	1.4%

StudentIDEA	Count	% Total
N	553	88.3%
Y	73	11.7%

StudentELL	Count	% Total
N	610	97.4%
Y	16	2.6%

StudentELLMonitoring	Count	% Total
2	1	0.2%
<blank>	625	99.8%

StudentSection504	Count	% Total
N	624	99.7%
Y	2	0.3%

StudentTitle1	Count	% Total
Y	626	100.0%

StudentTitleGrant	Count	% Total
N	626	100.0%

StudentImmigrant	Count	% Total
N	626	100.0%

StudentHomeless	Count	% Total
N	626	100.0%

StudentGiftedTalented	Count	% Total
N	626	100.0%

District Summary

StudentLunch	Count	% Total
S	626	100.0%

HomeLanguage	Count	% Total
eng	626	100.0%

StudentConcurrentEnrollment	Count	% Total
N	626	100.0%

StudentHomeSchooled	Count	% Total
N	625	99.8%
Y	1	0.2%

StudentEntryDate	Count	% Total
20100817	31	5.0%
20100820	1	0.2%
20100823	1	0.2%
20100824	1	0.2%
20101025	2	0.3%
20101108	3	0.5%
20101123	1	0.2%
20101210	1	0.2%
20101215	1	0.2%
20110201	1	0.2%
20110207	1	0.2%
20110822	467	74.6%
20110823	5	0.8%
20110824	1	0.2%
20110825	2	0.3%
20110826	2	0.3%
20110829	3	0.5%
20110830	4	0.6%
20110831	3	0.5%
20110906	8	1.3%
20110909	1	0.2%
20110912	1	0.2%
20110914	2	0.3%
20110919	4	0.6%
20110920	1	0.2%
20110921	2	0.3%

20110926	2	0.3%
20110927	1	0.2%
20110928	1	0.2%
20110930	1	0.2%
20111003	3	0.5%
20111010	3	0.6%
20111011	4	0.6%
20111012	2	0.3%
20111018	2	0.3%
20111024	2	0.3%
20111025	2	0.3%
20111026	1	0.2%
20111109	1	0.2%
20111110	3	0.5%
20111128	2	0.3%
20111130	1	0.2%
20111205	1	0.2%
20111207	1	0.2%
20111212	1	0.2%
20120103	2	0.3%
20120104	5	0.8%
20120109	2	0.3%
20120111	1	0.2%
20120112	2	0.3%
20120117	2	0.3%
20120124	1	0.2%
20120126	1	0.2%
20120131	1	0.2%
20120203	1	0.2%
20120206	2	0.3%
20120207	1	0.2%
20120208	1	0.2%
20120210	4	0.6%
20120213	1	0.2%
20120221	1	0.2%
20120227	1	0.2%
20120306	2	0.3%
20120307	1	0.2%
20120312	2	0.3%
20120316	1	0.2%
20120320	1	0.2%
20120321	1	0.2%

StudentExitDate	Count	% Total
20120326	2	0.3%
20120402	3	0.5%
20110526	44	7.0%
20110908	1	0.2%
20110912	2	0.3%
20110926	1	0.2%
20110927	1	0.2%
20111003	1	0.2%
20111019	1	0.2%
20111021	1	0.2%
20111026	1	0.2%
20111102	1	0.2%
20111107	1	0.2%
20111108	2	0.3%
20111109	1	0.2%
20111116	1	0.2%
20111123	1	0.2%
20111129	1	0.2%
20111130	2	0.3%
20111201	2	0.3%
20111202	1	0.2%
20111212	1	0.2%
20111216	4	0.6%
20120103	4	0.6%
20120104	1	0.2%
20120105	3	0.5%
20120106	2	0.3%
20120109	6	1.0%
20120110	1	0.2%
20120130	1	0.2%
20120201	2	0.3%
20120207	1	0.2%
20120210	1	0.2%
20120222	1	0.2%
20120223	2	0.3%
20120224	1	0.2%
20120227	1	0.2%
20120301	3	0.5%
20120305	1	0.2%

District Summary

	Count	% Total
20120306	2	0.3%
20120307	1	0.2%
20120308	2	0.3%
20120309	1	0.2%
20120312	1	0.2%
20120328	1	0.2%
<blank>	516	82.4%

StudentExitType	Count	% Total
108	1	0.2%
140	20	3.2%
159	3	0.5%
280	1	0.2%
310	1	0.2%
361	55	8.8%
396	27	4.3%
426	2	0.3%
<blank>	516	82.4%

StudentNationalScholarship	Count	% Total
N	626	100.0%

StudentStateScholarship	Count	% Total
N	626	100.0%

School: 0721001 (Ft. Washakie Elementary)

StudentGradeLevel	Count	% Total
01	80	17.5%
02	67	14.7%
03	65	14.2%
04	49	10.7%
05	51	11.2%
06	56	12.3%
KG	69	15.1%
PK	20	4.4%

StudentGender	Count	% Total
F	217	47.5%
M	240	52.5%

AsianRace	Count	% Total
N	457	100.0%

BlackRace	Count	% Total
N	454	99.3%
Y	3	0.7%

IndianRace	Count	% Total
N	8	1.8%
Y	449	98.2%

PacificIslanderRace	Count	% Total
N	454	99.3%
Y	3	0.7%

WhiteRace	Count	% Total
N	431	94.3%
Y	26	5.7%

HispanicEthnicity	Count	% Total
N	449	98.2%
Y	8	1.8%

StudentIDEA	Count	% Total
N	403	88.2%
Y	54	11.8%

StudentELL	Count	% Total
N	447	97.8%
Y	10	2.2%

StudentELLMonitoring	Count	% Total
2	1	0.2%
<blank>	456	99.8%

StudentSection504	Count	% Total
N	456	99.8%
Y	1	0.2%

StudentTitle1	Count	% Total
Y	457	100.0%

StudentMigrant	Count	% Total
N	457	100.0%

StudentImmigrant	Count	% Total
N	457	100.0%

StudentHomeless	Count	% Total
N	457	100.0%

StudentGiftedTalented	Count	% Total
N	457	100.0%

StudentLunch	Count	% Total
S	457	100.0%

HomeLanguage	Count	% Total
eng	457	100.0%

StudentConcurrentEnrollment	Count	% Total
N	457	100.0%

StudentHomeschooled	Count	% Total
N	457	100.0%

StudentEntryDate	Count	% Total
20100817	29	6.3%
20100820	1	0.2%
20100823	1	0.2%
20100824	1	0.2%
20101025	2	0.4%
20101108	3	0.7%
20101123	1	0.2%
20101210	1	0.2%
20101215	1	0.2%
20110207	1	0.2%
20110822	364	79.6%
20110823	1	0.2%
20110825	1	0.2%
20110829	2	0.4%
20110830	2	0.4%
20110831	3	0.7%
20110906	5	1.1%
20110912	1	0.2%
20110914	1	0.2%
20110919	3	0.7%
20110921	2	0.4%
20110828	1	0.2%
20111003	1	0.2%
20111010	2	0.4%

School: 0721001 (Fl. Washakie Elementary)

StudentExitDate	Count	% Total
2011011	4	0.9%
2011012	1	0.2%
2011018	1	0.2%
2011025	1	0.2%
2011109	1	0.2%
2011110	2	0.4%
2011128	2	0.4%
2011205	1	0.2%
2011207	1	0.2%
20120103	1	0.2%
20120104	3	0.7%
20120109	2	0.4%
20120131	1	0.2%
20120208	1	0.2%
20120210	1	0.2%
20120306	1	0.2%
20120312	1	0.2%
20120402	2	0.4%

20120306	2	0.4%
20120307	1	0.2%
20120308	2	0.4%
20120312	1	0.2%
<blank>	377	82.5%

StudentExitType	Count	% Total
140	9	2.0%
361	49	10.7%
396	22	4.8%
<blank>	377	82.5%

StudentNationalScholarship	Count	% Total
N	457	100.0%

StudentStateScholarship	Count	% Total
N	457	100.0%

StudentExitDate	Count	% Total
20110526	41	9.0%
20110906	1	0.2%
20110912	2	0.4%
20110926	1	0.2%
20110927	1	0.2%
20111003	1	0.2%
20111026	1	0.2%
20111108	2	0.4%
20111129	1	0.2%
20111130	1	0.2%
20111201	2	0.4%
20111202	1	0.2%
20111216	2	0.4%
20120103	3	0.7%
20120105	2	0.4%
20120106	1	0.2%
20120109	5	1.1%
20120110	1	0.2%
20120130	1	0.2%
20120207	1	0.2%
20120301	3	0.7%

School: 0721050 (Fl. Washakie Middle School)

StudentGradeLevel	Count	% Total
07	44	48.9%
08	46	51.1%

StudentGender	Count	% Total
F	43	47.8%
M	47	52.2%

AsianRace	Count	% Total
N	90	100.0%

BlackRace	Count	% Total
N	90	100.0%

IndianRace	Count	% Total
Y	90	100.0%

PacificIslanderRace	Count	% Total
N	89	98.9%
Y	1	1.1%

WhitesRace	Count	% Total
N	89	98.9%
Y	1	1.1%

HispanicEthnicity	Count	% Total
N	89	98.9%
Y	1	1.1%

StudentIDEA	Count	% Total
N	78	86.7%
Y	12	13.3%

StudentELL	Count	% Total
N	86	95.6%
Y	4	4.4%

StudentELLMonitoring	Count	% Total
<blank>	90	100.0%

StudentSections504	Count	% Total
N	89	98.9%
Y	1	1.1%

StudentTitle1	Count	% Total
Y	90	100.0%

StudentMigrant	Count	% Total
N	90	100.0%

StudentImmigrant	Count	% Total
N	90	100.0%

StudentHomeless	Count	% Total
N	90	100.0%

StudentGiftedTalented	Count	% Total
N	90	100.0%

StudentLunch	Count	% Total
S	90	100.0%

HomeLanguage	Count	% Total
eng	90	100.0%

StudentConcurrentEnrollment	Count	% Total
N	90	100.0%

StudentHomeSchooled	Count	% Total
N	89	98.9%
Y	1	1.1%

StudentEntryDate	Count	% Total
20100817	2	2.2%
20110201	1	1.1%
20110822	77	85.6%
20110830	1	1.1%
20110906	1	1.1%
20110819	1	1.1%
20111025	1	1.1%
20111110	1	1.1%
20120103	1	1.1%
20120117	1	1.1%
20120124	1	1.1%
20120207	1	1.1%
20120312	1	1.1%

StudentExitDate	Count	% Total
20110526	3	3.3%
20111019	1	1.1%
20111116	1	1.1%
20111212	1	1.1%
20111216	1	1.1%
20120309	1	1.1%
<blank>	82	91.1%

StudentExitType	Count	% Total
140	1	1.1%
280	1	1.1%
310	1	1.1%
361	4	4.4%
396	1	1.1%
<blank>	82	91.1%

School: 0721050 (Fl. Washakie Middle School)

StudentNationalScholarship	Count	% Total
N	90	100.0%

StudentStateScholarship	Count	% Total
N	90	100.0%

School: 0721055 (Ft. Washakie Charter High School)

StudentGradeLevel	Count	% Total
09	35	44.3%
10	26	32.9%
11	12	15.2%
12	6	7.6%

StudentGender	Count	% Total
F	39	49.4%
M	40	50.6%

AsianRace	Count	% Total
N	79	100.0%

BlackRace	Count	% Total
N	79	100.0%

IndianRace	Count	% Total
N	2	2.5%
Y	77	97.5%

PacificIslanderRace	Count	% Total
N	79	100.0%

WhiteRace	Count	% Total
N	77	97.5%
Y	2	2.5%

HispanicEthnicity	Count	% Total
N	79	100.0%

StudentIDEA	Count	% Total
N	72	91.1%
Y	7	8.9%

StudentELL	Count	% Total
N	77	97.5%
Y	2	2.5%

StudentELLMonitoring	Count	% Total
<blank>	79	100.0%

StudentSection604	Count	% Total
N	79	100.0%

StudentTitle1	Count	% Total
Y	79	100.0%

StudentMigrant	Count	% Total
N	79	100.0%

StudentImmigrant	Count	% Total
N	79	100.0%

StudentHomeless	Count	% Total
N	79	100.0%

StudentGiftedTalented	Count	% Total
N	79	100.0%

StudentLunch	Count	% Total
S	79	100.0%

HomeLanguage	Count	% Total
eng	79	100.0%

StudentConcurrentEnrollment	Count	% Total
N	79	100.0%

StudentHomeSchooled	Count	% Total
N	79	100.0%

StudentEntryDate	Count	% Total
20110822	26	32.9%
20110823	4	5.1%
20110824	1	1.3%
20110825	1	1.3%
20110826	2	2.5%
20110829	1	1.3%
20110830	1	1.3%
20110806	2	2.5%
20110909	1	1.3%
20110914	1	1.3%
20110920	1	1.3%
20110926	2	2.5%
20110927	1	1.3%
20110930	1	1.3%
20111003	2	2.5%
20111010	1	1.3%
20111012	1	1.3%
20111018	1	1.3%
20111024	2	2.5%
20111026	1	1.3%
20111130	1	1.3%
20111212	1	1.3%
20120104	2	2.5%
20120111	1	1.3%
20120112	2	2.5%
20120117	1	1.3%
20120126	1	1.3%
20120203	1	1.3%
20120206	2	2.5%
20120210	3	3.8%
20120213	1	1.3%
20120221	1	1.3%
20120227	1	1.3%
20120306	1	1.3%

School: 0721055 (Ft. Washakie Charter High School)

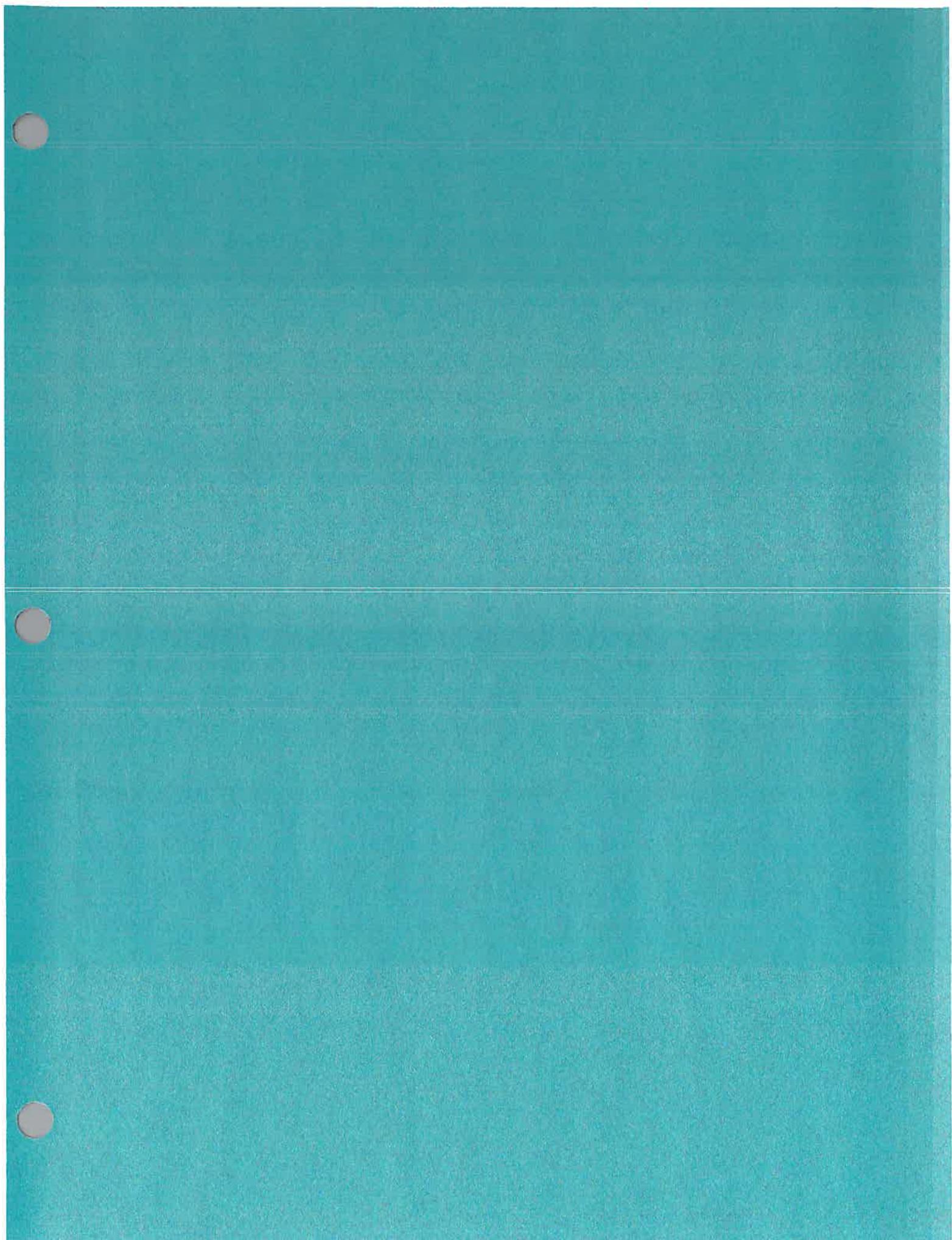
	Count	% Total
20120307	1	1.3%
20120316	1	1.3%
20120320	1	1.3%
20120321	1	1.3%
20120326	2	2.5%
20120402	1	1.3%

StudentNationalScholarship	Count	% Total
N	79	100.0%

StudentStateScholarship	Count	% Total
N	79	100.0%

StudentExitDate	Count	% Total
20111021	1	1.3%
20111102	1	1.3%
20111107	1	1.3%
20111109	1	1.3%
20111123	1	1.3%
20111130	1	1.3%
20111216	1	1.3%
20120103	1	1.3%
20120104	1	1.3%
20120105	1	1.3%
20120106	1	1.3%
20120109	1	1.3%
20120201	2	2.5%
20120210	1	1.3%
20120222	1	1.3%
20120223	2	2.5%
20120224	1	1.3%
20120227	1	1.3%
20120305	1	1.3%
20120328	1	1.3%
<blank>	57	72.2%

StudentExitType	Count	% Total
108	1	1.3%
140	10	12.7%
159	3	3.8%
381	2	2.5%
396	4	5.1%
426	2	2.5%
<blank>	57	72.2%



date	K_6	7_8	9_12	total
8/22/2011	352	77	26	455 under 500
8/23/2011	353	77	30	460 under 500
8/24/2011	353	77	31	461 under 500
8/25/2011	354	77	32	463 under 500
8/26/2011	354	77	34	465 under 500
8/29/2011	356	77	35	468 under 500
8/30/2011	357	78	36	471 under 500
8/31/2011	358	78	36	472 under 500
9/1/2011	358	78	36	472 under 500
9/2/2011	358	78	36	472 under 500
9/6/2011	363	79	38	480 under 500
9/7/2011	362	79	38	479 under 500
9/8/2011	362	79	38	479 under 500
9/9/2011	362	79	39	480 under 500
9/12/2011	363	79	39	481 under 500
9/13/2011	361	79	39	479 under 500
9/14/2011	362	79	40	481 under 500
9/15/2011	362	79	40	481 under 500
9/16/2011	362	79	40	481 under 500
9/19/2011	365	80	40	485 under 500
9/20/2011	365	80	41	486 under 500
9/21/2011	367	80	41	488 under 500
9/22/2011	367	80	41	488 under 500
9/26/2011	367	80	43	490 under 500
9/27/2011	366	80	44	490 under 500
9/28/2011	366	80	44	490 under 500
9/29/2011	366	80	44	490 under 500
9/30/2011	366	80	45	491 under 500
10/3/2011	367	80	47	494 under 500
10/4/2011	367	80	47	494 under 500
10/5/2011	367	80	47	494 under 500
10/6/2011	367	80	47	494 under 500
10/7/2011	367	80	47	494 under 500

10/10/2011	80	48	497 under 500
10/11/2011	369	48	501 over 500
10/12/2011	373	49	502 over 500
10/13/2011	373	49	502 over 500
10/14/2011	373	49	502 over 500
10/17/2011	373	49	502 over 500
10/18/2011	374	50	504 over 500
10/19/2011	374	50	504 over 500
10/20/2011	374	50	503 over 500
10/21/2011	374	50	503 over 500
10/24/2011	374	51	504 over 500
10/25/2011	375	51	506 over 500
10/27/2011	374	52	506 over 500
10/28/2011	374	52	506 over 500
10/31/2011	374	52	506 over 500
11/1/2011	374	52	506 over 500
11/2/2011	374	52	506 over 500
11/3/2011	374	51	505 over 500
11/4/2011	374	51	505 over 500
11/7/2011	374	51	505 over 500
11/8/2011	374	50	504 over 500
11/9/2011	373	50	503 over 500
11/10/2011	375	49	505 over 500
11/11/2011	375	49	505 over 500
11/14/2011	375	49	505 over 500
11/15/2011	375	49	505 over 500
11/16/2011	375	49	505 over 500
11/17/2011	375	49	504 over 500
11/18/2011	375	49	504 over 500
11/21/2011	375	49	504 over 500
11/22/2011	375	49	504 over 500
11/23/2011	375	49	504 over 500
11/28/2011	377	48	505 over 500
11/29/2011	377	48	505 over 500

11/30/2011	376	80	49	505 over 500
12/1/2011	376	80	48	504 over 500
12/2/2011	374	80	48	502 over 500
12/5/2011	373	80	48	501 over 500
12/6/2011	373	80	48	501 over 500
12/7/2011	374	80	48	502 over 500
12/8/2011	374	80	48	502 over 500
12/9/2011	374	80	48	502 over 500
12/12/2011	374	80	49	503 over 500
12/13/2011	374	79	49	502 over 500
12/14/2011	374	79	49	502 over 500
12/15/2011	374	79	49	502 over 500
12/16/2011	374	79	49	502 over 500
1/2/2012	372	78	48	498 under 500
1/3/2012	373	79	48	500 over 500
1/4/2012	373	79	49	501 over 500
1/5/2012	373	79	48	500 over 500
1/6/2012	371	79	47	497 under 500
1/9/2012	372	79	46	497 under 500
1/10/2012	367	79	45	491 under 500
1/11/2012	366	79	46	491 under 500
1/12/2012	366	79	48	493 under 500
1/13/2012	366	79	48	493 under 500
1/17/2012	366	80	49	495 under 500
1/18/2012	366	80	49	495 under 500
1/19/2012	366	80	49	495 under 500
1/20/2012	366	80	49	495 under 500
1/23/2012	366	80	49	495 under 500
1/24/2012	366	81	49	496 under 500
1/25/2012	366	81	49	496 under 500
1/26/2012	366	81	50	497 under 500
1/27/2012	366	81	50	497 under 500
1/30/2012	366	81	50	497 under 500
1/31/2012	366	81	50	497 under 500

2/1/2012	366	81	50	497 under 500
2/2/2012	366	81	48	495 under 500
2/3/2012	366	81	49	496 under 500
2/6/2012	366	81	51	498 under 500
2/7/2012	366	82	51	499 under 500
2/8/2012	366	82	51	499 under 500
2/9/2012	366	82	51	499 under 500
2/10/2012	367	82	54	503 over 500
2/13/2012	367	82	54	503 over 500
2/14/2012	367	82	54	503 over 500
2/15/2012	367	82	54	503 over 500
2/16/2012	367	82	54	503 over 500
2/21/2012	367	82	55	504 over 500
2/22/2012	367	82	55	504 over 500
2/23/2012	367	82	54	503 over 500
2/24/2012	367	82	52	501 over 500
2/27/2012	367	82	52	501 over 500
2/28/2012	367	82	51	500 over 500
2/29/2012	367	82	51	500 over 500
3/1/2012	367	82	51	500 over 500
3/2/2012	364	82	51	497 under 500
3/5/2012	364	82	51	497 under 500
3/6/2012	365	82	51	498 under 500
3/7/2012	363	82	52	497 under 500
3/8/2012	362	82	52	496 under 500
3/12/2012	362	82	52	496 under 500
3/13/2012	361	82	52	495 under 500
3/14/2012	361	82	52	495 under 500
3/15/2012	361	82	52	495 under 500
3/16/2012	361	82	53	496 under 500
3/19/2012	361	82	53	496 under 500
3/20/2012	361	82	54	497 under 500
3/21/2012	361	82	55	498 under 500
3/22/2012	361	82	55	498 under 500

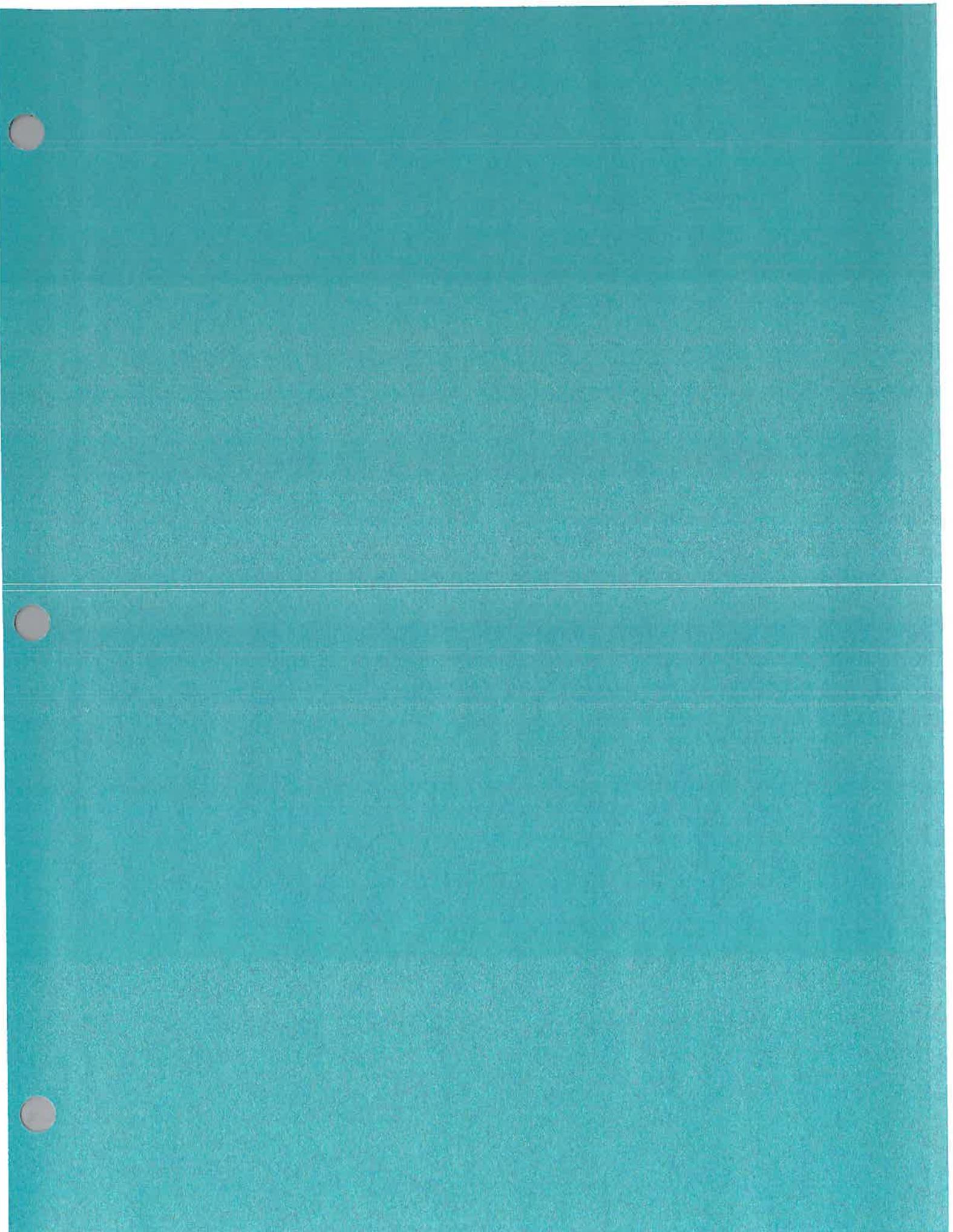
3/23/2012	361	82	55	498 under 500
3/26/2012	361	82	57	500 over 500
3/27/2012	361	82	57	500 over 500
3/28/2012	361	82	57	500 over 500
3/29/2012	361	82	56	499 under 500
3/30/2012	361	82	56	499 under 500
4/2/2012	363	82	57	502 over 500
4/3/2012	363	82	57	502 over 500
4/4/2012	363	82	57	502 over 500
4/5/2012	363	82	58	503 over 500

4/16/2012				
4/17/2012				
4/18/2012				
4/19/2012				
4/20/2012				
4/23/2012				
4/24/2012				
4/25/2012				
4/26/2012				
4/27/2012				
4/30/2012				
5/1/2012				
5/2/2012				
5/3/2012				
5/4/2012				
5/7/2012				
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5/9/2012				
5/10/2012				
5/11/2012				
5/14/2012				
5/15/2012				
5/16/2012				
5/17/2012				



5/18/2012
5/21/2012
5/22/2012
5/23/2012
5/24/2012
5/25/2012





FREMONT COUNTY DISTRICT BOUNDARY BOARD

450 North 2nd Street

Lander, WY 82520

307-332-1130

April 10, 2012

Gerald "Joe" Reichardt, Chairman of the Board
State Board of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

Dear State Board of Education members:

Please find enclosed a Proposal of Fremont County District Boundary Board to the State Board of Education for the State of Wyoming to reorganize Elementary School District No. 21 in the County of Fremont and State of Wyoming to become a Unified School District Providing Education in Grades Kindergarten through Twelfth.

Pursuant to the provisions of W.S. § 21-6-201-226, the District Boundary Board was petitioned by more than one hundred (100) qualified electors of Fremont County School District No. 21. Please find enclosed copies of the petitions and Certification of Petition from the Fremont County Clerk verifying 101 accepted signatures.

Also pursuant to Subsection (b)(viii), a publication of notice of public hearing was published on March 14, 2012 for the March 26, 2012 hearing, stating the time, place of hearing and a brief summary of its purpose, with said dates providing the required two week advertising period (see enclosures). Present at the hearing were Boundary Board members Douglas L. Thompson, Tara Berg, Scott Harnsberger, Travis Becker, Keja Whiteman and Pat Hickerson with member Dennis Christensen absent. Approximately 50 people were in attendance at the hearing, with 21 people speaking in favor of the unification proposal and nobody speaking against (see enclosed Transcript of Hearing Proceedings).

The Fremont County Boundary Board subsequently met on April 3, 2012 and discussed the proposal and public hearing comments. Present were Boundary Board members Douglas L. Thompson, Tara Berg, Scott Harnsberger, Pat Hickerson and Travis Becker. Members Keja Whiteman and Dennis Christensen were absent. School District No. 21 Superintendent Dr. McClements, School Board member Clinton Wagon and District No. 21 Charter High School Principal Shad Hamilton were also present. Scott Ratliff was present in the audience. Dr. McClements presented an Attendance/Membership Report for April 3, 2012, indicating a 502 student count, meeting the enrollment requirement of 500 pupils (attached).

The Boundary Board members all expressed their support to forward the Proposal on to the State Board of Education for approval; however, several concerns were discussed. Several Boundary Board members stated concern that Fremont County already has 10 public high schools and this would make

11 and one expressed that perhaps consolidation of School District 14 and 21 would be a better solution.

School funding issues were discussed, and Dr. McClements stated the K-8 School has been approved \$25 million for a 104,000 square foot building, and if the unification is approved, the District will receive funding for an additional 20,000 square foot. He further stated approval of the unification would not change the priority order for other school district upgrades or construction.

The Boundary Board sympathized with eighth grade students of the District having to make a major choice of what high school to attend outside the District and felt the unification would provide a high school with personal instruction in a traditional high school program, all with the same values and tradition of the K-8 school they were accustomed to. It is more difficult for students to assimilate into a new school where students' social structure is disrupted. Attending a high school in their home area would remove these students from these situations and result in a higher success rate for graduation. More time spent closer to home rather than traveling long distances to other school districts would significantly reduce the dropout rate.

School District No. 21 School Board member Clint Wagon stated the importance of the unification for the District to bring the elementary and high school under one board with one mission.

While the above concerns were noted and discussed, the Fremont County District Boundary Board unanimously voted to submit the Proposal for Unification of School District No. 21 to the State Committee for approval.

Sincerely,

/s/ Douglas L. Thompson

Douglas L. Thompson, Chairman
Fremont County District Boundary Board

xc: Mackenzie Williams, Assistant Attorney General

Enclosures

- 1) Proposal
- 2) Certification of Petition
- 3) Public Hearing Notice
- 4) Transcript of Hearing Proceedings
- 5) Attendance/Membership Report (April 3, 2012)



VISION

*The vision of
Fremont County School
District #2
is purposeful learning
and empowerment
through continuous
education for all.*

FREMONT COUNTY SCHOOL DISTRICT #2

Climbing Educational Mountains to Reach Your PEAK!



Potential • Excellence • Attitude • Knowledge

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.*

To: Richard McClements
From: Dr. Gerry Nolan
Topic: Fort Washakie K-12 School District
Date: 4-4-12

Richard,

On behalf of the Board of Trustees of Fremont County School District #2, I would like to affirm our support for the Fort Washakie School District in becoming a unified K-12 school district. We wish you all the best in your endeavors with this process and in the years to come.

Respectfully Submitted,

Dr. Gerry Nolan
Superintendent
Fremont County School District #2
Dubois, Wyoming
82513



Terry L. Snyder
Superintendent



121 North Fifth Street West
RIVERTON, WYOMING 82501
(307) 856-9407

April 11, 2012

Dr. Richard McClements
Fremont County School District No. 21
90 Ethete Road
Fort Washakie, WY 82514-9702

Dear Dr. McClements,

I am in total support of your desire to create a unified K-12 school district. There are many advantages for the students in any school district to have a K-12 horizontally articulated curriculum design and delivery. This allows for a thirteen year longitudinal record of each student's academic achievements. The school personnel are better informed to make the necessary interventions to best serve the students.

Academic achievement is only one part of the development of our students. The other part is social and emotional development and needs. A K-12 unified school district will provide a better opportunity for the school district and community to assist each child through these developmental times. Creating a sense of community will be a tremendous benefit to this design.

I wish you, your staff, Board of Trustees, parents, and the community great success with this initiative. This would be a good thing for the kids!

Respectfully submitted,

Fremont County School District No. 25

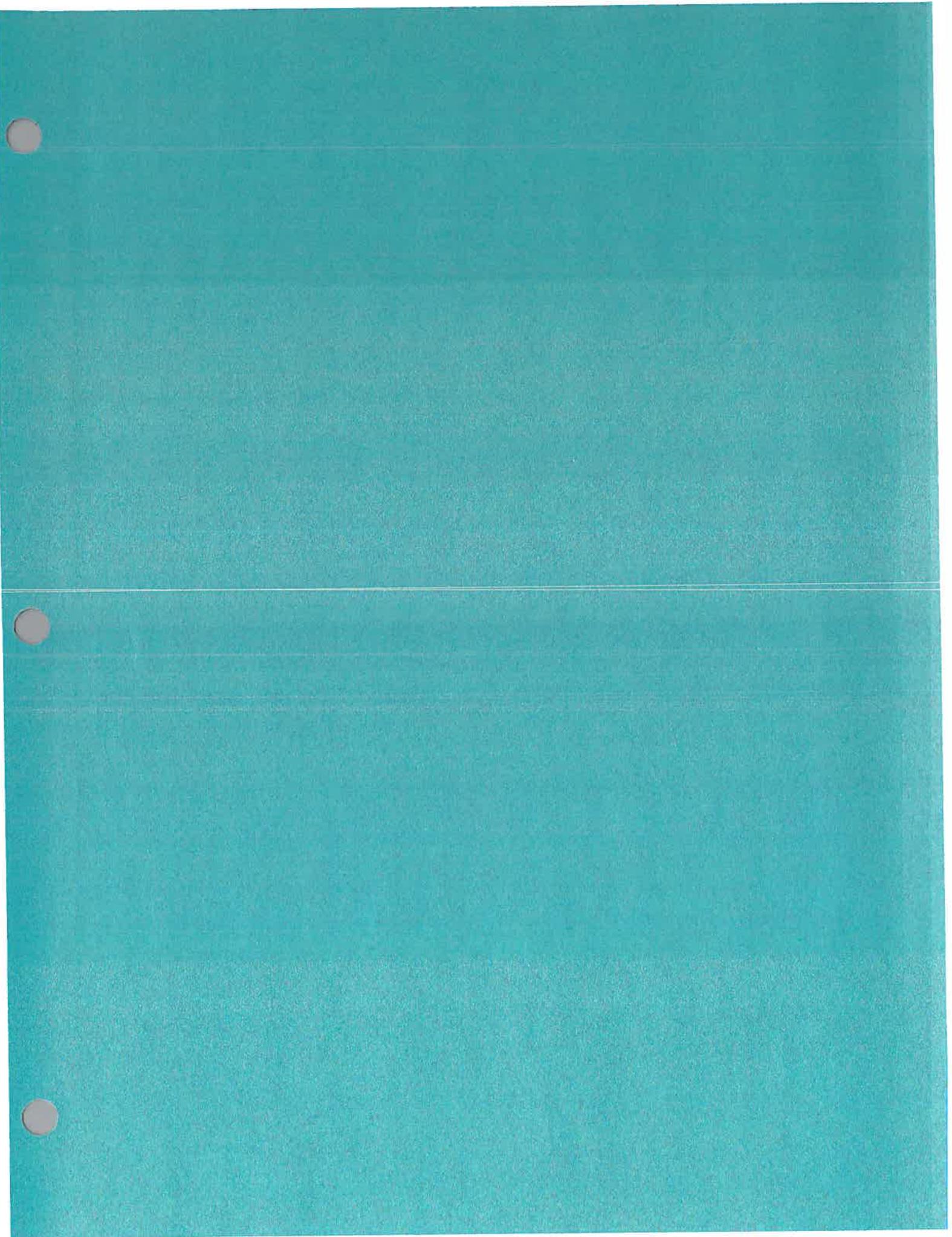
A handwritten signature in black ink that reads "Terry L. Snyder". The signature is written in a cursive style.

Terry-L. Snyder



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.

Developing Human Potential For a Better Future



FREMONT COUNTY CLERK

JULIE A. FREESE

PHONE

332-2405 - 857-3682

FAX 307-332-1132

TOLL FREE 1-800-967-2297

(IN FREMONT COUNTY ONLY)

fcclerkfreese@yahoo.com

50 NORTH SECOND STREET ROOM 220

LANDER, WYOMING 82520

Margy Irvine, Deputy



CERTIFICATION OF PETITION

On February 27, 2012, the Fremont County Commissioners received a "Petition for Unification of Fremont County School District No. 21". The names on the petition were reviewed by my office and as of January 13, 2012 there are 101 accepted signatures.

I hereby certify that the petition has met the criteria required in W.S. 21-6-208 and that I will file the petition with the Fremont County Commissioners and that a hearing has been set for March 6, 2012.

Dated this 5th of March, 2012

Julie A. Freese
Julie A. Freese, Fremont County Clerk



Petition Processing Statistics Report

Date : 01/13/2012

Petition Information

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

Petition Date : 09/30/2011

Processed Date : 11/14/2011

Petition Expires : 11/16/2011

Minimum Signature Required : 100

Accepted of Minimum : 101%

Total Signature Processed : 214

Processing Summary

Total Accepted Signature :	101	(47%)	of those Processed
Accepted Registrant :	101	(100%)	of those Accepted
Total Rejected Signature :	113	(53%)	of those Processed
Rejected Registrant :	83	(73%)	of those Rejected
Rejected Non-Registrant :	30	(27%)	of those Rejected

Rejected Reason		Total	(% Rejected)
No Match	103	(47.2%)	of those Rejected with the Reason
Not Registered (Includes Inactive)	104	(47.7%)	of those Rejected with the Reason
Out of District	3	(1.3%)	of those Rejected with the Reason
Rejected - Duplicate	8	(3.6%)	of those Rejected with the Reason

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

SUBMITTAL : Submittal 6

Page	Line	Voter ID	Name	Residence	Status	Status Reason	Line Status
SECTION : Section 0001							
1	1		Kerry R. Roberts		Rejected	Not Registered (Includes Inactive), No Match	Good
1	2	47103	David Ferris Sr	35 ROSE LN FT WASHAKIE WY 82514	Rejected	Rejected - Duplicate	Good
1	3	56261	SNYDER, DAVID W	207 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	4	55637	BALDES, RICHARD J	218 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	5	45313	BALDES, CAROLINE R	218 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

SUBMITTAL : Submittal 1

Page	Line	Voter ID	Name	Residence	Status	Status Reason	Line Status
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SECTION : Section 0001

1	1				Rejected	No Match, Not Registered (Includes Inactive)	Good
1	2				Rejected	Not Registered (Includes Inactive), No Match	Good
1	3				Rejected	No Match, Not Registered (Includes Inactive)	Good
1	4	58542	ABEYTA, TRACY A	124 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	5				Rejected	Not Registered (Includes Inactive), No Match	Good
1	6				Rejected	Not Registered (Includes Inactive), No Match	Good
1	7				Rejected	Not Registered (Includes Inactive), No Match	Good
2	1				Rejected	Not Registered (Includes Inactive), No Match	Good
2	2	49395	ENGAVO, VICKI N	16 GROVE LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	3				Rejected	Not Registered (Includes Inactive), No Match	Good
2	4	600034694	WAGON, WILMA L	265 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	5	200056473	ABEYTA, ANDREA D	5 FORT WASHAKIE SCHOOL RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	6				Rejected	Out of District	Good
2	7				Rejected	Not Registered (Includes Inactive), No Match	Good
3	1	45314	ROFKAR, ROBYN R	11 FORT WASHAKIE SCHOOL RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
3	2	600002067	ENOS, RENEE	12711 HWY 287 LANDER WY 82520	Accepted	Valid Signature	Good
3	3	200056660	WADSWORTH, RAYMOND J	7 FORT WASHAKIE SCHOOL RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good

WyoReg

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

3	4				Rejected	Not Registered (Includes Inactive), No Match	Good
3	5				Rejected	Not Registered (Includes Inactive), No Match	Good
3	6	2000566608	MILLS, TWEESNA R	565 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
3	7	200025724	TENDORE, RORY K	66 S FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
4	1				Rejected	Not Registered (Includes Inactive), No Match	Good
4	2				Rejected	Not Registered (Includes Inactive), No Match	Good
4	3	55254	ROBERTS, BENNILEE	3 TIGEE CIR FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
4	4				Rejected	Not Registered (Includes Inactive), No Match	Good
4	5				Rejected	Not Registered (Includes Inactive), No Match	Good
4	6				Rejected	Not Registered (Includes Inactive), No Match	Good
4	7	48168	BUCKMAN, LEONA	57 SHIPTON LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
5	1				Rejected	Not Registered (Includes Inactive), No Match	Good
5	2	54445	THAYER, JOETTE L	47 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
5	3	50809	CAPTAN, MAUDE C	174 CAMEAHWAIT ST FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
5	4	200024426	JEFFERY, LINDA K	11 JOHNSTOWN SPUR KINNENAR WY 82516	Accepted	Valid Signature	Good
5	5				Rejected	Not Registered (Includes Inactive), No Match	Good
5	6				Rejected	Not Registered (Includes Inactive), No Match	Good
5	7				Rejected	Not Registered (Includes Inactive), No Match	Good
6	1				Rejected	No Match, Not Registered (Includes Inactive)	Good

WyorkReg

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

Line	Signer Name	Address	Status	Match
6	2		Rejected	Not Registered (Includes Inactive), Good No Match
6	3		Rejected	Not Registered (Includes Inactive), Good No Match
6	4		Rejected	Not Registered (Includes Inactive), Good No Match
6	5		Rejected	Not Registered (Includes Inactive), Good No Match
6	6	46751 WHITE, ALANITA J	Accepted	Valid Signature Good
6	7	52218 SHOYO, MISTY L	Accepted	Valid Signature Good
7	1		Rejected	Not Registered (Includes Inactive), Good No Match
7	2		Rejected	Not Registered (Includes Inactive), Good No Match
7	3	51138 ST CLAIR, ORVILLE	Accepted	Valid Signature Good
7	4		Rejected	Not Registered (Includes Inactive), Good No Match
7	5		Rejected	Not Registered (Includes Inactive), Good No Match
7	6		Rejected	Not Registered (Includes Inactive), Good No Match
7	7		Rejected	Not Registered (Includes Inactive), Good No Match
8	1		Rejected	Not Registered (Includes Inactive), Good No Match
8	2	27 ST CLAIR SPUR FT WASHAKIE WY 82514	Accepted	Valid Signature Good
8	3		Rejected	Not Registered (Includes Inactive), Good No Match
8	4		Rejected	Not Registered (Includes Inactive), Good No Match
8	5		Rejected	Not Registered (Includes Inactive), Good No Match
8	6		Rejected	Not Registered (Includes Inactive), Good No Match

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

Line No.	Rank	Signature	Address	Status	Notes	Grade
8	7			Rejected	Not Registered (Includes Inactive), No Match	Good
9	1			Rejected	Not Registered (Includes Inactive), No Match	Good
9	2	TIGER, PHILBERTA A	200056636	Accepted	Valid Signature	Good
9	3		146 QUENTIN QUAY DR FT WASHAKIE WY 82514	Rejected	Not Registered (Includes Inactive), No Match	Good
9	4			Rejected	Not Registered (Includes Inactive), No Match	Good
9	5	ST CLAIR, GLORIA Y	50717	Accepted	Valid Signature	Good
9	6		38 S FORK RD FT WASHAKIE WY 82514	Rejected	Not Registered (Includes Inactive), No Match	Good
9	7			Rejected	Not Registered (Includes Inactive), No Match	Good
10	1			Rejected	Not Registered (Includes Inactive), No Match	Good
10	2			Rejected	Not Registered (Includes Inactive), No Match	Good
10	3			Rejected	Not Registered (Includes Inactive), No Match	Good
10	4	MCLEOD, ELAINE M	600019431	Accepted	Valid Signature	Good
10	5	WAGON, CLINTON D	200000331	Accepted	Valid Signature	Good
10	6		267 TROUT CREEK RD FT WASHAKIE WY 82514	Rejected	Not Registered (Includes Inactive), No Match	Good
10	7	BERCIER, KRISTIE L	50955	Accepted	Valid Signature	Good
11	1		16 GROVE LN FT WASHAKIE WY 82514	Rejected	Not Registered (Includes Inactive), No Match	Good
11	2			Rejected	Not Registered (Includes Inactive), No Match	Good
11	3	DAY, JUDY A	600018976	Accepted	Valid Signature	Good
11	4	TROSPER, WILLIAM T	49845	Accepted	Valid Signature	Good

WyoReg

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

11	5			Rejected	Not Registered (Includes Inactive), No Match	Good
11	6			Rejected	Not Registered (Includes Inactive), No Match	Good
11	7			Rejected	Not Registered (Includes Inactive), No Match	Good
12	1	49096	WARE, CLAIRE R	Accepted	Valid Signature	Good
12	2	57919	SHOYO, BUNNI R	Accepted	Valid Signature	Good
12	3			Rejected	Not Registered (Includes Inactive), No Match	Good
12	4			Rejected	Not Registered (Includes Inactive), No Match	Good
12	5			Rejected	Not Registered (Includes Inactive), No Match	Good
12	6			Rejected	Not Registered (Includes Inactive), No Match	Good
12	7			Rejected	Not Registered (Includes Inactive), No Match	Good
13	1	49095	FERRIS, CAROL J	Accepted	Valid Signature	Good
13	2			Rejected	Not Registered (Includes Inactive), No Match	Good
13	3			Rejected	Not Registered (Includes Inactive), No Match	Good
13	4			Rejected	Not Registered (Includes Inactive), No Match	Good
13	5			Rejected	Not Registered (Includes Inactive), No Match	Good
13	6			Rejected	Not Registered (Includes Inactive), No Match	Good
13	7			Rejected	Not Registered (Includes Inactive), No Match	Good
14	1			Rejected	Not Registered (Includes Inactive), No Match	Good
14	2			Rejected	Not Registered (Includes Inactive), No Match	Good

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

Line #	Signer Name	Address	City	Status	Signature	Notes	Result
14	3	55525	FERRIS, DIANE E	19 ROSE LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
14	4				Rejected	Not Registered (Includes Inactive), No Match	Good
14	5	49058	ABEYTA, GEORGE J	124 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
14	6	56980	PINGREE, WANITA K	9 ROSE LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
14	7				Rejected	Not Registered (Includes Inactive), No Match	Blank
15	1				Rejected	Not Registered (Includes Inactive), No Match	Good
15	2				Rejected	Not Registered (Includes Inactive), No Match	Good
15	3				Rejected	Not Registered (Includes Inactive), No Match	Good
15	4	51175	YEARGAN, JANE T	97 CROOKED CREEK LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
15	5	54727	GUINA, APRIL L	1565 PAINTBRUSH LOOP FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
15	6				Rejected	Not Registered (Includes Inactive), No Match	Good
15	7				Rejected	Not Registered (Includes Inactive), No Match	Blank
16	1				Rejected	Not Registered (Includes Inactive), No Match	Good
16	2				Rejected	Not Registered (Includes Inactive), No Match	Good
16	3				Rejected	Not Registered (Includes Inactive), No Match	Good
16	4				Rejected	Not Registered (Includes Inactive), No Match	Good
16	5	56061	BERCIER, BECKY L	145 DEAD HORSE RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
16	6				Rejected	Not Registered (Includes Inactive), No Match	Good
16	7				Rejected	Not Registered (Includes Inactive), No Match	Good

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

SUBMITTAL : Submittal 2

Page	Line	Voter ID	Name	Residence	Status	Status Reason	Line Status
SECTION : Section 0002							
1	1	56099	MILLS, CAROLINE M	565 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	2	57474	JOHNSON, EDITH R	15488 HWY 287 LANDER WY 82520	Accepted	Valid Signature	Good
1	3	56865	JONES, THOMAS R	176 OLD WIND RIVER HWY FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	4	52542	WILSON, PHOEBE A	14 TO:NAMP LN LANDER WY 82520	Rejected	Out of District	Good
1	5	57765	LAJEUNESSE, MICHAEL D	100 WASHAKIE PARK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	6	58970	KING, KAREN K	463 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	7	51138	ST CLAIR, ORVILLE	27 ST CLAIR SPUR FT WASHAKIE WY 82514	Rejected	Rejected - Duplicate	Good
2	1	45698	HEREFORD, ROBERT G	14 HEREFORD LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	2	47670	SHOYO, HARRISON A JR	130 STEWART RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	3	58187	LECLAIR, TEX	81 SHIPTON LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	4	46041	WASHAKIE, BONNIE	185 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	5	55462	FERRIS, KATHLEEN B	35 ROSE LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	6	200056636	TIGER, PHILBERTA A	146 QUENTIN QUAY DR FT WASHAKIE WY 82514	Rejected	Rejected - Duplicate	Good
2	7						Blank

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

SUBMITTAL : Submittal 3

Page	Line	Voter ID	Name	Residence	Status	Status Reason	Line Status
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SECTION : Section 0003

1	1	49272	TILLMAN, CHARLENE A	325 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	2	49364	WADDA, EDWARD L	51 S FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	3	600035983	NOSEEP, ALYSSA R	21 NOSEEP LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	4	50738	LARGE, WAYLAND K	10 DRISKELL LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	5	58787	JIMERSON, ROMA Z	451 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	6	200026023	WAGON, LIZZETTE R	263 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	7	200025206	POSEY, RUBY F	1547 PAINTBRUSH LOOP FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	1	57819	BELL, COLLEEN J	30 SHIPTON LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	2	57205	JEFFERY, CHARLES P	11 JOHNSTOWN SPUR KINNEAR WY 82516	Accepted	Valid Signature	Good
2	3	200024426	JEFFERY,LINDA K	11 JOHNSTOWN SPUR KINNEAR WY 82516	Rejected	Rejected - Duplicate	Good
2	4		LORRITA TILLMAN		Rejected	Not Registered (Includes Inactive), No Match	Good
2	5		LOUISE JONES		Rejected	No Match, Not Registered (Includes Inactive)	Good
2	6		JOANN BROWN		Rejected	Not Registered (Includes Inactive), No Match	Good
2	7	56315	HILL, VERNON E JR	132 BAZIL DR FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
3	1		MELVIN JOHN		Rejected	Not Registered (Includes Inactive), No Match	Good
3	2		ELIAS H ANTELOPE		Rejected	Not Registered (Includes Inactive), No Match	Good
3	3		CHARLENE ONEAL		Rejected	Not Registered (Includes Inactive),	Good

WyoReg

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

3	4	47640	BERGIE, PATRICIA A	15 ZIAMP LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
3	5		MARGARET WAGON		Rejected	Not Registered (Includes Inactive), No Match	Good
3	6	600010683	ST CLAIR, DARWIN J JR	465 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
3	7		ALAN WHITE		Rejected	Out of District	Good
4	1		JAY DEE ROBERTS		Rejected	Not Registered (Includes Inactive), No Match	Good
4	2	600009000	COANDO, JUANITA E	713 TINEREA DR FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
4	3	49025	TYLER, ULA	393 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
4	4	48196	SNYDER, SUSAN A	205 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
4	5	48772	COOK, KENNETH A	198 S FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
5	1	52398	BELL, DARRELL E SR	726 SOND-SO-NEEP DR FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
5	2	53601	ROANHORSE, LAVONNE M	18 ZIAMP LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
5	3	54728	GUINA, GEORGE H	3 TIGEE CIR 3 FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
5	4	200056548	ENOS, MARY I	81 ETHETE RD ETHETE WY 82520	Accepted	Valid Signature	Good
6	1	57556	THOMAS, CLARENCE V	28 CROOKED CREEK LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
6	2		ELIGIO HILL		Rejected	Not Registered (Includes Inactive)	Good
6	3	49268	FERRIS, MICHELLE R	92 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
6	4		CHRISTIE LARGE		Rejected	No Match, Not Registered (Includes Inactive)	Good
6	5		LILLIAN MCBRIDE		Rejected	Not Registered (Includes Inactive), No Match	Good
7	1	58109	MEEKS, ETHEL K	317 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

Line #	Signer Name	Address	Status	Signature Status	Overall Status
7	2	56540 MEEKS, EDMUND L	Accepted	Valid Signature	Good
7	3	47640 BERGIE, PATRICIA A	Rejected	Rejected - Duplicate	Good
7	4	RACHEL YNOSTROSA	Rejected	Not Registered (Includes Inactive), No Match	Good
7	5	DALE GREEN	Rejected	Not Registered (Includes Inactive), No Match	Good
7	6	CHLOEALLN GUINA	Rejected	Not Registered (Includes Inactive), No Match	Good
8	1	45833 MCDONELL, GUS J	Accepted	Valid Signature	Good
8	2	45832 MCDONELL, ADA M	Accepted	Valid Signature	Good
9	1	55848 WARE, SHAWN R	Accepted	Valid Signature	Good
9	2	CAROL M SANCHEZ	Rejected	Not Registered (Includes Inactive), No Match	Good
10	1	200056630 PITTS, SHAUNA T	Accepted	Valid Signature	Good
10	2	50627 STROCK, LADEANA L	Accepted	Valid Signature	Good
10	3	50357 DUNLAP, ADRIENNE G	Accepted	Valid Signature	Good

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

SUBMITTAL : Submittal 4

SECTION : Section 0004

Page	Line	Voter ID	Name	Residence	Status	Status Reason	Line Status
1	1	50537	FERRIS, DWIGHT W SR	12484 HWY 287 LANDER WY 82520	Accepted	Valid Signature	Good
1	2	200025430	ST CLAIR, NEIL M	38 S FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	3		D LYNETTE ST CLAIR		Rejected	Not Registered (Includes Inactive), No Match	Good
1	4	45382	ALLEN, MARCHIA J	173 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	5	51318	GERVAIS, VALERIA C	46 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	6	55079	OSBORNE, BARBARA J	105 ETHETE RD ETHETE WY 82520	Accepted	Valid Signature	Good
1	7	50716	ST CLAIR, ILLA R	1560 PAINTBRUSH LOOP FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	1	55204	STANDING ROCK, CATHERINE E	24 ENGAVO LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	2	600018981	DUNLAP, MICHELLE J	394 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	3	200056659	WADSWORTH, KRISTAN N	7 FORT WASHAKIE SCHOOL RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	4	57740	SNYDER, GEORGETTA T	207 TROUT CREEK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	5	55815	WASHAKIE, JOHN R	185 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	6	45324	CHAVEZ, VELMA	29 SHIPTON LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	7	55463	FERRIS, VIRGINIA V	100 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
3	1	45990	RAY, IVORA J	70 WASHAKIE PARK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
3	2		RODDEEN ANTELOPE		Rejected	Not Registered (Includes Inactive), No Match	Good
3	3		CHRISTIAN POSEY		Rejected	Not Registered (Includes Inactive), No Match	Good

WyorkReg

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

Line #	Signer Name	Address	Status	Reason	Final Status
4	SARAH P WHITEPLUME		Rejected	No Match	Good
4	D LYNETTE STCLAIR		Rejected	Not Registered (Includes Inactive), No Match	Good
4	CATHY L PEBEAHSY GROESBECK		Rejected	No Match, Rejected - Duplicate, Not Registered (Includes Inactive)	Good
4	BELL, ZELMA L	34 SHIPTON LN FT WASHAKIE WY 82514	Accepted	No Match, Not Registered (Includes Inactive)	Good
4	ALBERTA FRIDAY		Rejected	Valid Signature	Good
5	LECLAIR, IVA R	81 SHIPTON LN FT WASHAKIE WY 82514	Accepted	Not Registered (Includes Inactive), No Match	Good
6					Crossed out
6	GALLINGER, TERRY	12713 HWY 287 82520	Accepted	Valid Signature	Good
7	YELLOWBOY, JENNIFER L	114 FIRST ST FT WY 82514	Accepted	Valid Signature	Good
7	LARGE, WAYLAND K	10 DRISKEILL LN FT WASHAKIE WY 82514	Rejected	Rejected - Duplicate	Good
8	CHRISTIAN POSEY		Rejected	Not Registered (Includes Inactive), Rejected - Duplicate, No Match	Good
8	SHOYO, ALLESANDRO G	5 SHOYO LN FT WY 82514	Accepted	Valid Signature	Good

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

SUBMITTAL : Submittal 5

Page	Line	Voter ID	Name	Residence	Status	Status Reason	Line Status
SECTION : Section 0001							
1	1		KERRY R ROBERTS		Rejected	Not Registered (Includes Inactive), No Match	Good
1	2	47103	FERRIS, DAVID L SR	35 ROSE LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
1	3	46828	GOGGLES, ROSE M	1 ZIAMP LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	1	46304	GOGGLES, DEAN B	1 ZIAMP LN FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	2	57325	HILL, CAROLINE A	33 TAPPAY DR FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	3	200025740	THAYER, SHARON R	164 N FORK RD FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	4	600007903	HILL, VERNON E	33 TAPPAY DR FT WASHAKIE WY 82514	Accepted	Valid Signature	Good
2	5		JAMIE K SORRELS		Rejected	Not Registered (Includes Inactive), No Match	Good
2	6		KELLY DREAMER		Rejected	Not Registered (Includes Inactive), No Match	Good
2	7		ELIZABETH SALEVAY		Rejected	Not Registered (Includes Inactive), No Match	Good

Petition Signers Report

Date : 01/13/2012

Petition Name : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

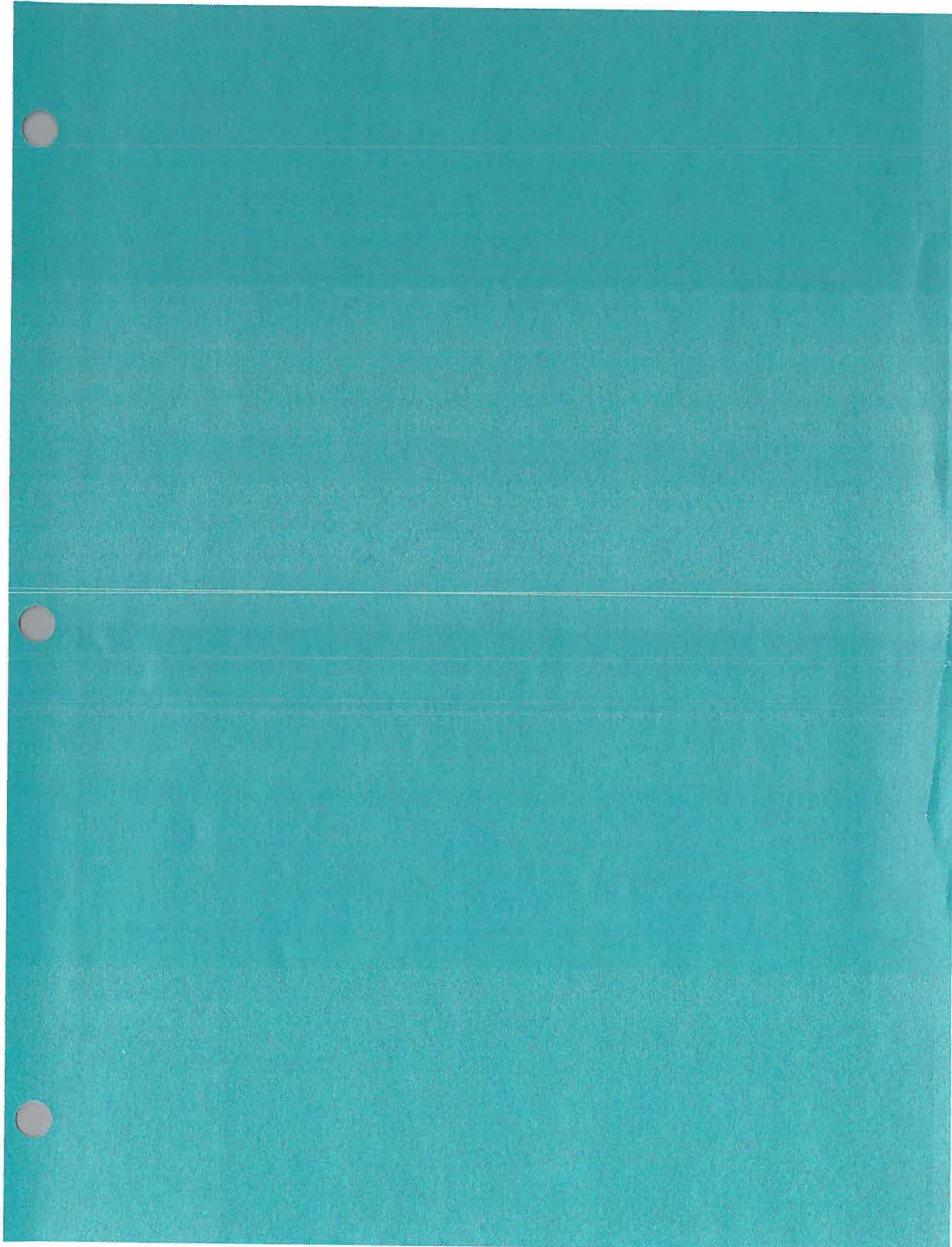
Summary Results for Petition 1-2011

Petition Title : FREMONT COUNTY SCHOOL DIST. # 21 UNIFICATION

Circulation Start Date : 09/30/2011 Circulation End Date : 11/16/2011

Signature Count

Required	100
ACCEPTED	101
REJECTED	113
Total	214



**PROPOSAL OF FREMONT COUNTY DISTRICT BOUNDARY BOARD
TO THE STATE BOARD OF EDUCATION FOR THE STATE OF WYOMING
TO REORGANIZE ELEMENTARY SCHOOL DISTRICT NO. 21 IN THE
COUNTY OF FREMONT AND STATE OF WYOMING TO BECOME A
UNIFIED SCHOOL DISTRICT PROVIDING EDUCATION IN GRADES
KINDERGARTEN THROUGH TWELFTH**

Pursuant to the provisions of W.S. §21-6-201 – 226, the District Boundary Board having been petitioned by more than one hundred (100) qualified electors of Fremont County School District No. 21 and subsequent to a hearing on the petition, the Fremont County District Boundary Board having determined that this proposal will benefit the educational needs of the students, hereby submits to the State Committee (State Board of Education) the following proposal to reorganize FCSD#21 into a unified school district with education provided to students from kindergarten through twelfth grade.

Fremont Elementary School District No. 21 in the County of Fremont and State of Wyoming (hereinafter "FCSD#21") is an elementary school district operating grades K-8. The District also support a high school, being the Fort Washakie Charter High School, operating grades 9-12. The total K-12 enrollment for the elementary and high schools is more than five hundred (500) pupils. The District Boundary Board has received a petition signed by more than one hundred (100) qualified electors from FCSD#21 requesting creation of a new unified school district.

The proposed plan would unify the existing high school with the elementary school, which unification would enable the students residing within FCSD#21 to remain in their home district and acquire all the necessary and appropriate education to allow those students to meet all Wyoming performance standards and graduation requirements within a unified K-12 public school system.

The reorganization would provide an improved and more equalized educational opportunity for all pupils. It will give the resident students of FCSD#21 an equal opportunity for a complete quality education within their own district. These students currently in grades K-8 are educated utilizing the curriculum, teaching styles, educational methodology, sequencing, policies, and customs of FCSD#21. These students, upon completion of eighth grade, are currently required to abruptly transfer out of their home district to another community; a community which frequently has different educational philosophies, policies, programs and curriculum paths. In some cases, the new district will utilize different teaching methods, have different conduct and discipline expectations, and different customs and social expectations. Reorganization will provide an improved and more equalized educational opportunity for all FCSD#21 students.

Reorganization will also improve and equalize education for all pupils in the state. After unification, Districts that FCSD#21 students attended for their high school education will receive only those students who desire to transfer, rather than those forced to attend those districts. These will be students who are comfortable with and believe they can succeed in another school district. This will free up time and resources for the other districts that tried to accommodate students who were forced to attend a district in which they were not comfortable, and who struggled to adjust in a different educational and social system.

The reorganization will also benefit pupils throughout the State by converting the current Fort Washakie Charter High School into a high school within FCSD#21, thereby creating a single unified school district. This school provides personal instruction in a traditional high school program to students who attend classes on-site every day. The charter high school incorporates an on-line educational program that can be accessed off-campus. After unification, the FCSD#21 high school would continue to provide the same benefits and opportunities that are currently available through the charter school, only with the advantage of administration under one board and through a single accredited and unified school district. The charter high school is, and would continue to be subject to all the same rules, regulations, accreditation requirements and state policies that govern all other public high schools in Wyoming. The reorganized school district would also receive all the same benefits and assistance that are available to public high schools. Students could graduate from the newly unified FCSD#21.

The newly reorganized FCSD#21 high school would continue to provide a traditional high school program and curriculum, using certified teachers to teach students who attend classes on campus. In addition, the high school will offer on-line educational programs for students. For those students participating in off-campus distance learning, personal assistance is also provided on-line by Wyoming certified teaching staff and, in addition, the districts of residence will also be allowed to continue to provide tutorial assistance by their qualified staff.

The reorganization will provide a wiser and more efficient use of public funds for education, and will make allowance for local conditions, special needs, problems, and educational cost differentials to achieve financial parity among school districts. The reorganization will eliminate the need to split funds between the public school and charter school. Funding from the State is already provided for the ADM attending the Fort Washakie Charter High School and, as a result, there will be no change in funding for those students.

FCSD #21 is currently accredited. In the spring of 2011, the Wyoming Department of Education recommended that FCSD #21 pursue accreditation as a district (as opposed to school accreditation). FCSD #21 pursued and successfully received district accreditation from Advanced ED. Fort Washakie Charter High School has been accredited since it opened since 2004.

The reorganization may also result in less transportation being required to transport high school age students to other school districts.

A unified school district will also be more familiar with local conditions, special needs, and problems relating to the students attending grades K-8 which will enable the unified district to better plan for transition to high school and provide more consistency in curriculum and educational programming for both regular education and special education students.

The proposed reorganization will reduce the need for special negotiations, contracts and financial arrangements between FCSD#21 as an elementary district and neighboring unified school districts agreeing to accept students from FCSD#21 into their districts. Complicated arrangements for distribution of both state and federal funds utilized to educate students transferring from FCSD#21 to other districts will be eliminated. Financial parity will be achieved by funding the various districts in the same manner in that they will all be funded as unified K-12 districts. The FCSD#21 school board will have the same flexibility of allocating funds where most needed in grades K-12 as other school boards operating unified school districts throughout the state. In addition, funding and accounting will be greatly simplified by unifying the Fort Washakie Charter High School with the current Elementary District.

This proposed reorganization will not necessitate the adjustment of any school district boundaries. The boundaries of FCSD #21 will be identical to the boundaries of the existing Fremont County School District Number 21, State of Wyoming. All of the territory within FCSD #21 boundaries is contiguous and will remain unchanged.

The boundaries of the school district will remain unchanged, however, any maps and legal descriptions of the existing boundaries will be provided if requested by the State Committee.

The reorganization of FCSD#21 into a unified school district will result in a more efficient administrative unit considering primarily the education, convenience and welfare of the students. For all the reasons stated above, allowing the students to remain in their home district and unification into a K-12 school district will result in the most efficient administrative unit and is in the best interests of the students.

The reorganization is also consistent with the stated intent of Wyoming reorganization laws to create unified school districts throughout the state. W.S. §21-6-207(b) (ii).

It is proposed that the newly reorganized school district will take effect upon July 1, 2012.

All trustees elected to the board of trustees are elected at large and will continue to be elected at large after the reorganization. Neither the number of trustees nor the terms of office of the trustees will be affected.

The assessed value of the property within the boundaries of the reorganized FCSD#21 will remain the same as the boundaries will not be changed.

The reorganization will provide a more equal educational opportunity and services for the students of reorganized FCSD#21 as compared with all other school districts.

A copy of the Notice of Public Hearing is attached hereto and was published once a week for two weeks immediately preceding the public hearing and was sent by mail to each member of the Board of Trustees of FCSD#21 not less than ten (10) days nor more than fourteen (14) days prior to the hearing.

A public hearing was held on the 26 day of March, 2012, at the Fort Washakie School, at 6:00 o'clock p.m. Approximately 50 people attended; 21 people spoke in favor of and no people spoke against the proposed reorganization.

A transcript of the public hearing is attached hereto.

The name and number of the reorganized school district shall be: Fremont County School District Number 21, State of Wyoming.

It is proposed that the reorganized school district will continue to utilize all of the existing buildings currently used by FCSD#21 for educational purposes. A proposal for an improved and/or more permanent structure to replace the modular currently utilized for Fort Washakie Charter High School in which to house the high school program will be processed in accordance with the rules and regulations of the School Facilities Commission. Consideration for this facility may include an addition to existing facilities, a new structure, or remodeling, as determined appropriate by the school district and School Facilities Commission.

All debts and assets of FCSD#21 shall be transferred to and assumed by the proposed reorganized unified school district.

All existing personnel will continue to be employed by the reorganized unified school district. Staff employed by Fort Washakie Charter School will all be offered employment by the reorganized school district subject to the same terms and conditions as are applicable to other staff.

There will be no need for any significant changes to the current transportation plan being implemented by FCSD#21. It is anticipated that eventually less transportation will be required with regard to transporting students in grades 9-12 in neighboring school districts. This will benefit FCSD#21, neighboring school districts, neighboring students and parents, and will be a safer transportation system for all students in grades 9-12. Specifically, it will reduce the need for teenage drivers to drive frequently after dark and in adverse weather conditions.

A summary of the reasons for this proposal is generally described in those sections of this proposal above describing how the reorganization will provide an improved and more equalized educational opportunity for all pupils and how the reorganization will provide a wiser and more efficient educational program. In addition to those general descriptions, the reasons for the reorganization of FCSD#21 include the following anticipated benefits of reorganization:

- a. an improved educational opportunity for all FCSD#21 students;
- b. a more equalized educational opportunity for all FCSD#21 students;
- c. a wiser and more efficient use of public funds;
- d. a unified educational system which will be capable of making allowance for local conditions, special needs and problems, and educational cost differentials;

- e. the reorganization will provide more parity among districts;
- f. unification of a bifurcated educational system involving a charter high school;
- g. bring the educational program currently provided to students in grades 9-12 through a charter school system, under a single unified educational program;
- h. allow for continuity and consistency for those students currently enrolled in the K-8 program;
- i. reduce transportation requirements, thereby decreasing safety risks associated with transportation and allowing for increased time on task as opposed to traveling;
- j. allow for an improved planning process regarding curriculum for those students moving from K-8 to high school;
- k. allow for an improved system of preparation, education and assessment of FCSD#21 students' performance in the proficiency areas mandated by the Wyoming Department of Education;
- l. give students and parents an increased sense of pride in community within their own district by allowing the students to graduate from their home district.

This proposed reorganization will continue to provide for a single school district within FCSD#21 but rather than having one elementary school district, FCSD#21 will be one unified school district with grades K-12.

Upon approval of the proposal for unification, newly created, unified Fremont County School District No. 21, State of Wyoming, will operate under the control of one board of trustees, will be administered by one superintendent of schools, and will offer an adequate and integrated educational program.

The proposed reorganization will benefit all students and the State Board of Education is requested to approve this proposed plan of reorganization.

Dated this 3rd day of April, 2012

FREMONT COUNTY BOUNDARY BOARD

Douglas L. Thompson
Douglas L. Thompson, Chairman

Travis Becker
Travis Becker

Tara Berg
Tara Berg

absent
Dennis Christensen

Pat Hickerson
Pat Hickerson

H. Scott Harnsberger
H. Scott Harnsberger

absent
Keja Whiteman

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Guiding Principles

Preparation for education and training after high school is critical. More than a high school diploma is needed to keep pace in a global economy. Students need to be prepared with skill sets to succeed in college or technical training that will lead to a productive career. To accomplish this, all levels of education – pre-kindergarten through college – need to coordinate, communicate and educate as one seamless system.

Goals

The Wyoming P-16 Education Council is working toward a seamless system and believes that improving the high school graduation rate and rate of attainment of post-high school credentials or degrees is a worthy goal as well as an indicator of our progress as both a Council and a state.

About the Council

We are a 23-member council – the only one of its kind in Wyoming focused on improving student success and which includes partners in K-12, higher education, early childhood, state government, workforce development, the Legislature, the private sector, and parents. We are a non-profit volunteer organization that has relied significantly on public funding in the first four years. We are seeking more private support moving forward.

Current Work

- ✓ Enhancing students' access to college courses while in high school. Research shows dual and concurrent enrollment increases the likelihood of a student staying in school and leads to better college performance.
- ✓ The "7-11 Conversation" – a community conversation is planned.
 - 7th graders and their parents need to know the importance of taking challenging high school coursework. Students need to take more challenging courses to prepare themselves for college or entering directly into the workforce. Higher math, science and reading skills translate into higher wages and more job opportunities, and reduce the need for remedial courses in college – which will save family and taxpayer dollars.
 - 11th graders and their parents need to know the importance of making the most of the senior year. Students who challenge themselves academically in their senior year do better in college. It also helps encourage lifelong learning and reduces the need for remediation.
- ✓ Enhancing efforts for students to take Science, Technology, Engineering and Math (STEM) coursework to better position students for academic and career success. A summit was held Feb. 9, 2012, in Casper to raise awareness, develop a better understanding of the benefits of STEM, and begin planning for a state STEM initiative.
- ✓ P-16 continues to collaborate with educational entities at all levels as well the Wyoming Department of Workforce Services to develop a Statewide Longitudinal Data System (SLDS). An operative SLDS will collect high-quality student data and provide accurate information about how individual students perform over time, from pre-kindergarten through 12th grade and into post-secondary education and careers. The data is generally aggregated for research purposes and when measured over time is known as longitudinal data. This data gives policymakers and educators the information they need to assess the effects of their efforts and adjust policies and practices to improve student achievement.

Accomplishments to Date

- ✓ Coordinated meetings to create a more uniform system of dual and concurrent enrollment offerings statewide with a goal of allowing all students the opportunity to take college courses and gain both high school and college credit for those courses.
- ✓ Helped design a study of Hathaway Scholarship recipients to determine if the requirements of the Hathaway program are improving student outcomes.
- ✓ Created transition charts for students that compare the rigor and expectations of high school classes to those in college classes.
- ✓ Created an easy-to-understand graph of Wyoming education statistics that illustrate progress in critical categories such as kindergarten readiness, third-grade reading level and college degree-attainment. The "Data Dashboard" is continually updated and available on our Web site.
- ✓ Created a Web site and TV advertisement.

Future and Preliminary

Expanding access to early learning for children ages 3 to 5 to improve their readiness for kindergarten and exploring ways to coordinate these efforts statewide.

Council Members

Michael Ceballos, President, President, private sector, Cheyenne
Karla Leach, Vice President, Western Wyoming Community College, Rock Springs
Audrey Kleinsasser, Treasurer, Wyoming School-University Partnership, Laramie
Rollin Abernethy, University of Wyoming appointee, Laramie
Joan Evans, Department of Workforce Services, Cheyenne
Jon Connolly, Community College Presidents' Council, Sheridan
Diana Clapp, Wyoming Association of School Administrators, Pavillion
Rep. Bernadine Craft, Wyoming House of Representatives, Rock Springs
Sen. Hank Coe, Wyoming State Senate, Cody
Kathy Coon, Wyoming State Board of Education, Lusk
Brent E. Ewers, University of Wyoming, 4-yr postsecondary faculty, Laramie
Carol Kirkwood, K-12 educator, Laramie
Autourina Mains, Northwest College Child Care Center, Powell
Carl Manning, Wyoming School Boards Association, Riverton
Joe McCann, Wyoming Community College Commission, Cheyenne
Josh Mchelena, Sheridan College, 2-year postsecondary faculty, Sheridan
Amber Page, private sector, Worland
F. David Searle, private sector, Sheridan
Bill Sniffin, private sector, Lander
Carol Stewart, K-12 educator, Sheridan
Kathryn Valido, Wyoming Education Association, Cheyenne
Teri Wigert, Wyoming Department of Education, Cheyenne

Executive Director: Kelley Pelissier, Cheyenne

Website: www.wp-16.org



WYOMING P-16 EDUCATION COUNCIL

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Cheyenne, WY 82003
p-16wyo@live.com
www.wp-16.org

April 14, 2012

ACCESS WYOMING 2012

(Invitations to these meetings were emailed to State Board members)

THE CHALLENGE: 36% OF WYOMING ADULTS HAVE COLLEGE DEGREES. BY THE YEAR 2025, 62% OF WYOMING ADULTS NEED TO HAVE DEGREES IN ORDER TO MEET WORKFORCE DEMAND IN WYOMING*. WHAT CAN WE DO TO HELP REACH THAT GOAL?

THE INVITATION: YOU ARE INVITED TO ATTEND A REGIONAL MEETING TO DISCUSS ACCESS INITIATIVES TO PROMOTE POST-SECONDARY EDUCATION AND TO SHARE WHAT YOU ARE DOING IN YOUR REGION, WHAT YOU WISH YOU COULD DO AND HOW WE, AS A COMMUNITY CAN MAKE THIS HAPPEN? BEST PRACTICES WILL BE HIGHLIGHTED.

WHO: YOU AND ANYONE YOU KNOW CONCERNED ABOUT ACCESS TO HIGHER EDUCATION. BUSINESS LEADERS, COMMUNITY GROUPS, EDUCATORS, ACCESS PROGRAM PROVIDERS, PARENTS AND STUDENTS ARE ALL WELCOME.

By April 17, the Council Executive Director attended these meetings in 5 communities. The meetings have brought together groups of 20 or more to discuss what is being done to encourage/facilitate access to college (broadly defined as any education beyond high school). The discussions have identified several programs, events, activities, and opportunities – leading participants to ask, why – with all this effort, are people in Wyoming not attending college to the degree that studies indicate is needed? Thus, participants are identifying gaps in these access encouragement efforts. This information will be summarized in a report, and the P-16 Council will work with the WY College Access Challenge Grant Director to determine a strategy for addressing the identified gaps.

Meetings have been held in Gillette, Casper, Cheyenne, Cody, and Riverton. Still to come are meetings in Pinedale on May 1 and Rock Springs on May 2. Please contact P-16 if you are able to attend one of the remaining meetings.

STEM & CTE SUMMIT

At the State Board's last meeting, the Council had just wrapped up the First Wyoming STEM Summit in Casper (STEM – Science, Technology, Engineering, and Mathematics). More than 100 individuals representing all sectors of the school continuum attended to share their perspectives on existing and desired STEM and CTE programs, supports that are needed to enhance current or prospective efforts and challenges that should be considered in developing a STEM and CTE initiative for Wyoming.

The following initiatives are proposed by multiple respondents:

A **coordinated council** formally established and recognized is needed to advance STEM and CTE education initiatives. Representation should include at minimum executive, education and workforce governmental entities, K through grade 20 educators, business and parents. Roles for a council may include: serve as a clearinghouse and repository for STEM education knowledge and programs, offer grants or a seeding program, help new programs leapfrog off of more established programs, serve as a

voice for accountability, include local agencies, support both formal and informal STEM educational initiatives and likely other activities yet to be determined.

+An online repository of exemplary STEM and CTE programs, activities, and outreach efforts currently offered should be compiled. This database would include pre-K to 20 programs, both formal and informal. Organization and content would require diverse input, but could include elements like program start up cost, sponsors, information such as student preparation or prerequisite for entry, target demographics and effectiveness data, duration the program has functioned, contact person, opportunities for funding, transportability, etc.

+Course and curriculum alignment from K through grade 20 and into the workforce/business must continue to be supported and articulated, specifically in relation to STEM curriculum. Emphasis on the key transition points is particularly relevant, i.e., elementary to middle school, middle to high school and high school into post-secondary. This work might include review of elementary and middle school STEM curriculum. Parents and employers also have a role.

+Curricular initiatives, including career academies, project based learning programs, linked-learning, pathways programs and computational science all advance STEM education to meet the needs of a Science 2.0 society. Some preliminary considerations for this initiative include:

- 1) Teacher preparation and supports will be important to implement and sustain substantial pedagogical and curricular revisions. Any initiative cannot simply be an “add-on” to current instructional load.
- 2) The Hathaway Success Curriculum does not consistently recognize integrated courses offered in current innovative STEM programs i.e., career academies which incorporate project- based and linked- learning approaches.
- 3) Smaller schools may face particular challenges in creating alternate pathways.
- 4) Need to address perceived inequities between career and college pathways.
- 5) Should integrate these approaches to teaching to all teachers, not just STEM/CTE teachers. Without understanding and buy-in at the school level successes marginalized.

+Science and Career Technical Education state standards should both be reviewed and revised to incorporate more elements that will provide teachers guidance and provide more students better opportunities to be college and career ready.

+Parent and community buy-in is extremely important. Communication is critical, the questions of “How is it the same?” and “How is it different?” must be clearly addressed and differentiated from what we now do.

The WY P-16 Education Council continues to hold meetings with a broadly representative planning committee to develop subsequent plans. There are preliminary plans for this committee to work with WDE to hold a pre-standards review conference in June to bring together statewide K-20 educators and workforce representatives to kick-off the standards review process.