State Board of Education
Work Session Agenda
June 16, 2011

Hathaway Building, Basement
2300 Capitol Avenue, Cheyenne
8:00 a.m. – 4:15p.m.

1.	Legislative Committee Update – Sue Belish	Tab A	8:00 a.m.
	BREAK		9:30 a.m.
2.	Accreditation – Superintendent Cindy Hill		9:45 a.m.
3.	Update on Assessments – Lesley Wangberg and Bill Herrera	Tab B	10:45 a.m.
4.	Hathaway Scholarship Update – Julie Magee	Tab C	11:15 a.m.
	WORKING LUNCH		12:15 p.m.
5.	Update on Standards – Tammy Schroeder	Tab D	
6.	English Language Development (ELD Standards) – Cassandra Celaya	Tab E	
7.	P-16 Council – Kelley Pelissier	Tab F	1:45 p.m.
	BREAK		2:00 p.m.
8.	Certified Personnel Evaluation System – Jillian Balow	Tab G	2:15 p.m.
9.	Chapter 29 Rules – Jillian Balow	Tab H	
10.	Submission and Review of District Evaluation Systems – Jillian Balow	Tab I	
11.	AdvancED NCA Accreditation – Brad Jacobson, Vice President, AdvancED; Geri Fitzgerald, Assistant Director, AdvancED Wyoming NCA, Laramie Junior High School; Dr. Mark Mathern Associate Superintendent of Curriculum and Instruction, Natrona County School District #1; and Dr. Mary Krisko, Curriculum Director, Washakie School District #1	Tab J	3:15 p.m.
	ADJOURNMENT		4:15 p.m.

2010-11	2011-12	2012-13	2013-14
AYP Language Arts = Reading + Writing	AYP Language Arts = Reading + Writing	AYP Language Arts = Reading	AYP Language Arts = Reading
	Determination of "Combined School Score for each Core Indicators of Student Performance based upon: • PAWS Reading (3-8 and 11) • Explore (8th grade) • ACT (11th grade)	Adoption of NEW Common Core-based Language Arts and mathematics state standards	Transition of PAWS to measure the 2012 standards in Reading and Mathematics
BASELINE	**BASELINE**	PAWS no longer includes Writing	
PAWS reading and mathematics results in grades 3-8 and 11 to be used as "**baseline**" for the determination of a Core Indicators of Student Performance measure	MAP in Reading and mathematics (Grades K-8) assessed in fall and spring - Statewide Results to be used to set target levels for statewide standards for Student Growth in reading and Mathematics (K-8)	**Required Assessments** • PAWS Reading and Mathematics (Grades 3-8 and 11); Science (Grades 4, 8, 11) • Statewide Assessment of Student Writing Skills (Grades 3-8 and 11) -Single prompt • MAP Reading and Mathematics (Grades K-8), fall & spring • Explore (8th grade) • ACT (11th grade)	Wyoming Accountability in Education Act ***requires*** positive progress at school level in Core Indicators of Student Performance: • PAWS Reading (3-8 and 11) • Explore (8th grade) • ACT (11th grade)
	PILOT Pilot Statewide Assessment of Student Writing Skills (grades 3-8 and 11)		
	REPORTING	**REPORTING**	**REPORTING**
	• PAWS results - AYP • Combined School Score for each Core Indicator of Student Performance	• PAWS results - AYP • Combined School Score for each Core Indicator of Student Performance • Student Growth in Reading and Mathematics (K-8)	• PAWS results - AYP • Combined School Score for each Core Indicator of Student Performance • Student Growth in Reading and Mathematics (K-8)

Tab B

State Assessment Updates - LesleyWangberg

1) PAWS 2011 Administration

2) PAWS 2012

3) Enrolled Act 90
    a. Request for Proposal
        i. Surveys for delivery mode
        ii. Advisory Meetings
        iii. Select Committee
    b. Writing Assessment

Tab C

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

Who we are…

- Sean Moore, Supervisor/Consultant
- Julie Magee, Consultant
- Geir Solvang, Data Analyst

What we're about…

- College Awareness
- College Access
- College Readiness

Brief Overview of HSP

- Established in 2005
  - $400 million endowment from Permanent Mineral Trust Fund
  - Interest used to fund Hathaway scholarships
- 2006 high school graduates and beyond
  - This coming fall will see the 6th cohort of Hathaway recipients

Four levels of Hathaway

- Honors/Performance/Opportunity
  - Recipients awarded the equivalent of 8 full-time semesters of Hathaway scholarship money (96 credits)
  - Students may go to community college or UW
- Provisional Opportunity
  - Recipients awarded the equivalent of 4 full-time semesters of Hathaway scholarship money (48 credits)
  - Students must begin at a community college (any program)
  - Student who earn a degree or certificate with at least a 2.25 GPA are awarded the equivalent of 4 additional full-time semesters (48 credits) which can be used at a community college or UW

Who qualifies for a Hathaway Scholarship?

- Students who graduate from an eligible Wyoming high school
  - Public school
  - Private School
  - Border school
- GED students who first attended an eligible Wyoming high school
- Home school students (WY residents only)
- Institutional school students
- D.O.D. students whose parents are WY residents

Eligibility Requirements

- Honors - $1600/semester
  - High School GPA: 3.50 OR GED Score: 575
  - ACT Score: 25
- Performance - $1200/semester
  - High School GPA: 3.00 OR GED Score: 540
  - ACT Score: 21
- Opportunity - $800/semester
  - High School GPA: 2.50 OR GED Score: 500
  - ACT Score: 19
- Provisional Opportunity - $800/semester
  - High School GPA: 2.50 OR GED Score: 500
  - ACT Score: 17 OR WorkKeys Score: 12

Hathaway Success Curriculum

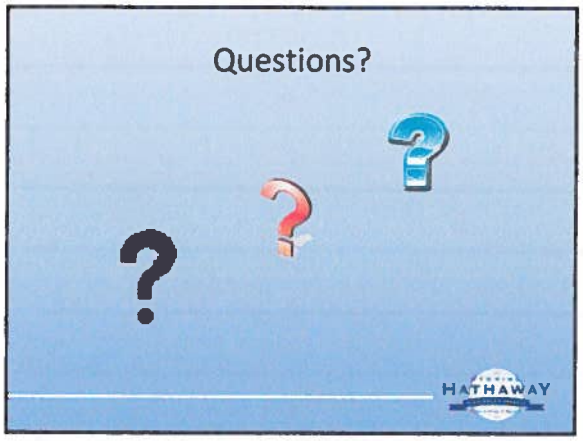
- In addition to earning certain GPA and ACT scores, students must also follow the Success Curriculum outlined in statute. The curriculum requirements vary depending on the level of scholarship the student is seeking.

(See handout)

Continued Eligibility Requirements

- Hathaway GPA
- Satisfactory Academic Progress (SAP)
- Continuous Enrollment

(See handout)


Questions?
HATHAWAY

Hathaway Scholarship Requirements Rubric for 2011 and Beyond

Content Area	Provisional Opportunity ($800/semester) GPA: 2.5, ACT: 17 or WorkKeys: 12	Opportunity ($800/semester) GPA: 2.5, ACT: 19	Performance ($1200/semester; GPA: 3.0, ACT: 21) or Honors ($1600/semester; GPA: 3.5, ACT: 25)
Math	Current H.S. Graduation Requirements which must include at least two of the Math courses listed below.	Four Years of Math to include all of the Math courses listed below, AND an approved Additional Math Course* to be taken in grades 9-12.	Four Years of Math to include all of the Math courses listed below, AND an approved Additional Math Course* to be taken in grades 9-12.
Language Arts	Current H.S. Graduation Requirements	Four years of Language Arts at the college or industry preparatory level in grades 9-12 to include all Language Arts standards listed below.	Four years of Language Arts at the college or industry preparatory level in grades 9-12 to include all Language Arts standards listed below.
Science	Current H.S. Graduation Requirements	Four Science courses taken in grades 9-12, three of which shall satisfy H.S. graduation requirements.	Four Science courses taken in grades 9-12 to include at least three of any of the Science courses listed below, AND an approved Additional Science Course.*
Social Studies	Current H.S. Graduation Requirements	Three years of Social Studies taken in grades 9-12 to include a combination of the Social Studies subject matter listed below.	Three years of Social Studies taken in grades 9-12 to include a combination of the Social Studies subject matter listed below.
Foreign Language	Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.	Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.	Two Sequenced years of the same foreign language, one of which must be taken in grades 9-12**

MATH COURSES	LANGUAGE ARTS STANDARDS	SCIENCE COURSES		SOCIAL STUDIES (Subject Matter)
Algebra I	Reading	Physical Science	Biology I	World History
Algebra II	Writing	Physics I	Biology II	American History
Geometry	Listening	Physics II	Geology I	Geography
	Speaking	Chemistry I	Chemistry II	American Government
		Computer Science I		Economic Systems & Institutions

***Please ask your H.S. Counselor or Curriculum Director for a list of Hathaway approved Additional Math and/or Science courses.**

****The native language of the Eastern Shoshone or the Northern Arapahoe, or American Sign Language (ASL) may be taken in fulfillment of this requirement.**

For more detailed information regarding the Hathaway Scholarship, please visit with your H.S. Counselor or Curriculum Director.

Hathaway Scholarship College Requirements

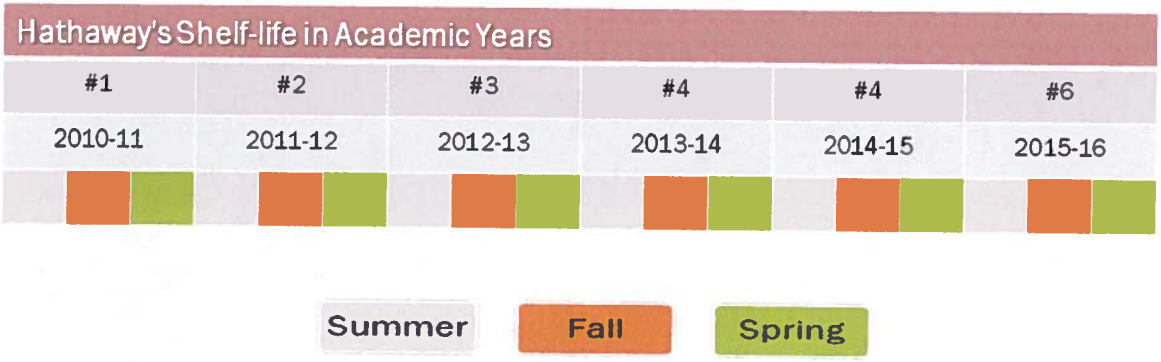
You will have **exactly** two years (24 months) from the time you graduate high school to apply for the Hathaway Scholarship and approximately 28 months to initiate your Hathaway Scholarship. Once you have initiated your Hathaway Scholarship, regardless of the scholarship level, you will need to ***maintain eligibility*** by doing the following three things:

1. **Maintain the appropriate GPA for your scholarship level**
   - Opportunity/Provisional Opportunity: 2.25
   - Performance / Honor: 2.50*
2. **Maintain Continuous Enrollment (CE)**
   - A student must enroll in school every fall and spring semester once he/she has initiated the Hathaway Scholarship. If he/she fails to enroll one of these semesters, eligibility will be lost until the student enrolls and attends two consecutive semesters. A summer term may not be used to regain continuous enrollment.
3. **Maintain Satisfactory Academic Progress (SAP)**
   - A student must enroll and complete at least six (6) *non-remedial credits* if attending part-time or twelve (12) *non-remedial credits* if attending full-time each semester. A student who fails to do this will lose eligibility until he/she completes the appropriate number of *non-remedial hours* to make up for hours not completed during the previous semester(s). In one academic year, a student must satisfactorily complete at least twelve (12) non-remedial credits if attending part-time or twenty-four (24) non-remedial credits if attending full-time.

*A student who drops below a 2.50 but has at least a 2.25 may receive the Opportunity scholarship level until a GPA of at least 2.50 is achieved. Once a student reaches the appropriate GPA, he/she is eligible to regain the Hathaway Scholarship.

What you need to know:

- ✓ Hathaway Scholarship money will not fund semesters used to regain eligibility. Students are responsible for contacting the financial aid office to restore the Hathaway Scholarship once eligibility is reestablished.
- ✓ Your Hathaway Award will pay for the equivalent of eight (8) full-time semesters (96 *non-remedial* credit hours) of college. Hathaway money cannot be used to pay for remedial courses.
- ✓ You will have six (6) years to use your Hathaway Scholarship once you start receiving Hathaway money. For example, if you start receiving money in fall 2010, the last semester/term you can receive Hathaway money is summer 2016. Exceptions to this timeframe include religious service, military service or other good cause.



Tab D

Standards Review Summary Report
June 16, 2011

Wyoming Content and Performance Standards Review:

In 1998, the Wyoming Legislature and the State Board of Education (SBE) initiated standards-based education in Wyoming. Between 1998 and 2003, school districts, teachers, and the Wyoming Department of Education participated in several iterations of standards, both at the district and state level. In 2003, the SBE adopted Wyoming Content and Performance Standards in all nine content areas (language arts, mathematics, fine and performing arts, foreign language, career and technical education, health education, science, physical education, and social studies).

Pursuant to W§ 21-2-304 (c), the Wyoming Department of Education has conducted standards reviews on a five year cycle since 1998:

> The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every five (5) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W§ 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section, and shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the review and evaluation was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.

Standards Review 2008

In April 2008, the Wyoming Department of Education convened committees to undertake a review of the standards. At this time, in agreement with the SBE, it was determined that changes undertaken during this review period would consist of formatting changes only; in order to meet the five year review period required under state statute, an extensive review and revision of the standards could not be completed in time to meet the deadline. During the 2008 review, committees consisting of a broad selection of stakeholders met to discuss the formatting changes to the standards, and to plan the process for the next five-year cycle of revision. At this time, it was decided that the standards review would take place in three phases over the next five years. By scaffolding the reviews, no more than three content areas would undergo review at any one time, enabling districts to implement the standards changes gradually over a 3 – 5 year period. Formatting changes were completed, and the document was submitted to SBE at their November 2008 meeting. The current Wyoming Content and Performance Standards were approved and adopted by the State Board of Education on November 19, 2008.

Standards Review 2010 - 2014

To begin the next cycle of standards review, WDE consultants and standards supervisor determined, through feedback from districts, that the following review cycle would take place:

Phase I: September, 2009 – March, 2011
Fine and Performing Arts
Foreign Language
Health

Phase II: May, 2010 – January, 2012
Language Arts
Mathematics
Physical Education

Phase III: February, 2012 – October, 2013
Career/Vocational Education
Science
Social Studies

In May of 2009, Wyoming's Governor Dave Freudenthal and State Superintendent of Public Instruction Dr. Jim McBride signed on to participate in the Common Core State Standards Initiative. In November of 2009, the Chiefs States School Officers (CCSSO) announced the formation of work and feedback groups for developing Common Core State Standards (CCSS) for language arts and mathematics. Wyoming's participation in the CCSSI created the need to include language arts and mathematics in Phase I of the standards review.

The standards review schedule was modified as follows:

Phase I: April, 2010 – November, 2011
Foreign Language
Fine and Performing Arts
Health Education
Language Arts
Mathematics

Phase II: February, 2012 – October, 2013
Career/Vocational Education
Science
Social Studies
Physical Education

Beginning the Review
In the summer of 2009, the WDE standards team met bi-monthly to develop rationale, processes, and procedures for the upcoming standards review. The following rationale was developed and accepted by the WDE standards review team:

Wyoming Content and Performance Standards Rationale

The Wyoming Content and Performance Standards articulate a K-12 continuum of the knowledge and skills that students should master for success in the future of a rapidly changing world. The Standards are a statement of what students should know and be able to do grade-by-grade and by the time they graduate from high school.

The Wyoming Content and Performance Standards serve several purposes. They articulate to students, parents, educators, and all other Wyoming stakeholders a set of expectations for what students should know and be able to do to be prepared for success in college and career, and to contribute to and live in the world community. They also provide a common understanding for educators of what students should learn at particular grades.

The Wyoming Content and Performance Standards are a set of demanding content and skills aligned with college and career expectations. They are intentionally few in number, high in rigor, and clear in expectation. The Standards are uniform in structure across all content areas and they focus on skills of communication, reasoning, and technology. They provide identifiable measures of success as the basis for formative, interim, and summative assessment of student learning.

Steering Committee

To comply with US Department of Education Peer Review Guidance of Academic Standards, states must engage a variety of stakeholders in the standards review process. An example of acceptable evidence described in the *USED Standards and Assessment Peer Review Guidance, Rev. 2009*: Section 1, 15 suggests "a broad range of stakeholders, [be] represented in the development process," and "[t]he State's process for developing its academic content standards involved diverse panels of educators, higher education representatives, parents, and community members . . . ." The standards review steering committee provided one avenue for the standards review process to meet USED specifications. Dept. of Education team members also felt engaging a wide variety of stakeholders in the development of the standards review processes, guidelines, and procedures would ultimately support the acceptance and implementation of the revised standards.

Stakeholder involvement in the standards review process is also required through SBE rules and regulations. Chapter 6, Section 7 (c) states "The district shall involve parents, community, and professional staff in developing student content and performance standards in the common core of knowledge and skills through an officially adopted planning process reinforced by board of trustee policies. Districts may choose to adopt state standards using the board of trustees' official process that includes involving parents, community, and professional staff (W.S. 21-9-101(b))."

In August of 2009, WDE standards team members established criteria for participation on the Standards Review Steering Committee (SRSC). This list was generated through brainstorming sessions, after which key agencies were asked to provide input on steering committee membership. Those agencies include:

- Wyoming Community College Commission
- P-16 Council
- University of Wyoming School-University Partnership
- Parent Education Network (PEN)
- University of Wyoming College of Education
- Wyoming Curriculum Director's Association (WCDA)
- Wyoming Association of Elementary and Middle School Principals
- Wyoming Association of Secondary School Principals

From the input of these agencies and through subsequent invitation, a demographically representative group of 13 educators and community members agreed to participate as members of the SRSC. The steering committee also included Wyoming Department of Education team members who have a critical interest in the standards review. A list of the SRSC members can be found in Appendix A.

The SRSC held its first meeting on November 9, 2009. The steering committee roles and responsibilities were identified and discussed. The following were identified as critical roles of the steering committee:

- Develop and implement design criteria
- Develop and implement process criteria
- Provide professional expertise
- Advise WDE standards team
- Provide guidance to content committees
- Communicate with constituent groups

Subsequent meetings with the steering committee took place on December 11, 2009, January 20, 2010, May 5, 2010, and October 29, 2010. Design criteria, process criteria, content committee selection, and content committee updates were primary agenda items. The steering committee provided guidance for content committee facilitators, communication with their constituent groups, and critical feedback for the standards review team.

<u>Content Committee Composition</u>

At the December 2009 SRSC meeting, criteria for content committee selection were established. The committee determined that content committees would consist of the following representation:

a.	K-8 teachers	two classroom teachers per grade	18
b.	K-8	two ESL and 2 SPED	4
c.	9-12	four classroom teachers plus 1 ESL and 1 SPED	6
d.	Career/Vocational one		1
		Sub – total =	29
e.	WDE (one facilitator and one stakeholder)		2
f.	UW (one dept of education faculty one content area)		2
g.	CCs (one dept of education faculty and one content area)		2
h.	District personnel (Curriculum directors, principals, etc)		2

i.	Business and Industry	2
j.	Parents (no "double dip parents)	2
k.	State BOE (invite)	1
l.	Legislature (JEC) (invite)	1
m.	Student*	1
	Sub-total =	15
	Grand total =	**44**

Further criteria were applied which required a balanced representation across the state. Years of teaching experience, experience with standards review process, size and location of districts and schools, and preferred content area were all metrics considered in creating content committees. WDE made a commitment to school districts to hold standards review work on non-school days; much of the work was completed on weekends, including Sundays, and during summer break. Scheduling became a dominant factor in content committee composition; many who wanted to participate were either unable to commit the time, or unable to make the scheduled meetings. Through the superintendent's memo process, nominations were gathered from district personnel. WDE also generated a list of people interested in standards review work through school improvement conferences, e-mail inquiries, and former standards review committee members. Nominations from the Parent Education Network, steering committee members, and standards team members generated names of parents and community members to invite to participate on the content committees.

As a result of the application of these criteria, there were a number of applicants who were not selected to participate in the standards review process. However, a representative group of stakeholders was achieved.

Content Committee Meetings

The first content committee meetings were held in the spring of 2010 and continued into early autumn. A summary of the work of each content area follows:

Fine and Performing Arts: Fine and performing arts selected 38 members for the content committee meetings. The first meeting took place May 16th and 17th in Casper. At this meeting, major decisions included keeping standards 1, 2, and 3 the same, and revising standard 4. The most critical decision was for the content area to write benchmarks at the discipline level. This resulted in identification of the four disciplines (visual art, theatre, dance, and music) and those who would serve on each of the sub-committees.

Over the course of the summer, discipline specific committees met and developed benchmarks for each of the disciplines. This involved two-day meetings for each discipline, with music using 2 two-day meeting times to write and revise benchmarks. Committee members were also asked to review documents before each meeting, and to provide feedback on draft documents after they were developed. In February 2011, a subcommittee of the fine and performing arts review committee met to write content level performance descriptors.

Future work for the fine and performing arts content committee will include grade-band specific performance level descriptors and reviewing public comment from the current public comment period. A statewide discussion involving fine and performing arts and career/technical educators will take place in the summer of 2011 to discuss the integration of media arts into the fine and performing arts standards. It is anticipated that the revised fine and performing arts content standards will be presented to the SBE to be considered for adoption in January 2012.

Mathematics: Math selected an initial committee of 37 members. The first meeting took place in Casper on May 14th and 15th. This group was charged to look carefully at the draft Common Core State Standards and discuss the pros and cons of implementing the CCSS in Wyoming. The results from the content committee meeting were mixed; 60% said they would vote in favor of the CCSS, while 40% did not want to move in that direction.

At the June 16, 2010 the CCSS were presented to the SBE. At this meeting the board was presented with the full scope of the content committee's deliberation. After discussion, the SBE voted to include the CCSS in the Wyoming Content and Performance Standards. At the second mathematics content committee meeting, also in June 2010, the committee determined that they would not add material or content to the CCSS document (states were "allowed" by CCSSI to add up to 15% to the CCSS document.) The final meeting of the mathematics committee was to draft rationale, content level performance descriptors, and other front material for the standards document.

Future work for the mathematics committee includes developing implementation documents and professional development for districts, writing grade level and standard level performance descriptors, and reviewing public comment on the draft documents. These standards will be presented to the SBE to be considered for adoption at the September 2011 meeting.

Language Arts:
The language arts content committee met in the spring of 2010 to participate in a systematic evaluation of the uniformity and quality of the Wyoming Content and Performance Standards and Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects to determine if some or all of the CCSS should be considered for inclusion in the Wyoming Content and Performance Standards. The committee generated a list of strengths and areas of concern regarding the CCSS for consideration by the SBE, and communicated strong support for full adoption of these standards.

An additional two-day meeting was held to determine if any additional content and skills should be added to the Wyoming Language Arts Content and Performance Standards.

To make this determination, the CCSS were analyzed extensively.

At the culmination of this review, the content committee determined that no additional content or skills should be added to the Wyoming Language Arts Content and Performance Standards at this time, and the existing Common Core State Standards' coding, organization, and terminology should be utilized in the state of Wyoming. These standards will be presented to the SBE to be considered for adoption at the September 2011 meeting.

Future work for the language arts content committee includes developing implementation documents and professional development for districts, writing grade level and cluster level performance descriptors, and reviewing public comment on the draft documents.

Health Education:
The health education standards review committee selection process began in February, 2010. Of the 36 stakeholders that were invited, 33 agreed to participate. The committee met three times during the summer of 2010. Over the course of these three meetings, major decisions include moving from seven standards to four; moving to grade bands of K-2, 3-4, 5-6, 7-8, and 9-12, and developing benchmarks to address those standards. The group reviewed state and national standards and reaffirmed that *health literacy* is the intended and measurable outcome of quality health education and should be reflected in the skills and knowledge outlined in the Wyoming Health Education Standards.

In the spring of 2011, a small writing committee met to review proposed benchmarks and to write performance level descriptors for health education. The small working group also reviewed and revised the front and back end materials for the draft document (e.g., rationale, changes to standards, overview of standards by grade level, glossary).

The health education standards review committee will re-convene in the summer, 2011, to review comments received during the public comment period (ending June 15, 2011) and to make revisions where appropriate. These standards will be presented to the SBE to be considered for adoption at the September 2011 meeting.

Foreign Language:
The Foreign Language committee has 23 members who are participating in the content committee meetings. The first meeting took place June 5th and 6th in Casper. The committee met in October, January and March. In these meetings several decisions were made. The first of these decision is to propose changing from using the term "Foreign" Language to "World Languages" to address the content standards; this broadens the scope to include American Sign Language, Classical languages, and Native American languages.

The next major decision was to move from the two common standards of Communication and Culture to three standards – Interpretive Communication, Interpersonal Communication, and Presentational Communication. For each standard benchmarks were written to reflect the four domains of language (reading, writing, speaking and listening) as they relate to formal and informal communication. Aspects of the five national standards, communication, culture, connections, comparisons, and communities are embedded throughout the standards.

The final and most important decision made by the committee was to move to proficiency-based levels as opposed to grade bands. The proficiency levels are based on the national guidelines set forth by the American Council of Teachers of Foreign Languages.

Future work for the Foreign Language content committee will include reviewing public comment and supplementary information for the standards and proficiency levels and how this relates to and affects American Sign Language, Classical languages, Native American languages and Heritage speakers. These standards will be presented to the SBE to be considered for adoption at the September 2011 meeting.

Draft documents of the revised standards and benchmarks for each of the above content areas can be found on the Wyoming Department of Education website at http://edu.wyoming.gov .

Standards Review Communication Plan

In June of 2010, a communication plan for the standards review was drafted and approved by the standards review leadership team. This plan outlines the process for notifying districts and the public of the standards review work. The following protocol was followed throughout the standards review.

- Superintendent's Memos: for each content committee meeting, a superintendent's memo was sent out within a week of the meeting date.
- Press Releases: Press releases were submitted to notify the public of each content committee meeting. A press conference was held prior to the state board agreement to adopt the CCSS.
- Public comment: Public comment on the CCSS was collected prior to the SBE agreement to include the CCSS in the Wyoming Content and Performance Standards. Public comment on the draft documents in all five of the content areas under review is currently being collected. Notification of this collection has gone out in a superintendent's memo and in a press release.
- Presentations/Public discussions: The standards review team has presented a standards review update at the 2009 Fall School Improvement Conference, the 2010 Spring School Improvement Conference, the 2010 Fall School Improvement Conference, and the 2011 Spring School Improvement Conference. On April 6, 2011, the team presented an update to the Wyoming

Curriculum Directors Association, and a similar update is scheduled for the Wyoming Association of Secondary School Principals for June 14, 2011.

Standards Review Implementation Plan

From the beginning of the standards review process, the WDE, SRSC, and the content committees have recognized the needs for an implementation plan of new standards and benchmarks across all content areas. Several steps have been taken to support the implementation of the standards once final approval by the SBE has been granted.

The CCSS require particular and urgent attention in the matter of implementation. As future state assessments are developed, districts must continue to work toward effective implementation of the standards. The Department has joined the Common Core State Standards Implementation – State Collaborative on Assessment and Student Standards (CCSSI-SCASS), which meets quarterly and provides states with guidance in developing state communication and implementation plans. Critical to meeting the needs of the districts and teachers across the state is a communication plan which both pushes out information and resources to districts, as well as collecting feedback regarding successes and needs discovered during the implementation process. The attached implementation planning document coordinates the work to be done by WDE and districts in the implementation process (see appendix B).

For content areas not addressed through the CCSS, long range planning for implementation includes developing companion documents to scaffold the standards across grade bands, professional development for teachers and administrators in planning instruction and developing assessments, and developing regional professional learning communities to encourage dialogue across the state. This will be especially important for isolated and rural communities who may choose to combine resources to develop and deliver comprehensive programs in all content areas.

Appendix A: Standards Review Steering Committee

External SRSC Members:

Mark Lyford, University of Wyoming
Larry Hatfield, University of Wyoming
Timothy Slater, University of Wyoming
James Baumann, University of Wyoming
Krista Sweckard, Parent Education Network
April Heaney, University of Wyoming
John Wood, Central Wyoming Community College
Dr. Marlene Tignor, Laramie County Community College
Ron Kalicki, Wyoming Curriculum Directors Association
Michael Ceballos, P-16 Council
Jean Peterson, Principal, Ten Sleep School
Kris Cundall, Principal, Greybull Middle School
Brenda Creel, Principal, Bain Elementary

Internal SRSC Members:

Cassandra Celaya, WDE – Foreign Language
Tami Benham-Deal, University of Wyoming – Health/Physical Education
Tom Collins, WDE – Social Studies
Camellia El Antably, Wyoming Arts Council, Fine and Performing Arts
Michael Harris, WDE – Special Education
Bill Herrera, WDE- Assessment
Bill Pannell, WDE – Career Vocational
Erin Buchanan, WDE- Language Arts
Chuck Mitchell, WDE-CTE
Alan Moore, WDE- Standards and Assessment Director
Jim Verley, WDE – Science
Anita Sullivan, WDE – Early Childhood
Charlene Turner, WDE- Alternate Assessment Director
Bernie Schnorenberg, WDE – Mathematics
Tammy Schroeder, WDE- Standards Consultant
Lesley Wangberg, WDE- Director of Assessment

Appendix B
2011 Wyoming Content and Performance Standards Implementation Plan: Language Arts and Mathematics

2011 Wyoming Content and Performance Standards (WyCPS) Transition Plan

	Phase 1: 2010- 2011 Awareness/Planning	Phase 2: 2011-2012 Transition	Phase 3: 2012 – 2013 Implementation	Phase 4: 2013 – 2014 Full Implementation
State Support	✓ Participate in Implementing Common Core Standards –State Collaborative on Assessment and Student Standards (ICCS-SCASS) ✓ District transition needs survey ✓ Provide updates through NCA-SIC and Supt.'s memos, WCDA, WASA ✓ Provide curriculum mapping and transition documents	✓ Maintain membership in ICCS-SCASS ✓ Develop implementation partnership with Wyoming Curriculum Directors Association (WCDA) ✓ Develop ICCS Action Plan ✓ Develop cohesive communication plan ✓ Develop transition planning tools ✓ Prioritize 2011 WyCPS for 2013 state assessment ✓ Implement WDE 3+8 trainings	✓ Maintain ICCS-SCASS membership ✓ Maintain partnership with WCDA ✓ Maintain communication regarding implementation statewide ✓ Launch resource clearinghouse ✓ Identify 2011 WyCPS to be assessed (fall 2012) ✓ Develop and provide technical assistance as requested	✓ Maintain ICCS-SCASS membership ✓ Maintain partnership with WCDA ✓ Maintain resource clearinghouse ✓ Provide data resources to districts ✓ Collect feedback from districts on 2011 WyCPS ✓ Prepare for 2016 review cycle
Recommended District Support	✓ Develop understanding of 2011 WyCPS implication to curriculum, assessment, and instruction ✓ Provide teachers 2011 WyCPS documents and resources ✓ Begin curriculum mapping to 2011 WyCPS	✓ Develop transition plan to 2011 WyCPS ✓ Grade level articulation of 2011 WyCPS ✓ Review alignment of curricular resources ✓ Review and align district curriculum, district assessments, and standards based report cards.	✓ Develop and implement PD aligned to 2011 WyCPS ✓ Phase in prioritized standards ✓ Implement resources ✓ Identify and select instructional practices aligned with WyCPS ✓ Develop replacement district assessments ✓ Implement standards based report cards	✓ Evaluate CCSS implementation ✓ Review curriculum, assessments, and instructional practices. ✓ Review assessment data from classroom, district, benchmark, and summative assessments. ✓ Provide feedback to WDE on 2011 WyCPS
State Assessment	✓ No change to PAWS in 2011	✓ No change to PAWS in 2012 ✓ 2012 PAWS includes writing assessment	✓ PAWS measuring standards common to 2008 and 2011 WyCPS ✓ No writing included in PAWS ✓ Field test new assessment items ✓ Accountability measures per WS EA90	✓ State assessment measuring 2011 WyCPS ✓ No writing included in PAWS ✓ Continue field testing new assessment items ✓ Accountability measures per W§ EA90

2011-2012: Transition Year

*Indicates critical activities

State Support

- → *Solidify team to attend ICCS –SCASS quarterly meetings
  - o Implement and monitor action plans to disseminate ICCS information and resources
- → *Develop communication plan
  - o Define stakeholder groups, their particular needs, and unique communication plans
- → *Facilitate regional transition plan consortium meetings via WCDA partnership
- → Provide transition plan template for districts
- → In partnership with WCDA, develop technical assistance plan to support districts
- → *Review with teachers and administrators documents relating to the CCSS, including WDE Crosswalks, WDE charts, MCREL gap analysis, curriculum maps, Center for Assessment, and ICCS documents for the purpose of supporting district internal implementation work
- → *Identify grade-level clusters from the 2011 WyCPS which will be partially field tested on 2013 assessment
  - o Facilitate teacher committees to prioritize 2011 WyCPS
- → *LA: 3+8 teacher to teacher trainings begin
- → *Math: Develop companion document which defines learning progressions in mathematics CCSS for Wyoming teachers
- → Literacy: Introduction to CCSS for Literacy in History/Social Studies, Science, and Technical Subjects for 6-12 teachers

Recommended District Support

- → *Complete transition plan
- → *District internal review and implementation of documents relating to the CCSS, including WDE Crosswalks, WDE charts, MCREL gap analysis, curriculum maps, learning progression documents (Center for Assessment) and ICCS documents, for supporting district internal implementation
- → Facilitate articulation between adjacent grade levels and grade spans to discuss:

  K-5:
  - o Standards and benchmark integration– identify and plan instruction for standards
  - o Instructional practices, including examining curricular design, instructional time, and instructional grouping
  - o Alignment of current instructional materials and resources to 2011 WyCPS

  6-12:
  - o Course alignment
  - o Instructional practices, including examining curricular design, scheduling, and resource allocation
  - o Evaluate alignment of current instructional materials and resources to 2011 WyCPS; identify resources to address potential gaps
- → Evaluate alignment of district assessments
  - o Item level analysis – grade level adjustments, adequate sampling, two-way alignment, cognitive depth
  - o Plan for redesign of assessments, if needed
- → Review standards based report cards

State Assessment System

- → *No change in state assessment (PAWS) for 2012.
- → ***Writing will be included in the 2012 PAWS.**
- → ACT or WorkKeys at 11th grade
- → BOE to determine proficiencies for graduation

2012-2013 Implementation Y1

*indicates critical activities

State Support

- → *ICCS-SCASS attendance
- → *Collaborate with WCDA to develop and provide regional workshops
- → Continue implementation of transition communication plan
- → Review district transition plans upon request
- → Provide technical assistance as requested
- → *Capture and make available to districts successful implementation strategies and plans
- → *Launch WDE resource clearinghouse with resources from districts (what is working in Wyoming), ICCS, Center for Assessment
- → Review and revise WDE documents (CCSS Crosswalks and posters) *Facilitate content level stakeholder meetings to develop needed companion documents
- → 3+8 training follow-up, implement mathematics interpretation tools, support content area literacy instruction

Recommended District Support

- → Implement transition plan
  - *Professional Development for teachers:
    - New materials and instructional practices which will support transition between 2008 WyCPS and 2011 WyCPS
    - Develop new course outlines and syllabi (6-12)
    - Redesign lesson plans - identify and plan instruction for standards
    - District assessment redesign, if needed
    - Standards based report card training
  - *Curricular resources:
    - Acquire resources which bridge gaps between 2008 WyCPS and 2011 WyCPS
    - Implementation tools provided through ICCS
  - *Instructional practices
    - Continue to implement 3+8 practices
    - Develop strategies for interpreting mathematics standards
    - Develop cross-curricular PLC's to plan literacy strategies and implementation
    - Review district assessment alignment work and adjust teaching practices
    - Review assessment data
    - Implement revised standards based report cards

State Assessment

- → *Assessment items aligned to both 2008 and 2011 WyCPS (overlapping standards and benchmarks)
- → *Writing no longer assessed on PAWS
- → *Stand-alone single prompt assessment of student writing skills
- → Field test new assessment items based on 2011 WyCPS
- → Benchmark assessment K-8, reading and math
- → EXPLORE, fall 9th grade; ACT or WorkKeys, 11th grade
- → Graduation proficiency assessment (replacement for BOE)

2013-2014 Implementation Y2

*Indicates critical activities

State Support

- → *Participate in ICCS –SCASS quarterly meetings
- → *In partnership with WCDA, collect feedback on transition/implementation process
  - Identify areas of difficulty in implementation
  - Identify areas of success
  - Articulate results to districts
- → *Continue with technical assistance for districts as requested
- → *Continue to build and update resources in clearinghouse
- → Provide guidance for districts to analyze implementation practices

Recommended District Support

- → Professional Development:
  - *Analyze implementation practices
  - Develop observation/professional evaluation tools aligned with CCSS implementation plan
  - *Evaluate effectiveness and range of course outlines and syllabi
  - *Professional development to implement revised or new instructional materials
  - *Crosswalk lesson plans and assessments with CCSS
    - Categorize standards met, and those left out
    - Adjust lesson planning to meet gaps in instruction
  - Collect feedback from stakeholders on standards based report cards
- → *Curricular resources:
  - Select and purchase additional materials if needed
  - Implement selected materials
  - Evaluate effectiveness and user-friendliness (teachers, students, and parents) of selected resources
- → *Instructional Practices:
  - Evaluate 3+8 practices, implementation of math standards, and monitor cross-curricular implementation of literacy strategies and practices
  - Evaluate efficacy of standards based report card

State Assessment System

- → *State Assessment measuring 2011 WyCPS
- → Writing no longer assessed on PAWS
- → *Stand-alone single prompt assessment of student writing skills
- → *Continue to field test new assessment items
- → Benchmark assessment K-8, reading and math
- → EXPLORE, fall 9th grade; ACT or WorkKeys, 11th grade
- → BOE replacement assessments for determining graduation proficiencies

Tab E

About WIDA

The WIDA Consortium includes 25 states: Alabama, Alaska, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Pennsylvania, Oklahoma, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin and Wyoming. Combined, the 25 WIDA member states enroll approximately 860,000 K-12 ELLs. Grounded in scientifically-based research on best educational practices in general and English as a Second Language (ESL) and bilingual education in particular, WIDA created and adopted its comprehensive ELP standards (2004, 2007) that address the need for students to become fully proficient in both social and academic English. The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. Based on the WIDA ELP Standards, WIDA developed a K-12 ELP test—ACCESS for ELLs®—which became fully operational in spring 2005. A screener, the W-APT™, has also been created from the ELP standards. Concurrently, WIDA has provided extensive professional development activities related to its standards and assessments. In addition, WIDA has established and continues to update a web site (www.wida.us). Research, alignment studies and federally-funded projects to develop academic assessments for ELLs are the other major components of the work of the WIDA Consortium. The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison is the home of the WIDA Consortium. In addition to its relationship with WCER, WIDA partners with the Center for Applied Linguistics (www.cal.org) for test development and professional development; MetriTech, Inc. (www.metritech.org) for the printing, distributing, scoring, and reporting of ACCESS for ELLs®; and many other consultants and organizations with expertise in the education of ELLs.

1 Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLS)
2 WIDA-ACCESS Placement Test (W-APT)

About the WIDA English Language Proficiency (ELP) Standards

The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation. First, the vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling in general, and particularly to standards, curriculum and instruction. Second, the WIDA ELP Standards have been designed, in part, to guide the development of test blueprints, task specifications and ELP measures. Thus, the language proficiency standards are envisioned as the first step in the construction of reliable and valid assessment tools for ELLs. Finally, the federal No Child Left Behind Act of 2001 (NCLB) and corresponding state statutes currently mandate that states administer a standards-based English language proficiency test annually to all ELLs in Kindergarten through grade twelve in public schools.

The English Language Proficiency Standards

The five ELP standards reflect the social and academic language expectations of ELLs in grades PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for language acquisition (Social and Instructional settings as well as Language Arts, Mathematics, Science and Social Studies) and is divided into five grade level clusters: PreK-K, 1-2, 3-5, 6-8 and 9-12.

Overall, the ELP standards center on the language needed and used by ELLs to succeed in school. The WIDA standards are not academic content standards.

The WIDA English Language Proficiency Standards and their Abbreviations

	Standard	Abbreviation
English Language Proficiency Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional **language**
English Language Proficiency Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The **language** of Language Arts
English Language Proficiency Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
English Language Proficiency Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The **language** of Science
English Language Proficiency Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies

Tab F

WYOMING P-16 EDUCATION COUNCIL

P.O Box 4175
Cheyenne, WY 82003
p-16wyo@live.com
www.wp-16.org

May 31, 2011

Mr. Gerald "Joe" Reichardt
Chairman, Wyoming State Board of Education

Dear Chairman Reichardt,

At its November 17, 2010 meeting, the Wyoming P-16 Education Council voted to amend its bylaws to add directors from the Wyoming State Board of Education, Wyoming Department of Workforce Services, Community College Presidents' Council, Wyoming School Boards Association, and the Wyoming Association of School Administrators. These positions are to be filled by appointment from these bodies.

As you know, when the Council asked the SBOE in January to appoint a representative to serve on the Council, the SBOE deferred the request because of the large number of new members slated to be named.

Thus, with this letter, the Council respectfully requests that SBOE appoint a representative to serve on the Council as a director (member). In making your appointment, the Council asks that you consider the following criteria:

- Ability of the representative to attend meetings. The Council meets nearly monthly, in a combination of in-person and WEN meetings, and subcommittees often meet in the interim.
- Ability to speak authoritatively for your organization.
- Interest in serving a full three-year term, even if there are Board changes.
- Your Board's ability to fund some portion of its representative's participation on the Council (some travel to 3 face-to-face meetings, possible legislative and community meetings, etc.)

The Council looks forward to welcoming a State Board of Education representative as soon as the appointment is made, with hopes that that individual would be able to attend the Council's upcoming retreat, June 29-30 in Casper. If you have questions about the Council or this request, please contact Kelley Pelissier.

Best regards,

Michael Ceballos
President

Enc.

Vision

Every graduate of Wyoming's P-12 school system is prepared for successful entry into postsecondary study or the workplace.

Wyoming P-16 Education Council Bylaws - excerpt

3.5 Term of Office and Successor Directors
Initial Directors will hold terms of 3 years. At the end of the first two years, one-third of the Directors will by lottery draw for an additional one year term, one –third a two year term, and the remaining one-third will complete a three year term from the data of that meeting. Election of successor Directors will require a majority vote of the current Directors. Unless a Director dies, resigns or is removed, he or she shall hold office until the next annual meeting of the Board or until his or her successor is elected, whichever is later. The Governor of the State of Wyoming, State Superintendent of Public Instruction, President of the University of Wyoming, and Executive Director of the Wyoming Community College Commission shall each be represented.

3.51 Appointments

a. The Governor, State Superintendent of Public Instruction, President of the University of Wyoming, Executive Director of the Wyoming Community College Commission, Community College Presidents' Council, Wyoming School Boards Association, Wyoming Association of School Administrators, Wyoming Education Association, Wyoming Department of Workforce Services, and the Wyoming State Board of Education may each appoint one representative to the Council. The Legislature may appoint two representatives to the Council. Once appointed, a Director cannot be removed except if he or she dies, resigns, is unable to act or is removed by a vote of the Council. A Director appointed by the Governor, State Superintendent of Public Instruction, President of the University of Wyoming or Executive Director of the Wyoming Community College Commission remains a Council Director until the completion of his or her full term or until the official making the appointment leaves office, whichever occurs first. A Director appointed by the Legislature serves until the end of his or her term in the Legislature. *(amended 2/22/10, 10/11/10, & 11/17/10)*

b. Five seats on the Council are available to representatives of the private sector. One seat is available to representatives of each of the following groups: four-year institutions of higher education faculty; two-year institutions of higher education faculty; elementary school teachers; secondary school teachers; early childhood education; and the Wyoming School-University Partnership. *(added10/11/10)*

c. Notwithstanding By-Law 3.51(a), members of the Council as of Oct. 11, 2010, will be allowed to serve the remainder of their terms. *(added10/11/10)*

Wyoming P-16 Education Council meeting schedule
January – December, 2011
Updated May 31, 2011

All proposed meeting dates fall on Mondays

Date	Type of Meeting	WEN/In-person/call	Location	Time	Notes
Jan. 10	Exec Comm	Conf. call	NA	7:30 - 8:00 a.m.	
Jan. 17	Exec Comm	Conf. call	NA	7:30 - 8:00 a.m.	
January 24	**Council**	**WEN**		**3:00 – 5:00 p.m.**	
Feb. 7	Exec Comm	Conf. call	NA	7:30 – 8:00 a.m.	
Feb. 14	Exec Comm	Conf. call	NA	7:30 - 8:00 a.m.	
~~**Feb. 28**~~	~~**Council**~~	~~**WEN**~~			**Canceled – conflict with SIC**
Feb. 28	Exec Comm	Conf. call		7:30 - 8:00 a.m.	
March 14	Exec Comm	Conf. call	NA	7:30 – 8:00 a.m.	
March 28	**Council**	**Face-to-face**	**Casper**	**10 :00 - 2:00 p.m.**	
April 18	Exec Comm	Conf. call	NA	7:30 – 8:00 a.m.	
April 25	**Council**	**WEN**		**3:00 – 5:00 p.m.**	
May 10	Exec. Comm	Conf. call	NA	3:00 – 4:00 p.m.	
May 12	Exec Comm	Conf. call	NA	7:30 – 8:00 a.m.	
May 16	Exec Comm	Conf. call	NA	7:30 – 8:00 a.m.	
May 23	**Council**	**WEN**		**3:00 – 5:00 p.m.**	
June 3	Executive Committee mini-retreat/retreat planning meeting – 9:00 a.m. – 12:30 p.m. Cheyenne				
June 13	Exec Comm	Conf. call	NA	7:30 – 8:00 a.m.	
June 29-30	**Council**	**Face-to-face**	**Casper 10:00 a.m. 6/29 – 3:00 p.m. 6/30**		**Retreat Meeting**
July 11	Exec Comm	Conf. call		7:30 – 8:00 a.m.	
No July Mtg					
August 1	Exec Comm	Conf. call		7:30 – 8:00 a.m.	
August 15	**Council**	**WEN**		**3:00 – 5:00 p.m.**	
Aug 22	Exec Comm	Conf. call		7:30 – 8:00 a.m.	
Sept. 12	Exec. Comm	Conf. call		7:30 – 8:00 a.m.	
Sept. 19	**Council**	**WEN**		**3:00 – 5:00 p.m.**	
Oct. 3	Exec. Council	Conf. call		7:30 – 8:00 a.m.	
Oct. 17	**Council**	**WEN**		**3:00 – 5:00 p.m.**	
Oct. 31	Exec. Comm	Conf. call		7:30 – 8:00 a.m.	
Nov. 7	Exec. Comm	Conf. call		7:30 – 8:00 a.m.	
Nov. 14	**Council**	**Face to Face**	**TBA**	**TBA**	**Annual Meeting**
Dec. 5	Exec. Comm	Conf. call		7:30 – 8:00 a.m.	
Dec. 12	**Council**	**WEN**		**3:00 – 5:00 p.m.**	

20 Executive Council meetings; 10 Council meetings (2 face-to-face, 8 WEN); 1 face-to-face retreat (10 a.m. – 3:00 p.m. next day)

Wyoming P-16 Education Council Charter	
President	Michael Ceballos
Vice President	Rob Black
Treasurer	Audrey Kleinsasser
Minutes	Kelley Pelissier, Executive Director
Executive Committee	Michael Ceballos, business sector Rob Black, Department of Workforce Services appointee Audrey Kleinsasser, Director and Professor, WY School-University Partnership Teri Wigert, WDE Unit Director, rep. of State Superintendent of Public Instruction Joe McCann, WY Community College Commission, Executive Director's appointee Rollin Abernethy, Professor Emeritus, University of Wyo., President's appointee Karla Leach, Pres. of Western Wyo. Community College, Governor's appointee
Membership	Diana Clapp, Superintendent, Fremont Co. #6, WY Assoc. School Administrators Jon Connolly, Vice Pres. Academic Affairs, NWCC District, Community College Presidents' Council Rep. Bernadine Craft, Member, Wyoming House of Representatives Sen. Hank Coe, Co-Chair, Legislature's Joint Education Committee Brent Ewers, Associate Professor of Botany, University of Wyoming Carol Kirkwood, Teacher, Laramie High School Jim Lowham, Deputy of Planning, Wyoming School Facilities Commission Carl Manning, Fremont Co. #25 Trustee, WY School Boards Assoc. Mike Massie, Executive Director, Child Development Services of Wyoming, Josh Michelena, Construction Technology Instructor, Sheridan College Bill Sniffin, business sector, Governor's appointee Carol Stewart, Sheridan High School, Reading Facilitator/Specialist Kathryn Valido, President of the Wyoming Education Association Charles Ware, business sector
Vision	♦ Every graduate of Wyoming's P-12 school systems will be prepared for successful entry into postsecondary study or the workplace. ♦ The state's P16 education sectors will work to continuously meet the lifelong educational needs of Wyoming citizens.
Mission	♦ Guide the development of a seamless statewide system of public education in which all levels of education coordinate, communicate, and educate as one system. ♦ Serve as a change agent to propose and promote policy that leads to improvement across the P-16 educational system.

Goal	Increase the percentage of students who receive a high school diploma or GED and complete postsecondary training and/or college education	
Decision Making	Modified Robert's Rules of Order	
Resources Available	Executive director, operating capital, office space and equipment, federal and state legislators, government agencies	
Communication	Face-to-face meetings, e-mail, handouts, subcommittee summaries, minutes, website, telephone and conference calls	
Ground Rules	Attend regularly; participate fully; be clear about purposes of and participants in meetings; complete assigned tasks; no side conversations or interruptions during meetings; maintain brief action minutes of all meetings.	
Expected Activities	• Meet regularly • Create working subcommittees • Work on establishing consistent data • Create quality partnerships and reporting • Consult with Governor, UW President, CCs, and State Superintendent • Identify and report policy progress to WEPCC at least twice a year • Work consistently to ensure long term sustainability	
Expected Results and Measures of Success	Results	Measures of Success
	Increase high school graduation rates	Monitor annual high school graduation rate
	Increase postsecondary training or advanced education completer rates	Obtain data measuring high school to: training/certification programs; CCs, UW Monitor annual remediation rates for higher education Monitor annual Hathaway recipients data
	Meet regularly	Agendas and minutes

Rev. 02.01.11 *(membership only)*

Wyoming P-16 Education Council

Developing a seamless, statewide system of education

Council Members

Michael Ceballos, *President*

Rob Black, *Vice Pres.*

Audrey Kleinsasser, *Treas.*

Rollin Abernethy

Diana Clapp

Jon Connolly

Rep. Bernadine Craft

Sen. Hank Coe

Brent Ewers

Carol Kirkwood

Karla Leach

Jim Lowham

Carl Manning

Mike Massie

Joe McCann

Josh Michelena

Bill Sniffin

Carol Stewart

Teri Wigert

Kathryn Valido

Charles Ware

Kelley Pelissier
Executive Director

A non-partisan, non-governmental, 501(c)(3) organization made up of a partnership of state leaders from business, education, and government.

P.O. Box 4175
Cheyenne, WY 82003
307-340-2431

What is a P-16 Council?

Policymakers across the U.S. are increasingly looking for ways to raise student achievement from kindergarten through high school, and improve college and career readiness and success. The goal of preparing all students for college, careers and life has become the driving force behind many education reform strategies at the local, state and national levels. This reflects the widespread understanding that being prepared for education and training after high school is critical to being successful in life: a high school diploma is no longer enough to keep pace in a global economy.

To work toward this goal, many states have undertaken initiatives to create integrated systems of education in which all levels of education -- preschool, K-12 and postsecondary – coordinate, communicate and educate with a stronger sense of connectedness. The shorthand term for such initiatives, P-16, reflects the vision of a coherent, flexible continuum of public education that stretches from preschool to grade 16, culminating in a baccalaureate degree. For the Wyoming P-16 Education Council, equally important is a postsecondary education culminating with a career technical certificate or degree, likely before grade 16.

The Wyoming P-16 Education Council came into existence in 2006, led by the efforts of the University of Wyoming, the Wyoming Department of Education, and the Wyoming Contractors' Association. Initial grant funding stipulated the involvement of business, which created a partnership the Council views integral to discussions about how to improve education and prepare Wyoming students for successful futures.

Core Value: A Shared Vision:

Wyoming's vision for P-16 education must be developed and supported through a collaborative effort of the state's education, business, and policy leaders; it must be understood and endorsed by the public.

Throughout the summer and fall of 2010, the Council brought together stakeholders representing K-12 , parents and students, community colleges, the University, BOCES, and business to discuss access to dual and concurrent enrollment as a means to increasing high school graduation and successful entry into postsecondary education.

WYOMING P-16 EDUCATION COUNCIL – MAJOR ACCOMPLISHMENTS

September 2007 – May 2009. Administered the state's participation in the **State Scholars Initiative** (SSI), a national business/education partnership effort aimed at increasing the number of students who take rigorous courses in high school

2008 – 2009. Collaborated with the Wyoming School-University Partnership to create **course comparison charts** showing differences between high school and college course expectations

December 2008 – present. Consulted the UW Survey and Analysis Center (WYSAC) to design the **Hathaway Student Scholarship Program Longitudinal Study**

August 2009. In a partnership with the State Board of Education, hosted a Wyoming **Education Summit** focusing on strategies to discourage dropping out

July 2009 – present. Created the Wyoming **P-16 Data Dashboard**, a colorful document listing statistics deemed critical in assessing the education levels in the state, particularly those that relate to students' transitions from one level to another.

Fall 2009 – March 2010. Prioritized enhancement of dual and concurrent enrollment programs statewide as a way to help students transition from high school to college. The Council's work coalesced with a report commissioned by the Community College Planning Task Force to describe how existing dual/concurrent programs were functioning. In response to the report, the Joint Education Committee sponsored legislation in 2010 (**Senate File 39**) that created a process to bring consistency, accessibility and quality to the programs across the state. SF 39 passed and was signed into law as **Senate Enrolled Act 52 (SEA 52)**.

May 2010 – present. SEA 52 called for the Community College Commission to conduct a wide-ranging consensus process to develop "minimum education standards" for dual and concurrent enrollment. Based upon the planning begun through its Dual and Concurrent subcommittee, the Council **wrote a proposal to the WCCC to facilitate the consensus process** called for in SEA 52 and was contracted for $60,000 to do this work. The Council presented a preliminary report to the JEC in November 2010.

June 2010. The Council set initiatives and priorities, which included generating support for a **Statewide Longitudinal Data System** (SLDS) that will allow parents, teachers, school leaders and policymakers to have timely information on student achievement.

July 2010 – present. Gov. Freudenthal appointed members to the Wyoming **Statewide Longitudinal Data System** (SLDS) Task Force, whose charge is to plan a K-20 SLDS to better measure, track and improve student success factors. P-16 member Rollin Abernethy works closely with Task Force co-chairs, and presented an update to the JEC at its December meeting. The Council continues to provide administrative support for the Task Force as needed.

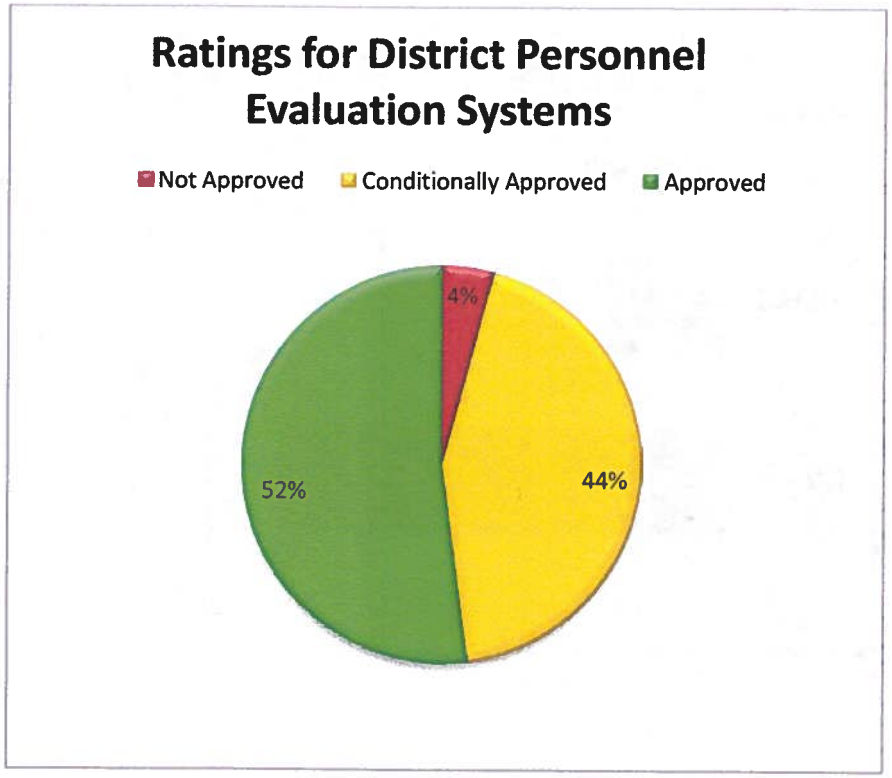
Tab G

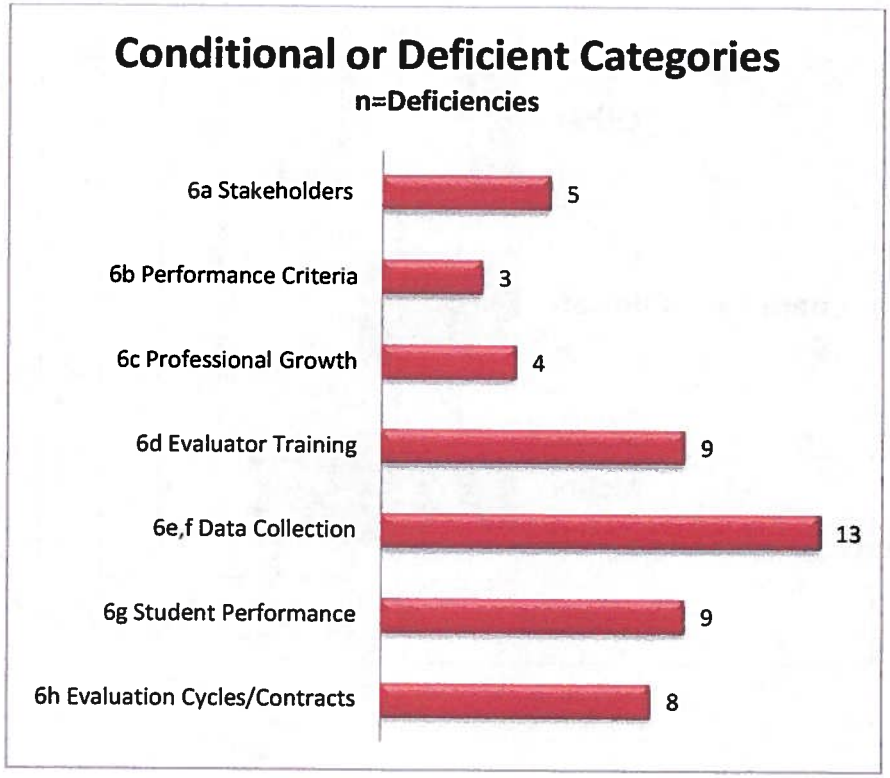
Wyoming Department of Education

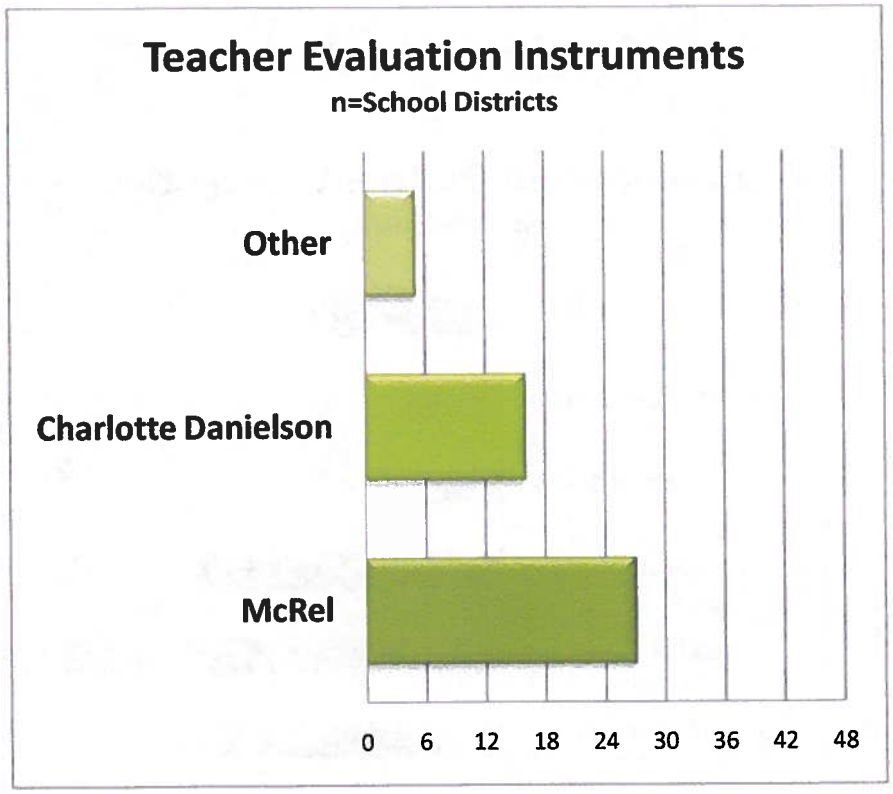
Converging Requirements for Certified Personnel Evaluations
Chapter 29, EA 89, EA 90

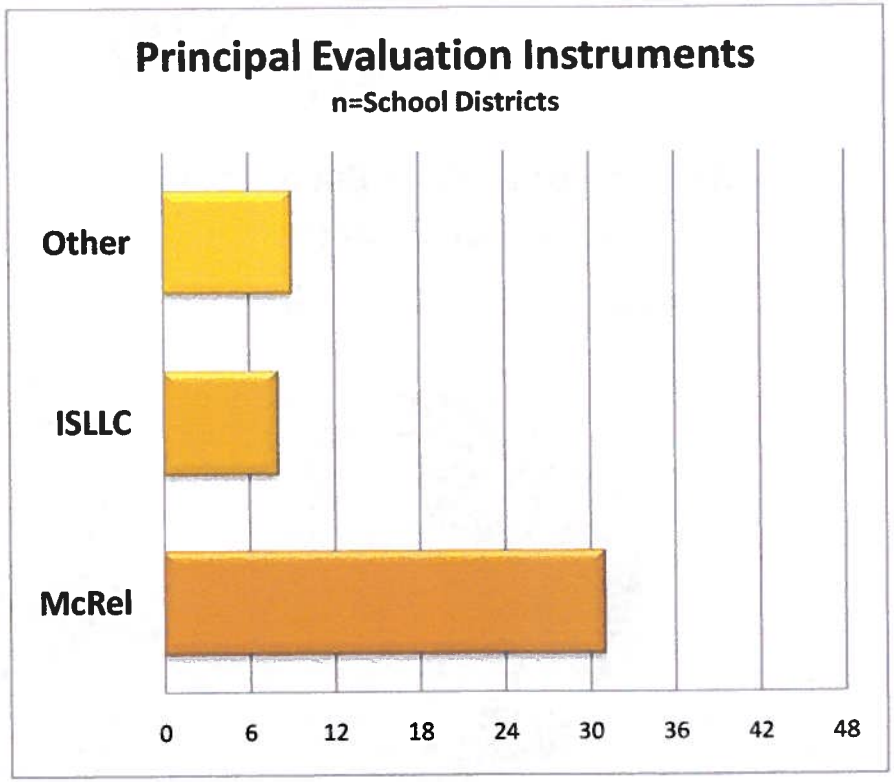
Current Ch. 29 Rules	Revisions Needed	Authority	Revision Considerations	Suggested Phase
1. An evaluation system for certified employee groups based, in-part, on student growth and on how certified employees use data to improve teaching and learning will be implemented by school districts for all elementary and core secondary teachers, and principals.	→ Teacher performance evaluation systems must be based, in-part, upon defined student academic growth measures and upon longitudinal data linking student achievement with teachers of record.	EA 89	a. Increase linkage between student performance guidance in Ch. 29 and the student performance component in EA 89. Consider schoolwide data. b. Consider requiring districts to document how professional development plans correlate to school improvement.	Phase I Phase II
2. The implementation of an evaluation system based on criteria that is research-based and/or considered best practice.	→ Enabling revision to ensure validity in district systems is needed.	Ch. 29	c. Consider omitting the term "best practice" throughout the rule.	Phase I
3. Definition of *Certified Personnel* –all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency (counselors, media specialists, principals, etc., exclusive of extra-duty positions)	→ Local boards must verify continued employment of each principal based on performance scores. (EA 90)	Ch. 29 EA 90	d. Clarify certified personnel employee groups pursuant to 2011 legislation. e. Provide guidance and timeline on evaluation systems for non-traditional certified employee groups that are congruent with 2011 legislation. f. Additional employee groups including counselors, instructional facilitators, nurses, and district personnel, have begun work on evaluation instruments to align to current Ch. 29 requirements.	Phase I

4. There is not a structure for reporting the results of certified personnel evaluations in Ch. 29.	→ Verification of principal performance scores for continued employment must be submitted annually to the WDE. (W.S. 21-2-204, EA 90) → Teachers whose performance is unsatisfactory are reported annually to the local board. The local board certifies compliance by June 1. → Districts document activities and opportunities to assist unsatisfactory teachers. A summary of these activities is to be submitted annually to WDE.	EA 89 EA 90	g. Establish criteria for compliance that includes teacher of record, principals, and other identified certified personnel groups. h. Include a requirement that principals be evaluated by the superintendent.	Phase I
5. There is no requirement for districts to build performance evaluations upon the accountability system (EA 90) to measure student achievement and the effectiveness of classroom teachers.	→ The Select Committee will study the use of the annual personnel evaluation as a component of the accountability system.	EA 89 EA 90	i. Revisions pertaining to this requirement should be done in collaboration with the Select Committee.	Phase II
6. District evaluation systems for elementary and core secondary teacher groups and principals were submitted to WDE and reviewed in May 2011. (see attachment) Districts submit updated plans upon significant changes, per current Ch. 29 rules.	→ District evaluation systems need to be submitted for review to WDE annually.	EA 89	j. Consider rule change.	Phase I
7. Ch. 29 language is not closely aligned with state or federal language.	→ Review and revise the language in Ch. 29.	Ch. 29	k. Consideration should be ongoing.	Phase I Phase II


Ratings for District Personnel Evaluation Systems
Not Approved
Conditionally Approved
Approved
4%
44%
52%


Conditional or Deficient Categories
n=Deficiencies
6a Stakeholders
5
6b Performance Criteria
3
6c Professional Growth
4
6d Evaluator Training
9
6e,f Data Collection
13
6g Student Performance
9
6h Evaluation Cycles/Contracts
8


Teacher Evaluation Instruments
n=School Districts
Other
Charlotte Danielson
McRel
0
6
12
18
24
30
36
42
48


Principal Evaluation Instruments
n=School Districts
Other
ISLLC
McRel
0
6
12
18
24
30
36
42
48

Tab H

Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS

Section 1. **Authority.** These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 as amended, W.S. 21-2-304.

Section 2. **Applicability.** These rules and regulations pertain to the development, assessment and approval of Certified Personnel Evaluation Systems.

Section 3. **Promulgation, Amendment, or Repeal of Rules.** Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedure Act (W.S. 16-3-101 through W.S. 16-3-115) and when signed by the Governor and filed with the Secretary of State's Office.

Section 4. **Definitions.**

(a) Best Practice – means practices that have produced outstanding, documented results in a similar situation and could be replicated.

(b) Certified Personnel – means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency (counselors, media specialists, principals, etc., exclusive of extra-duty positions).

(c) Department – means the Wyoming Department of Education (WDE).

(d) Equitable – means dealing fairly and equally with all concerned.

(e) Evaluation Cycle – means the timelines and timeframes under which the various components of the evaluation process occur. Also included in the cycle will be the different activities and responsibilities that may occur in various stages of the Certified Personnel's career (such as action research one year, intensive assistance, clinical supervision cycles, etc.).

(f) Evaluation System – means a standard structure and set of procedures by which a school district initiates, designs, implements and uses evaluations of its Certified Personnel for the purposes of professional growth and continued employment.

(g) Performance Criteria means the areas on which Certified Personnel are to be evaluated.

(h) Reliable – means dependable; obtaining the same results in successive trials.

(i) Research Based – means basic or applied research that:

(i) Has been published in a peer-reviewed journal or approved by a panel of experts;

(ii) Has been replicated by other researchers; and

(iii)Has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.

(j) Significantly Amended – means an Evaluation System that replaces in whole or in part an existing system or plan.

(k) Stakeholder – means an individual who will be directly impacted by the Evaluation System.

(l) "Student Performance Growth Data" means data which shows outcomes for students. This data may be student achievement test scores and other non-academic measures of student outcomes.

(m) Summative Evaluation – means the written summary of performance based on data collected during the Evaluation Cycle.

Section 5. **Certified Personnel Evaluation System**. The Evaluation Systems for each of the major certified job categories shall be designed to measure the effectiveness with which Certified Personnel in those categories perform their roles. Criteria on which these positions are evaluated shall be reflective of the nature of these positions. The Department shall review each Evaluation System on the criteria identified below:

(a) Was developed and/or adopted with the involvement of stakeholders;

(b) Defines the Performance Criteria on which Certified Personnel are evaluated and that the criteria are Research-Based and/or considered Best Practice;

(c) Facilitates professional growth and continuous improvement;

(d) Is Reliable and Equitable;

(e) Includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;

(f) Provides a description of evaluation procedures including how data will be collected to complete the Summative Evaluation. This may include analysis of observations of job performance, use of various types of data, employee-produced artifacts, etc;

(g) Includes Student Performance Growth Data, relevant to the nature of each Certified Personnel's position which is a measure of a significant function of the position,

and indicates how it is used by the Certified Personnel to improve teaching and/or learning; and

(h) Provides a description of the district's complete Evaluation Cycle, which includes frequency of evaluations for initial and continuing contract teachers and other Certified Personnel and may include cycles of clinical supervision, action research, intensive assistance, etc.

Section 6. **Submission of Certified Personnel Evaluation Systems.** Each school district within the state shall submit a copy of its Evaluation Systems for all Certified Personnel to the Department. Once established and filed with the Department, the Evaluation System will stand unless changed or Significantly Amended by the district at which time the new system or Significantly Amended system must be resubmitted. Each district shall include in its submission the following documentation, corresponding to each criteria described in Section 5:

(a) A list of members of the committee that was used to develop and/or adopt the Evaluation System. The list contains appropriate representation of Stakeholders;

(b) A list of Performance Criteria on which the Certified Personnel are evaluated. The criteria are defined sufficiently so that an outside reader will clearly understand each criterion. Evidence is provided that each criterion is Research-Based or reflective of Best-Practice;

(c) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each Certified Personnel member and provides opportunities to identify area(s) for improvement and suggestions for how improvement can occur;

(d) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that Certified Personnel across the district are evaluated with consistency;

(e) A description of how the Evaluation System provides for collection of data critical for use in making employment decisions, such as retention or termination. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;

(f) A list that details the types of data and how it will be collected in order to make decisions about the Summative Evaluations;

(g) Identification of the types of Student Performance Growth Data, specific to each Certified Personnel's position, that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing Student Performance Growth Data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment; and

(h) The details of the Evaluation System include the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during

Evaluation Cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles used by the district, such as action research or portfolios.

Section 7. **Approval Criteria**. The department shall determine the approval of the Evaluation System based upon the previous stated criteria. Approval shall be at the following levels:

(a) Full approval;

(b) Conditional approval with conditions noted for remediation;

(c) Disapproval with deficiencies noted; and

(d) Non Compliance.

Section 8. **Technical Assistance.** It is recognized that some districts may already have systems which are fully compliant. These may be submitted to the Department for assessment and consideration. Technical assistance will be made available to school districts by the Department to help them develop Evaluation Systems that comply with the requirements of this chapter.

Tab I

Tab J

QUALITY ASSURANCE REVIEW

Accreditation for Wyoming Districts and Schools

AdvancED

June 16, 2011

A Picture of AdvancED

AdvancED is the World's Largest Educational Community

- 27 thousand public and private schools
  - Across the United States
  - 69 countries
  - Department of Defense Education Activity
- 15 million students
- 16 thousand volunteers
- 3 million plus teachers

AdvancED

Advancing Excellence in Education Worldwide

AdvancED

Cornerstones of Accreditation

To earn and maintain Accreditation, schools must:

- Meet AdvancED Accreditation Standards for Quality Schools
- Engage in process of continuous improvement
- Demonstrate quality assurance through internal and external review

AdvancED

AdvancED Standards for Quality Schools

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

AdvancED Standards

AdvancED

Quality Assurance

Internal Review

School implements methods to monitor standards, assess progress, and determine effectiveness of efforts

External Review

School participates in a Quality Assurance Review every five years

AdvancED

Internal Review: Self-Assessment

Stakeholders engage in:

- Self-assessment of standards
- Analysis of changes in student performance and school effectiveness
- Reviewing impact of processes and systems
- Monitoring and documenting improvement
- Studying, understanding, communicating, and using results

AdvancED

External Review Process

- Every five years districts and schools host visits by team of peers
- Team includes half of its members from AdvancED NCA from out of state and half from inside Wyoming
- Team examines effectiveness of districts and schools in meeting accreditation requirements
  - Determines extent to which districts/schools meet AdvancED quality standards and Wyoming accreditation requirements
  - Evaluates value and impact of district's/school's improvement efforts
  - Assesses effectiveness of quality assurance methods
- Visit provides validation and recognition of district's/school's accomplishments and efforts

AdvancED

Accreditation Process

AdvancED

Wyoming District QAR Reviews Spring 2011

- Fremont # 2
- Fremont # 14
- Fremont # 21
- Fremont # 24
- Fremont # 38
- St. Stephen's
- Washakie # 1
- Washakie # 2
- Big Horn # 1
- Big Horn # 2
- Big Horn # 3
- Big Horn 4
- Park # 1
- Park # 6
- Park # 16

AdvancED

Survey Responses

- 45/46 "The Standards Assessment Report served as a useful tool for internal review."
- 43/46 "The team chair was knowledgeable about the Quality Assurance Review process."
- 42/46 "Preparing for the Quality Assurance Review was a valuable experience for our institution."
- 41/46 "The Quality Assurance Review was a valuable experience for our institution."

AdvancED

Wyoming Districts Survey Comments

- "The team was outstanding and the feedback was right on the mark. We learned more about what we needed to change as we reviewed the process."
- "It was a pleasure to work with the QAR Team. The visit was extremely productive, beneficial, and enlightening for our district and our staff."

AdvancED

Wyoming Districts Survey Comments

- "The team was very knowledgeable, gave good feedback about our strengths and where we need to grow!! They made this process a non threatening process."
- "This was a good process, it allowed the district and its schools to take a critical look at instruction and daily practices."

AdvancED

Wyoming Districts Survey Comments

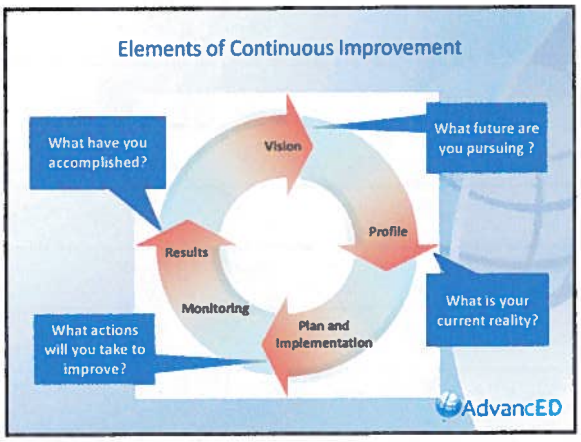
- "The Lead Evaluator and his team did a great job, were very cooperative and provided us with extremely valuable feedback that will guide our improvement efforts. We look forward to our continued partnership with AdvancED."

AdvancED

Wyoming Districts Survey Comments

- "This was a great team. I think they were fair and honest in their observation and recommendations. The type of self reflection that happens throughout the continuous improvement cycle is invaluable to the health and continued improvement of any organization and I appreciate the formal structure that the QAR visit adds to this process for our school."

AdvancED



New Standards for 2012-2013

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

AdvancED

The New Standards push AdvancED institutions to the next level

From a focus on learning the accreditation process (SA,QAR,APR)

To using the accreditation process to improve effective practices in support of student learning

AdvancED

Other Changes Coming in 2012-2013

In addition to results on the accreditation standards through the Quality Assurance Review process, the determination of accreditation status will have increased emphasis on:

- Student Achievement Results
- Stakeholder Perception Survey Results

AdvancED

Accreditation Statuses will include two new statuses above Accredited

Accredited District/School of Excellence

Accredited with Distinction

AdvancED

Thank You!

We appreciate your dedication to quality school and continuous improvement through accreditation!

www.advanc-ed.org

AdvancED

Tab K

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the April 12, 2011 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

STATE BOARD OF EDUCATION
Hathaway Building, Basement
2300 Capitol Avenue, Cheyenne

BUSINESS MEETING AGENDA
June 17, 2011

	BOARD MEETING			8:00 a.m.
1.	Call to Order – Joe Reichardt • Pledge of Allegiance • Roll Call		Action	
2.	Approval of Agenda – Joe Reichardt	Tab K	Action	
3.	Approval of Minutes – Joe Reichardt Approval of Minutes from April 12, 2011	Tab L	Action	
4.	Approval of Treasurer's Report – Larry McGarvin Approval of Treasurer's Report Ending May 31, 2011	Tab M	Action	
5.	Board Updates, Public Comment and Committee Updates		Information	8:30 a.m.
	BREAK			9:00 a.m.
6.	Accreditation – Roger Clark/Sheryl Lain • School Districts • Institutional Programs BOE Update – Tammy Schroeder	 Tab Mc Tab N Tab O	Action	9:15 a.m.
7.	Charter Schools Waiver Review – Samantha Mills	Tab P	Action	11:15 a.m.
	WORKING LUNCH			12:15 p.m.
8.	Sublette County District Boundary Board Change Request – Roger Clark	Tab Q	Action	12:30 p.m.
9	Alternative School Schedules – Roger Clark/Dianne Frazer	Tab R	Action	12:45 p.m.
10.	BOCES/BOCHES Agreements – Joe Reichardt • Sublette County School District #1 BOCES • Region V BOCES • Big Horn County School District #2 BOCES • Northwest Wyoming BOCES • Casper BOCES • Sweetwater Board of Cooperative Education	Tab S	Action	1:45 p.m.
11.	Out of State Placement – Jo Ann Numoto	Tab T	Action	2:15 p.m.
12.	Wyoming Military Academy Appeal – John Shumway	Tab U	Action	2:45 p.m.
	BREAK			3:15 p.m.
13.	Approval of ELD Standards – Cassandra Celaya	Tab V	Action	3:30 p.m.
14.	**Adjourn as State Board of Education, Convene as State Board of Vocational Education – Joe Reichardt (Please see separate agenda)**	Tabs W-Z	Action	4:00 p.m.
15.	**Adjourn as State Board of Vocational Education – Joe Reichardt**		Action	5:00 p.m.

Tab L

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the April 12, 2011 State Board of Education meeting held in Sheridan, Wyoming.

SUPPORTING INFORMATION ATTACHED:

- Minutes of April 12, 2011

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
April 12, 2011
Holiday Inn Convention Center
Sheridan, Wyoming

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

Members absent: Matt Garland

Also present: Teresa Canjar, Wyoming Department of Education (WDE); Roger Clark, WDE; Jerry Zellars, WDE; Kevin Lewis, WDE; Fred Hansen, WDE; and John Shumway, Attorney General's Office (AG)

Press and public present: Carrie Hadenie, Sheridan Press

CALL TO ORDER

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

Teresa Canjar conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Changes to the agenda: Scotty Ratliff moved that the election of one of our members to legislative advisory committee be the first order of business, seconded by Hugh Hageman. Dana Mann-Tavegia moved to add changes to Policies of Governance to the agenda under Board Updates and Public Comment, seconded by Larry McGarvin, motion carried.

APPROVAL OF MINUTES

Minutes from the February 22, 2011 teleconference were presented for approval. Larry McGarvin moved that the minutes be approved, seconded by Sue Belish, motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer Larry McGarvin presented the treasurer's report ending March 31, 2011 with an ending balance of $169,319.86. Scotty Ratliff moved to approve the treasurer's report as submitted, seconded by Sue Belish, motion carried.

BOARD UPDATES, PUBLIC COMMENT AND COMMITTEE WORK GROUP UPDATES

Larry McGarvin briefed the group on the Marine Corp Educators Workshop that he attended in San Diego, California (Pendleton) on February 22 through March 4. He was very impressed and highly recommended the experience.

Dana Mann-Tavagia stated she was happy fifth grade band has been put back into her district's curriculum. She also said we should be proud of the children that sang at Carnegie hall.

Joe Reichardt briefed the group on the Legislative Conference he attended in March. He felt it was very beneficial because it was a joint session with CCSSO.

Members of the committee to make changes to the Policies of Governance are: Dana Mann-Tavegia, committee chair; Joe Reichardt; Larry McGarvin; and Matt Garland. This committee will recommend changes at the retreat. It was recommended we delete item 9 from Chapter 7, Method of Election of Officers.

Dana Mann-Tavegia moved to nominate Sue Belish as our representative for the Senate File 70 Advisory Committee, seconded by Kathy Coon. Scotty Ratliff moved to nominate Ron Micheli, seconded by Hugh Hageman. Ron Micheli declined the nomination. Larry McGarvin moved nomination ceased, seconded by Scotty Ratliff, motion carried. Sue Belish abstained. Congratulations Sue Belish!

STATE SUPERINTENDENT'S REPORT

Cindy Hill started the report by asking the group if they had any questions. Some topics of discussion were: PAWS, banking scores, pressures on teachers, lost teaching time because of assessments, PAWS testing for special education students, and assessment results being tied to the Hathaway scholarship. Cindy's focus is on instructional leadership. The board asked if they could take the PAWS test and Cindy said she would provide it for them.

VICE-CHAIR ELECTIONS

Joe Reichardt moved Dana Mann-Tavegia be nominated for Vice Chair, seconded by Sue Belish, motion carried. Joe Reichardt moved nominations cease, Pete Gosar seconded, motion carried. Dana Mann-Tavegia abstained. Congratulations Dana!

SET ANNUAL MEETING SCHEDULE

September 22-23, 2011 Vee Bar Guest Ranch (Laramie)
November 14-15, 2011 Casper
February 22-23, 2012 Cheyenne
April 25-26, 2012 (TOY)
June 11-12, 2012 Thermopolis

REVIEW/UPDATE STRATEGIC PLAN

Roger Clark discussed the strategic plan and reviewed the data reports that show our status. He feels it would be a good agenda item for the retreat because we will know more about the goals coming out of legislation and Superintendent Hill's initiatives. Joe Reichardt would like to establish a committee to work with the department to ensure both entities has ownership of the plan. Sue Belish would like the board to be more creative in what the goals will be in the future.

BOCES SERVICE AGREEMENTS

John Shumway reviewed the statute concerning BOCES/BOCHES agreements with the board. The six elements that must be present in a BOCES/BOCHES agreement are as follows:

- the length of term of the agreement;
- the rights, responsibilities and obligations of each participating district;

- the types of services to be rendered;
- the procedure for the establishment of additional services;
- the procedure for the inclusion of additional districts; and
- the method for the amendment and dissolution of the agreement with the consent of each participating district.

Dana Mann-Tavegia moved to approve the following BOCES/BOCHES agreements, Larry McGarvin seconded, motion carried.

- Oyster Ridge BOCES
- Powell Valley Community Education BOCES
- Western/Sublette No. 9 BOCES
- Uinta County School Dist #1 BOCES
- Uinta County School Districts 4 & 6 BOCES
- Central WY College BOCES/BOCHES
- Campbell County BOCES

LEGISLATIVE CHANGES

Fred Hansen, Roger, Clark and John Shumway reviewed the new legislation with the board.

Joe Reichardt would like to have a committee on the new legislation. He would like Sue Belish to be on the committee and have them report out at every meeting.

Joe Reichardt asked everyone to give some thought to the committees mentioned in the meeting and let him know which ones you would be interested in serving on.

The next Wyoming State Board of Education meeting will be June 16 and 17, 2011 in Cheyenne, Wyoming.

The State Board of Education adjourned at 2:30 p.m.

Tab M

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending May 31, 2011 shows a balance of $157,426.33.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary through May 31, 2011
- State Board Budget Expense Report April 1, 2011 through May 31, 2011

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

State Board of Education Expenditures
April 1, 2011 through May 31, 2011

DATE	DESCRIPTION OF EXPENSES	AMOUNT
4/5/2011	Kathy Coon/Cheyenne	$444.80
4/5/2011	Peter Gosar/Cheyenne	$118.98
4/5/2011	Scotty Ratliff/Cheyenne	$548.80
4/5/2011	Hugh Hageman/Cheyenne	$175.08
4/5/2011	Joe Reichardt/Washington DC	$1,316.22
4/5/2011	Joe Reichardt/Mileage	$71.40
4/14/2011	Staples/Office Supplies	$10.38
4/14/2011	LCCC Room Rental	$90.00
4/14/2011	Fed Ex/Coiling	$14.48
4/14/2011	Subway	$250.00
4/14/2011	Wyoming Trophy & Engraving	$148.18
4/14/2011	Wyoming Trophy & Engraving	$72.95
4/14/2011	Leaderphone-Teleconference	$5.36
4/14/2011	EdWeek Subscriptions	$524.58
4/14/2011	Egg & I	$117.30
4/21/2011	Scotty Ratliff/Sheridan	$384.94
4/21/2011	Walt Wilcox/Sheridan	$310.94
4/21/2011	Walt Wilcox/Cheyenne	$335.26
4/21/2011	Teresa Canjar/Sheridan	$453.50
4/21/2011	Larry McGarvin/Sheridan	$369.40
4/21/2011	John Shumway/Sheridan	$267.40
4/21/2011	Peter Gosar/Sheridan	$383.88
4/21/2011	Hugh Hageman/Sheridan	$449.20
4/21/2011	Kathy Coon/Sheridan	$423.70
4/21/2011	Joe Reichardt/Sheridan	$527.50
4/21/2011	Telecommunications	$47.46
4/21/2011	Ron Micheli/Sheridan	$532.52
4/26/2011	WY School Board Assn Dues	$600.00
4/29/2011	Holiday Inn Casper	$1,908.59
5/11/2011	Airline Tickets/Dana Mann-Tavegia	$535.80
5/12/2011	Wyoming Trophy & Engraving	$10.50
5/12/2011	Staples/Office Supplies	$48.63
5/12/2011	Walmart	$8.97
5/12/2011	Registration/Scotty Ratliff	$150.00
5/12/2011	Silver Mine Subs	$115.15
5/16/2011	Joe Reichardt/Mileage	$71.40
5/25/2011	Telecommunications	$50.28
5/26/2011	Telecommunications	$47.46

TOTAL EXPENDITURES $11,940.99

$169,319.86	Balance 3/31/11
$11,940.99	Balance 5/31/11
$157,378.87	TOTAL EXPENDITURES

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY11 Budget
September 1, 2010 thru March 31, 2011

DESCRIPTION	BUDGETED	EXPENDED	REMAINING BALANCE
Supportive Services (200 series)			
Teleconference (0203)	300.00	124.35	175.65
Communications (204)	5,625.00	33.85	5,591.15
Professional Development & Training (207)	29,558.00	4,834.10	24,723.90
Advertising (208)	3,700.00	3,319.09	380.91
State Employee In-State Travel Reimbursement (221)	51,127.00	18,442.21	32,684.79
State Employee Out-of-State Travel Reimbursement (222)	28,474.00	6,385.95	22,088.05
Supplies (230-239)	4,083.00	2,743.96	1,339.04
Computer Equipment (242)	2,000.00	1,949.96	50.04
Education, Recreational & Technical Equipment (246)	500	200.09	299.91
Awards, Prizes (257)	2,384.00	357.55	2,026.45
Room Rental (251)	200.00	90.00	110.00
Data Processing Charges (400 series)			
Data Processing (400-440)	1,432.00	504.02	927.98
Professional Services (900 series)			
Professional & Consulting Services (901)	71,091.00	4,110.00	66,981.00
TOTAL	**200,474.00**	**43,095.13**	**157,378.87**

Tab Mc

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2011

ISSUE: District Accreditation

BACKGROUND: Each year the SBE accredits all K-12 school districts in Wyoming. The components of accreditation are monitored and evaluated by the North Central Association Commission on Accreditation and School Improvement (NCA) in cooperation with the Wyoming Department of Education. This year Wyoming districts being reviewed had a choice to be evaluated using the NCA school-based model or the district model. Three of 17 chose the school model; the remaining 14 chose the district model. State accreditation for these 14 districts will not be impacted by their NCA results this year due to the short time available to prepare for evaluation under the new system. The areas reviewed in accreditation include Vision and Purpose, Governance and leadership, Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholder Communications and Relationships, and Commitment to Continuous Improvement. All Wyoming schools are required to focus on student performance and improve student achievement through their school improvement plans. Quality contacts are made annually with each school or district, and accreditation visits are conducted on site using a five-year cycle. All schools or districts must complete a two-year progress report following the on-site visits on each overall recommendation within their accreditation reports, even if they have received a passing score of 3 or 4. It is a process which reflects true continuous improvement as we work with each school or district throughout the school year, and any necessary changes are made along the way. As part of this continuous improvement process, NCA and WDE have made joint progress monitoring visits with each school that received a score of 2 in any standard during their 2009-2010 on-site visit.

All Wyoming school districts participate in the NCA accreditation process with the exception of Sheridan CSD #1. Sheridan #1 participates in the WDE accreditation process and was visited in 2007-2008.

Findings: The following school districts have accomplished the tasks required of them for the 2010-2011 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks. In addition, the WDE has completed a review of school district systems and state assurances. Districts with ongoing issues in any systems area or significant issues in assurances, including staffing, will be required to develop and implement a corrective action plan.

SUGGESTED MOTION: I move that the following Wyoming school districts be granted full accreditation:

Albany CSD #1	Crook CSD #1	Hot Springs CSD #1	Park CSD #6	Sweetwater CSD #2
Big Horn CSD #1	Fremont CSD #2	Johnson CSD #1	Park CSD #16	Teton CSD #1
Big Horn CSD #2	Fremont CSD #6	Laramie CSD #1	Platte CSD #1	Uinta CSD #1
Big Horn CSD #3	Fremont CSD #14	Laramie CSD #2	Platte CSD #2	Uinta CSD #4

Big Horn CSD #4	Fremont CSD #21	Lincoln CSD #1	Sheridan CSD #1	Uinta CSD #6
Campbell CSD #1	Fremont CSD #24	Lincoln CSD #2	Sheridan CSD #2	Washakie CSD #1
Carbon CSD #1	Fremont CSD #25	Natrona CSD #1	Sheridan CSD #3	Washakie CSD #2
Carbon CSD #2	Fremont CSD #38	Niobrara CSD #1	Sublette CSD #1	Weston CSD #1
Converse CSD #1	Goshen CSD #1	Park CSD #1	Sublette CSD #9	Weston CSD #7
Converse CSD #2				

SUGGESTED MOTION: I move that the following Wyoming school districts be granted accreditation with follow-up:

Fremont CSD #1
Sweetwater CSD #1

SUPPORTING INFORMATION ATTACHED:

a. Accreditation Recommendation Process
b. Chapter 6 Excerpt
c. WDE 2010 and 2011 Accreditation Recommendations
e. NCA Accreditation Standards
f. NCA Accreditation Visitation Schedule

PREPARED BY: Dianne Frazer
Education Program Consultant, Educational Quality and Accountability

APPROVED BY:_____

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

Accreditation Recommendation Process

The Wyoming State Board of Education determines the accreditation status of every Wyoming school district. The Wyoming Department of Education brings recommendations to the Wyoming State Board of Education based on the following factors:

1) Assurances

- Annual review of staff certification
  - Non-certified personnel cannot be paid with public funds (Note: this is followed up by the state auditors)
  - Accreditation can be lowered if a district has had misassigned staff for 2 or more years out of the last 5.
  - Districts with misassignments create a Corrective Action Plan that is reviewed by WDE personnel for approval, with interaction with the District if revisions are needed.
  - WDE provides follow-up and technical assistance to the District on the plan.
- Body of Evidence (BOE)
  - In 2009-2010 six districts received lowered accreditation related to BOE requirements that were not met.
  - Technical assistance was provided to assist these districts in meeting the requirements and raising their accreditation level.
- Calendars
  - All districts scheduled for QAR visits during the year have their calendars reviewed to assure they meet the required number of days and hours.
- On-site Assurances check
  - During the year of the QAR visit, a district participates in an Assurances check on-site. WDE uses a checklist developed for this purpose.
  - A single Assurances element will not cause an impact on accreditation, however, if a pattern of missed assurances emerges, accreditation may be lowered.

2) NCA Accreditation Process.

- WDE will recommend a lowered state accreditation status when any school in a district receives a score of "Emerging" or "Not Evident" in any NCA Standard as part of the school accreditation model.
- During 2010-2011 districts scheduled for QAR visits had the option to be evaluated using the new Wyoming NCA accreditation district model.

WDE will NOT recommend a lowered state accreditation status for these districts due to the limited time available to prepare for the QAR visits. This is true for **only** the 2010-2011 school year.

- WDE collaborates with NCA to follow-up with each district visited and provides a written report with an accreditation recommendation based on progress.
- For the 2009-10 districts that had a score of "2" in any NCA Standard, WDE and NCA visited each school/district during the fall of 2010. These districts were: Lincoln #1, Sublette #1, Sublette #9, Sweetwater #1, Sweetwater #2, and Teton #1. The recommendations from these visits will be incorporated into the recommendations made to the State Board in June.
- Institutional schools were also visited that had QAR visits in 2009-10 and received a "2" in any NCA Standard. These were: Southeastern Wyoming Juvenile Center, C Bar V Ranch, Normative Services, Wyoming Behavioral Institute, and Yes House. Recommendations from these visits will also be incorporated into the recommendations made to the State Board in June.

3) Systems issues.

- Districts that have major systems issues with their operations such as budget and fiscal procedures, federal programs, special education monitoring, etc., will have these factors considered in WDE's district accreditation recommendations.

All Wyoming school districts will be reviewed on the above factors. WDE will make accreditation determinations by the end of May 2011 and districts will be notified of their recommended status. A formal recommendation will be made to SBE at the June 2011 meeting. Any school districts that would like to attend the SBE in June 2011 will be welcome to do so.

Educational Quality and Accountability
Wyoming Dept. of Education
2300 Capitol Avenue, 2nd Floor
Cheyenne, WY 82002
Contact: Dianne Frazer, (307) 777-8676

WYOMING DEPARTMENT OF EDUCATION
ANNUAL SCHOOL ACCREDITATION REPORT
2010-11 SCHOOL YEAR
DISTRICT ASSURANCES REPORT

WDE-604
Revised: Aug 2010
Due: October 15, 2010
Expires: Oct 2011

An original signed copy of this report AND original signed school site assurances reports (WDE-605) for each school in the district are to be submitted by each school district by October 15, 2010, to: Wyoming Department of Education, 2300 Capitol Avenue, Cheyenne, WY 82002.

District Name & Number: _____

_____
Superintendent (print name)

_____
Superintendent's Signature

_____
Board of Trustees Chair (print name)

_____
Board of Trustees Chair's Signature

ADHERENCE TO STATUTES, RULES, REGULATIONS, POLICIES, AND PROCEDURES:

IMPORTANT NOTE: The signatures indicate that this district is in compliance with ALL education laws of Wyoming and ALL rules and regulations related to education in Wyoming.

The district understands that it is required to fulfill all statutory, regulatory and program requirements inherent in this assurance report and must comply with applicable Wyoming State Board rules. If there is a statute or regulation with which the district is not in compliance, please circle the numbered item and attach an accompanying explanation. **W.S. 21-2-304 and Chapter 6**

1. The board of trustees of the district adheres to the following statutes:
   - § School Districts in General. W.S. 21-3-10 131
   - § Open meeting law. W.S. 16-4-403
   - § Ethics and Disclosure Act. W.S. 9-13-101—109

2. Up-to-date board of trustees' policies, rules, and regulations, promulgated according to the requirement of the **Wyoming Administrative Procedure Act** have been developed and are available for public inspection. W.S. 16-3-101—115

3. School funds are kept as prescribed by the **Uniform Municipal Fiscal Procedures Act and Wyoming School Budgeting, Accounting, and Reporting Manual (2002).** W.S. 16-4-101—125; W.S. 21-13-309; W.S. 21-2-202(e)

4. The district has aligned its standards to the state standards or adopted the state standards. Chapter 6, Section 7 (d)

5. The district provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. W.S. 21-9-101 (a)(b)(i-iii)

6. The district implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. Chapter 6, Section 7 (d)(i)

7. The district provides for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. W.S. 21-9-101 (c)(ii) and Chapter 6, Section 7 (d)(ii)

8. The district has adopted and implemented strategies to monitor the teaching of standards. W.S. 21-3-110 (a)(xvii)(xviii)(xix) and Chapter 6, Section 7 (e)

9. The district ensures that all third through eighth and eleventh grade students participate in the Wyoming state assessment of student performance in reading, writing and mathematics, and all fourth, eighth, and eleventh grade students in science (known as PAWS). W.S. 21-2-304 (a)(iv) and (v); W.S. 21-3-110 (a)(xxiv); and Chapter 6, Section 8 (a), (c) and (e)

10. The district has designed and implemented a district assessment system, including a Body of Evidence System for grades 9 - 12, to measure student performance relative to district content and performance standards aligned to state standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. W.S. 21-2-304 (a)(iv) and (v); W.S. 21-3-110 (a)(xxiv); and Chapter 6, Section 8

11. The district administers a program requiring all students enrolled in the eleventh grade in the district to take a standardized , curriculum-based achievement college entrance exam or a job skills assessment test. The district provides the opportunity for all home school and private school students in the eleventh grade residing in the district to participate at no cost. W.S. 21-3-110(a)(xxix) and W.S. 21-2-202(a)(xxx)

12. The district participates in the state accountability system, assures participation of all district schools, and monitors and assists schools in improvement processes. Chapter 6, Sections 9 and 10

13. The district monitors the school improvement planning of its schools and coordinates activities that support implementation of those plans. W.S. 21-2-304 (a)(v) and Chapter 6, Section 11

14. The district has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, individual school improvement goals, assessed needs based on documented student results, individual professional development goals, and the instructional and student learning uses of technology,. W.S. 21-2-202 (a)(xx), W.S. 21-3-110 (a)(xix), and Chapter 6, Section 12

15. The district employs qualified instructional facilitators to provide leadership and mentoring for teachers and foster a learning community. Annual reports are submitted by the district on expenditures, strategies employed, and impact on student learning. W.S. 21-13-101(a)(xvii)

16. The district has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. W.S. 21-2-202 (a)(ii) and Chapter 6, Section 13

17. The district has policies and procedures for every school in the district to identify and intervene with at-risk students and to prevent at-risk behavior in each school. W.S. 21-2-304-(a)(ii), W.S. 21-9-101 (c), Chapter 6, Section 7 (d)(i) and (ii), and Chapter 6, Section 14

18. Every three years the district assesses all grade levels, parents, and staff regarding school mission, student learning, school safety, service provision, equity, and opportunity to learn. The results are used for school improvement planning. Chapter 6, Section 15

19. The district has policies that define how student performance standards affect district priontization of resources beyond fixed costs. Chapter 6, Section 16

20. The district has developed and implemented a technology plan that addresses professional development, curriculum integration, and network connectivity. W.S. 21-2-202 (a)(xx) and Chapter 6, Section 17

21. The district provides for the needs of all disabled students and is in compliance with statutory requirements. W.S. 21-2-501—502 and W.S. 21-9-101 (c)(i); Chapter 6, Section 14 (b)

22. The district provides foreign language instruction in grades K-2. W.S. 21-9-101 (g)

23. The school district has established graduation requirements for students that meet or exceed state graduation requirements. W.S. 21-2-304 (a)(iii)(iv) and Chapter 31, Section 11

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ANNUAL SCHOOL ACCREDITATION REPORT
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WDE-604
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24. The district has submitted any updates, if applicable, to its Body Of Evidence (BOE) assessment system, including student performance results. Chapter 31, Section 10 (e)(ii) and (iii)

25. Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. Chapter 6, Section 19 (b)

26. The district meets all Hathaway Scholarship Program course requirements and documentation has been submitted. W.S. 21-16-1301--1310

27. The district meets all Eigth Grade Unit of Study requirments and documentation has been submitted. W.S. 21-16-1301--1310

28. All students have access to guidance services providing assistance in developing and monitoring their educational and career plans through a structured, systematic, individual planning process. Chapter 6, Section 19 (c)

29. The district provides a process for reviewing home school curricula. W.S. 21-4-101 (a)(v) and W.S. 21-4-102 (b)

30. The district complies with the State Board of Education's definition of the minimum hours of student/teacher contact and minimum days per year. W.S. 21-4-301, W.S. 21-13-307 (a)(ii), and Chapter 22

All schools in this district operate on a regular calendar including at least 175 student contact days and at least 185 teacher days, or this district received approval from the State Board of Education for any schools that operate on an alternative calendar. Chapter 21 W.S. 21-13-307(a)(ii)

1/2 Day Kindergarten	450 hours
Full Day Kindergarten	900 hours
Elementary	900 hours
Middle/Jr. High	1,050 hours
High School	1,100 hours

The district operates on a <u>regular</u> calendar, which includes _____ student/teacher contact days, _____ days of professional development, and _____ days for parent/teacher conferences.

Or

The district operates on an <u>approved alternative</u> calendar, which includes _____ student/teacher contact days, _____ days of professional development, and _____ days for parent/teacher conferences.

Date of approval for alternative calendar by the State Board of Education: _____

31. The district complies with the Wyoming Teacher Employment Law. W.S. 21-7-101—114

32. The Professional Teaching Standards Board has issued certificates with necessary endorsements covering specific assignment(s) to each professional staff member. The assignment of staff members is in accordance with the certificates and endorsements as specified in the certification regulations set by the Professional Teaching Standards Board. W.S. 21-7-303 (a); W.S. 21-7-304 and 21-2-803

33. The district: ☐ **HAS** ☐ **HAS NOT**
submitted a Professional Performance Evaluation Plan due May 1, 2011.

34. The performance of each initial contract teacher is formally evaluated in writing at least twice annually. W.S. 21-3-110 (a)(xvii)

35. The performance of each continuing contract teacher is formally evaluated in writing at least once each year. W.S. 21-3-110 (a)(xviii)

36. The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around all school buildings. W.S. 21-3-110(a)(xii)

37. On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the district's schools are not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the schools. W.S. 8-4-101 (c)

38. The following days are appropriately observed:

- Wyoming Day, December 10 of each year. W.S. 8-4-103
- Nellie T. Ross' birthday, November 29 of each year. W.S. 8-4-104
- Native American Day, the second Friday in May. W.S. 8-4-105
- Pearl Harbor Remembrance Day, December 7 of each year. W.S. 8-4-106
- Constitution Day, September 17 of each year. Consolidated Appropriations Act, 2005

39. The district has submitted all "Every Student Counts" (Uniform Report) information as referenced in Chapter 6, Section 8 (g)

40. The district ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. All buildings receive annual fire and health inspections and a record is kept of monthly fire drills. W.S. 35-9, W.S. 35-1-102, and Chapter 6, Section 19 (a)

41. The district ensures that all schools maintain written proof of immunization or a written immunization waiver for every student enrolled. The district monitors compliance with this requirement. W.S. 21-4-309

42. The district has policies and procedures clearly in place to ensure that potential crisis situations are addressed. Crisis management plans are developed and practiced on a regular basis. Chapter 6, Section 19 (a)(v)

43. The district ensures that eye protection is provided and used in compliance with state statutes. W.S. 21-9-203 and Chapter 6, Section 19 (a)(ii)(C)

44. The district has developed and has on file the policy for required notification of pesticide application on or within school buildings. W.S. 35-7-375 (a)(b)(c)

45. The district meets all the requirements of W.S. 21-3-131 (School bus standards; Operators; Vehicle operation).

46. The district provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. 29 CFR 1910, 1030 and Chapter 6, Section 19 (a)(iv)

47. The district immediately reports to the Department of Education any closures for such reasons as inclement weather, the permanent closing of a school, or the opening of new schools. W.S. 21-13-307 (a)(ii)

48. A Summer School Program is available to students to provide intervention, remediation and enrichment instruction to students beyond the required school year. W.S. 21-4-301 and W.S. 21-13-307(a)(ii)

49. Extended Day programs and tutors, who are certified teachers, are provided for students requiring additional instruciton for mastery of the state content and performance standards. W.S. 21-2-304(a)(iv), W.S. 21-4-301 and Chapter 6-10(b)(c)(1) & (2)

50. The district has entered into an agreement with a Wyoming community college district board of trustees or the University of Wyoming to provide eligible students the opportunity to enroll in postsecondary education programs. W.S. 21-20-201

CHAPTER 6
SCHOOL ACCREDITATION

Section 1. **Authority**. These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended-1999)(W.S. 21-2-304 (a)(i) and (ii)).

Section 2. **Applicability**. These rules and regulations pertain to the evaluation and accreditation of public schools (K-12). With these rules and regulations, it is the intention of this agency to establish minimum standards with which public schools (K12) must comply.

Section 3. **Promulgation, Amendment, or Repeal of Rules**. Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedure Act. (W.S. 16-3-101 through 16-3-115).

Section 4. **Definitions**.

(a) Accreditation. A process by which each school district and each school within the district assesses itself and is monitored by the state in order to identify strengths, plan and implement improvement, assure legal compliance and assure the public that districts are providing educational programs sufficient to enable students to demonstrate proficiency in state and locally determined content and performance standards. (W.S. 21-2-304 (a)(ii) and W.S. 21-9-101(b)).

(b) Adequate Yearly Progress (AYP). A series of performance goals that every public school, public school district, and the state must achieve within special timeframes in order to meet the 100% proficiency goal established by the federal No Child Left Behind Act of 2001 (NCLB).

(c) At-Risk Students. School age individuals who exhibit behaviors that place the student at risk of experiencing educational failure. (W.S. 21-2-202 (a)(xviii) and (xix), and W.S. 21-9-101(c)).

(d) Benchmark Standard. A statement of skills and knowledge to be demonstrated at a specified grade or at the end of a specified range of grades. Benchmarks are used as checkpoints to monitor progress along a continuum of grades from kindergarten through grade 12.

(e) Common Core of Knowledge. Areas of knowledge each student is expected to achieve at levels established by the district standards aligned to state standards. (W.S. 21-2-304 (a)(iii)).

(f) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the district standards aligned to state standards. These skills may be integrated into the Common Core of Knowledge standards. (W.S. 21-2-304 (a)(iii)).

(g) Compliance. Documenting that the district adheres to applicable statutes and regulations.

(h) District Improvement Plan. A document developed by a public school district that serves as a blueprint for continuous improvement and progress toward school and student achievement objectives.

(i) Elementary and Secondary Education Act (ESEA). The federal education statute originally passed by the U.S. Congress in 1965, that authorizes many of the major federal education

programs, including Title I, and has been reauthorized by Congress several times, most recently by the No Child Left Behind Act of 2001 (NCLB).

(j) Fixed Costs. Costs that are essential to the operation of the school and district facilities that cannot be reduced or eliminated, and over which districts have limited control. These include utility costs and essential facilities repairs. They may also include repairs and construction required by law and safety regulations. (W.S. 21-15115).

(k) Guidance Services. Services which include the following major functions:

(i) Counseling individual and small groups of students. Diagnostic testing results along with other pertinent information may be used as aides in the counseling process.

(ii) Consultation with school staff and with parents about the general welfare of students as individuals in the classroom and in the total school environment.

(iii) Coordination of guidance services within, between, and among schools, between school and community, and between school and referral agencies in the community.

(l) Health Services. An organized program provided by qualified personnel to: identify potential and existing health problems among students; provide injury and illness prevention services and emergency care; provide procedures for referral to other health care providers and community agencies; protect confidentiality of all health information; provide for the safe handling, storage and administration of both prescription and over the counter medications; and promote the health and well being of all students.

(m) Media Services. An organized program to provide all students with access to resources which include all print, non-print and electronic information and educational resource materials which aid in supporting the teaching-learning process.

(n) Parent, Student and Local Community Involvement. The participation by parents, local community, and students, when appropriate, in helping to support the development and implementation of student content and performance standards and school improvement goals.

(o) Professional Development. A process involving evaluation, identification of needs, and planned activities for individuals, schools and the entire district designed to improve those elements of professional knowledge and skills that affect student learning. The process includes:

(i) Evaluation of professional development needs. The determination of professional development needs through a needs assessment, school improvement plans and teacher evaluations (W.S. 21-2-304).

(ii) Planned activities. Related professional development opportunities for initial study and direct instruction, follow-up training, and in-class practice with administrative support and feedback.

(iii) Monitoring of results. The examination of in-class practice and student learning results as identified by school improvement plans to determine the impact of professional development.

(p) Program. Any or all of the district-sponsored or district-supported educational opportunities for students, either within or beyond the school day. (W.S. 213-110(a)(xv)).

(q) Public School. An entity created or chartered by a local district board which provides education free of charge to students ages 5 to 21. (W.S. 21-13101(a)(iv)(vi)(vii) and (xvi), and W.S. 21-4-301).

(r) Public School District. A governmental subdivision whose function is to provide for the education of persons in grades K-12 (or as otherwise legally authorized) in a geographic area defined by the Wyoming State Committee on School District Organization. (W.S. 21-13-101(a)(iii)).

(s) Reliable Measure. An assessment from which similar scores are obtained when the same procedure is used with the same students on different occasions, on different tasks measuring the same skill, and from different independent assessors.

(t) School Improvement Plan. A document developed by a public school that serves as a blueprint for continuous improvement and progress toward school and student achievement objectives.

(u) School Restructuring Plan. An addendum of the School Improvement Plan that serves as a blueprint for more systemic reform, consistent with federal law.

(v) Student Content Standard. A statement that specifies what students must know and be able to do in the areas identified by the Common Core of Knowledge and the Common Core of Skills.

(w) Student Performance Standard. A definition of how good is good enough to constitute a proficient performance on a set of content standards. This definition may include the following components:

(i) Performance levels. Labels for each level of achievement.

(ii) Performance descriptors. Describes performance at each level.

(iii) Sample student work. Examples of student work from a representative sample of all students that illustrate the full range of performance at each performance level.

(iv) Cut scores. Demarcation between adjacent levels of performance.

(x) Title I. The Elementary and Secondary Education Act program, reauthorized under the No Child Left Behind Act, that focuses on improving the academic achievement of disadvantaged students by providing federal funds to qualified schools to help academically disadvantaged students reach, at a minimum, proficiency on challenging state academic standards and state academic assessments.

(y) Valid Measure. An assessment that is a relevant and representative sample of the content area

being measured. This determination includes the adequacy and appropriateness of the interpretation that is to be made from the assessment results.

(z) Wyoming State Accountability Workbook. The document, officially known as the Consolidated State Application Accountability Workbook, required by the U.S. Department of Education, that describes how the state will comply with federal law, including a description of how annual determinations of Adequate Yearly Progress will be made for every public school and public school district.

Section 5. **Wyoming Statutes**. 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** . All public school districts, and the schools and personnel within those districts, must comply with applicable Wyoming State Board rules. (W.S. 21-2-304).

Section 7. **Student Standards** . All public school students shall meet the student content and performance standards at the level set by the school district aligned to state standards for:

(a) Common Core of Knowledge, emphasizing reading, writing and mathematics in grades one (1) through eight (8): (W.S. 21-9-101(b)(i) and (ii)).

(b) Common Core of Skills. (W.S. 21-9-101(b)(iii)).

(c) The district shall involve parents, community, and professional staff in developing student content and performance standards in the common core of knowledge and skills through an officially adopted planning process reinforced by board of trustee policies. Districts may choose to adopt state standards using the board of trustees' official process that includes involving parents, community, and professional staff. (W.S. 21-9101(b)).

(d) The district shall implement programs which will align to state standards and meet or exceed the requirements of those standards. Programs shall include:

(i) Planned strategies for intervening with students who fail to demonstrate proficiency on standards; and

(ii) Planned strategies for academically challenging students who consistently exceed standards.

(e) The district shall adopt and implement strategies to monitor the teaching of standards. (W.S. 21-3-110(a)(xvii), (xviii), and (xix)).

(e) The district shall ensure that all students enrolled in the grades required to be assessed participate in the assessment system in one of three ways (W.S. 21-2304(a)(v) and W.S. 21-3-110(a)(xxiv)):

(i) In the general assessment with no accommodations;

(ii) In the general assessment with appropriate accommodations; or

(iii) In the alternate assessment.

(iv)

(f) The district shall design and implement a district assessment system to measure student performance relative to district content and performance standards aligned to state standards. At a minimum, the district assessment system shall be designed to determine whether all students have had equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. This assessment system shall be designed in accordance with standards of professional technical quality, as set forth in Section 8(f)(iii)(A) through (E), and be capable of generating results for all identifiable subgroups within the district (W.S. 21-2-304(a)(iv) and (v), and W.S. 21-3-110(a)(xxiv)).

(i) In order to evaluate equality of educational opportunity, the assessment system shall be implemented uniformly across the district.

(ii) Among other measures, the district shall incorporate the state assessment system into its district assessment system by using state assessment results to measure the Wyoming Content and Performance Standards in mathematics, reading, and writing for fourth, eighth, and eleventh grade students.

(iii) The system shall be designed and implemented so that inferences pertaining to equality of educational opportunity can be supported by the assessment system. The system shall be designed to meet the following technical requirements, all of which contribute to documenting the validity of the overall district assessment system.

(A) Alignment-the combination of assessments that comprise the system shall be aligned with district content and performance standards so that the full set of standards in the common core of knowledge and skills, both in terms of content and cognitive complexity are assessed. The assessment system shall reflect how the district has prioritized the standards.

(B) Consistency-the assessment system should be designed and implemented in such a way so that inferences drawn from the results of the assessments are consistent and not dependent on error due to raters or the quality of the assessments. While the focus is on the system, in order to meet this requirement, individual assessments within the system will need to be designed to yield consistent results, in terms of error due to raters, tasks, administration conditions, and occasions.

(C) Fairness-the assessment system should be designed so that it is not biased against any group of students. As such, appropriate accommodations should be used so students with disabilities and Limited English Proficient students have fair access to the assessment system. As stated in Section 8(e)(i), (ii) and (iii) herein, multiple assessment formats should be employed in the assessment system which will contribute to improving the fairness of the system.

(D) In order to improve alignment, consistency, and fairness, multiple measures in each of the common core of knowledge and skill areas, but not necessarily at every grade level, shall be employed in the system.

(E) Descriptions of what constitutes proficient performance shall be clearly articulated and shall be correlated with the performance descriptors found in the Wyoming Content and Performance Standards. The cut scores that delineate the various performance levels on each assessment shall be tied to these district performance descriptors and shall be based on research or best practices.

(g) The district shall have a board-approved process in which student performance results are identified, monitored, and reported (W.S. 21-2-202(a)(xiv) and W.S. 21-2-304(a)(v)).

(i) The district shall distribute a uniform state report widely to its patrons in addition to other results from the district's assessment system as deemed appropriate by the district.

(ii) The district shall report the results of the district assessment system to the Wyoming Department of Education. Disaggregated results shall be reported for any of the following subgroups that include 10 or more students: gender, ethnicity, economic status, mobility indicators, disability status, and other appropriate for the given locale. These disaggregated results shall be used to determine if all groups of students have been provided adequate opportunities to acquire the knowledge and skills necessary for meeting the graduation standards.

Section 11. **School Improvement**. The district shall monitor school improvement planning of its schools and coordinate activities in support of implementing these plans. (W.S. 21-2-304(a)(v)). This process shall include:

(a) Identification of district targets for improvement that reflect the common goals of individual school improvement plans based on state assessment system results in conjunction with the districts' assessment results.

(b) Coordination of district instructional, human and fiscal resources in support of school improvement plans.

(c) Oversight of school improvement goals and activities, including technology, to verify coordination and consistency with the district's technology plan. Each school improvement plan shall include:

(i) Improvement goals derived from the state and district annual assessments;

(ii) Strategies for all students and specific strategies for student subgroups failing to meet the standards;

(iii) Strategies for student learning uses of technology;

(iv) Designated resources in support of the plan; and

(v) Evaluation of student results related to the goals.

Section 12. **Professional Development**. The district shall demonstrate that professional development relates to student performance.(W.S. 21-2-202(a)(i) and (xx), 21-2-304(a)(ii), W.S. 21-

2-304(a)(v), W.S. 21-3-110(a)(xix), W.S. 21-9-101(b), and 21-9-101(c)). Professional development shall focus on:

(a) The development and implementation of standards and standards-based assessments;

(b) The instructional and student learning uses of technology; improvement.

(c) Individual school improvement goals;

(d) Assessed needs based on documented student results; and

(e) Individual professional development goals for teachers in need of

Section 13. **Parent and Community Involvement**. The district shall have procedures for involving school personnel, parents and community in decision-making (W.S. 21-2-202(a)(ii)). Procedures shall include:

(a) Strategies for implementing standards;

(b) Goal setting and planning for school improvement; and

(c) Identification of budget priorities based on student performance standards,

Section 14. **At-Risk Students**. The district shall have policies and procedures for every school in the district to identify and intervene with at-risk students. In addition, all schools shall provide instruction as appropriate through the school curriculum directed at the prevention of at-risk behavior. (W.S. 21-2-202 (a)(xix), W.S. 21-2-304(a)(ii) and W.S. 21-9-101(c)). These policies and procedures, at a minimum, shall include:

(a) Mechanisms for coordinating efforts across programs to maximize their effectiveness in preventing academic failure and for accessing the most appropriate program services for each student who exhibits behavior that places the child at risk for school failure. These mechanisms shall include:

(i) An at-risk committee which:

(A) Consists of at least two certified regular education teachers, at least one of which is the student's classroom teacher, and the school principal with other staff knowledgeable of at-risk programs and strategies acting as consultants to the committee according to the needs of the individual student.

(B) Communicates with and includes, to the extent practical, parent(s) of the student discussed.

(C) Documents proceedings and communications with parents, and the student's teacher(s), to the extent required by the programs under consideration.

(D) Directs, evaluates, and documents the success or failure of the interventions to the extent required by the program for which a student is being considered, prior to making referrals for services outside the regular classroom. Title I student identification may occur with its own set of criteria.

(E) Ensures all relevant routine screening procedures, especially hearing and vision, have been completed on a regular basis and results are current for the school year.

(b) Rules for programs that address the needs of students with disabilities.

(c) Provision of strategies for students who consistently fail to meet or who exceed standards including:

(i) Expeditious referral of students to at risk programs.

(ii) Oversight of efforts to increase access of students to corrective and enrichment instruction in addition to that routinely provided in the regular classroom.

(d) Methods by which the district and schools monitor student learning results, based on student performance standards, for those groups who receive program services.

(e) Procedures for the district in consultation with the schools to decide whether a program shall continuc based upon those results.

Section 15. **School Climate**. The district shall adopt a procedure for assessing and reporting school climate on a regularly scheduled basis for school improvement planning purposes. The procedures shall include, at a minimum, assessment of students and staff at all grade levels, and of parents that include the following aspects of school climate:

(a) School mission and student learning;

(b) School safety;

(c) Service provision;

(d) Equity; and

(e) Opportunity to learn.

Section 16. **Facilities and Budget**. The district shall adopt board of trustee policies that specify how state and district student performance standards have affected planning for facilities and annual budget priorities beyond fixed costs.

(a) The programs provided shall be sufficient for students to meet state and district content and performance standards. (W.S. 21-9-101(b)). Provisions for these programs shall include:

(i) Provisions to implement educational technology per the district technology plan and as necessary for delivery of instruction in the standards. (W.S. 21-9101(b)(i)(M); (W.S. 21-9-

101(b)(iii)(C); and W.S. 21-15-115(a)(vii)).

(ii) Textbooks, supplies and/or instructional materials deemed necessary by the district to deliver instruction on the standards. (W.S. 21-9-201).

(iii) Class size, when practicable, of no more than twenty (20) students per teacher in kindergarten through grade three (3) excluding children with disabilities who spend more than fifty percent (50%) of their time outside of regular class instruction. (W.S. 21-9-101(d) and (f)).

(b) The administration shall monitor building operations to assure all legal requirements, federal, state, and local, are met in each school.

Section 17. **Technology**. The district shall develop and implement a technology plan that follows the guidelines set forth in the statewide technology plan. (W.S. 21-2202(a)(xx)). The plan will include:

(a) District policies and procedures for accessing, using and sharing technology and information available through technology;

(b) A statement of the district's vision and mission for the integration in the application of technology into teaching and learning.

(c) Strategies for the establishment of formal partnerships among public and private entities to ensure community participation in the creation and implementation of the plan.

(d) Clear objectives for the integration in and application of technology to the acquisition and performance of student standards.

(e) An implementation plan that sets actions and timelines for deployment of necessary fiscal and human resources.

(f) Professional development to ensure that staff is trained to use the technology to enhance instruction and improve student learning.

(g) Evaluation strategies for determining needs and assessing impact of technology on instruction and improvement efforts.

(h) Specific strategies for building and maintaining infrastructure and connectivity over time and provisions for sufficient budget to sustain each element of the plan.

Section 18. **Graduation Requirements**. All students, including an alternative school student, shall master the student content and performance standards aligned to state standards within the common cores of knowledge and skills at the levels set by the State Board of Education. Each student who demonstrates proficiency on the common core of knowledge and skills will be eligible for graduation per the requirements in Wyoming statute. These statutory requirements shall be monitored and enforced through the state accreditation process. (W.S. 21-2-304(a)(iii) and (iv)).

Section 19. **Services**. All districts shall provide support services. Nothing in this section shall be construed to prohibit school districts and/or schools within a district from providing these

support services through partnerships with community agencies. The support services provided for students shall include:

(i) Health/Safety Services. The district shall ensure that students are educated in a safe environment that meets all applicable building, health, safety and environmental codes and standards required by law for all public buildings. (W.S. 21-15-115(a)(i)).

(i) The district shall provide an organized program provided by qualified personnel to:

(A.) Identify potential and existing health problems through routine health screening including:

(I.) Hearing screening for acuity and otological problems.

(II.) Vision screening for acuity and color blindness.

(B.) Immediate and temporary care in case of injury.

(C.) Provide procedures for referral to other health care providers and community agencies.

(D.) Provide procedures for confidentiality of all health information.

(E.) Promote the health and well-being of all students.

(F.)Provide for the safe handling, storage and administration of both prescription and over- the-counter medications.

(ii) The district ensures that procedures are in place to ensure the following:

(A) Sanitation inspections for kitchens and serving areas are completed by the designated lawful authority and corrective actions required have been completed and documented;

(B) Fire inspections for all buildings and corrective actions required have been completed and documented;

(C) Ensure that eye protection is provided and used according to (W.S. 21-9-203A); and(D) Policies, procedures and practices required by law for the safe operation of student transportation services are adopted and implemented.(W.S. 213-131).

(iii)The district shall adopt and implement policies and procedures for managing exposure to common communicable diseases, exposure to blood borne pathogens, implementing Universal Precautions, and maintaining confidentiality of student and employee health information and records.

(iv) The district shall provide annual training to all school personnel concerning

discrimination, confidentiality, and occupational exposure to blood borne pathogens. (29 CFR 1910, 1030).

(v) Policies and procedures are in place to ensure that potential crisis situations are addressed at both the district and building levels. Crisis management plans are developed and are practiced on a regular basis.

(b) Media Services. Districts shall ensure that media resources:

(i) Are available and accessible to all students and staff;

(ii) Are available in sufficient quantity and quality to support the achievement of student content and performance standards;

(iii) Are sufficient to support the development of research and information accessing skills; and

(iv) Provide enhanced access to information technology as described in the district's technology plan and on the timeline specified by the plan.

(c) Guidance Services. The district shall ensure that students have access to guidance services which provide all students with assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning system. Districts shall ensure that guidance services:

(i) Provide access to responsive services to address issues and concerns that may affect their educational, vocational and career development;

(ii) Provide assistance to students, beginning no later than eighth grade to develop educational and career plans, and includes assessment and advisement to set short-and long-term goals; and

(iii) Provide information about and assistance in determining post secondary training opportunities.

Section 20. **Verification**. All public school districts and the schools and personnel within those districts shall provide verification of compliance with these rules and regulations to the Wyoming State Board of Education annually.

Section 21. **Accreditation Status** . All public school districts and schools within those districts shall be granted accreditation levels by the State Board of Education. (W.S. 21-2-202(c), W.S. 21-2-203(e)(ii), W.S. 21-2-304(b)(ii), and W.S. 212-305(a)(ii)).

(a) One of the following accreditation levels shall be granted by the State Board of Education on an annual basis:

(i) Full Accreditation. The local district and/or the schools within it have met the state accreditation standards in a fully satisfactory manner.

(ii) Accreditation With Follow-up. The local district and/or schools within it have failed to meet one or more of the standards, but the deficiency does not seriously distract from the quality of the school's educational program. Correctives are required but could reasonably be completed within a school year. The district has submitted an acceptable plan for taking corrective action indicating completion within a one-year timetable following the review year. Districts that complete all corrective actions by the end of the school year during which they are reviewed will be recommended for full accreditation upon Department verification of satisfactory completion.

(iii) Accreditation With Deficiencies. The local district and/or schools within it have failed to take corrective actions required and/or deficiencies persist over more than one year.

(iv) Conditional Accreditation. The local district and/or the schools within it have met the state accreditation standards in less than a fully satisfactory manner on half or more of the accreditation standards. Corrective actions cannot reasonably be completed within a school year.

(v) Non-Accreditation. The local district and/or the schools within it have not met the state accreditation standards. The State Board may attach penalties on an individual basis. The local district and/or the schools within it have:

(A) Consistently failed to complete or make substantial progress towards completing corrective actions on the schedule proposed by the district and accepted by the State Board at the time of citing;
(B) Consistently violated regulations; and/or

(C) Consistently filed delinquent reports required by statute or regulation.

(vi) Emergency Change of Accreditation Status. If the local district and/or the schools within it violate State law and/or regulations which are detrimental to the health, welfare, or safety of students, and the conditions are not immediately corrected upon notice of their existence to local officials, the State Board may place the school district or school on Non-Accredited status until these conditions are corrected. Upon correction of these conditions and submission and approval of a plan to prevent a recurrence, the State Board may revise the district or school's accreditation status to Conditional for a period of time sufficient to verify implementation of the plan to prevent recurrences of the conditions.

(b) A school district may appeal a status of Non-Accreditation awarded it by the State Board of Education. A district may appeal for a reconsideration of that status to the State Board of Education within 30 days of the receipt of written notice of Non-Accreditation status.

AdvancED Standards for Quality School Systems

The AdvancED Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. As school districts reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements. The Standards for Quality Schools are the same except the emphasis is on the school rather than the system.

Vision and Purpose

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Governance and Leadership

The system provides governance and leadership that promote student performance and system effectiveness.

Teaching and Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Resource and Support Systems

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The system fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Each standard is given a score based on the evidence from the visit. The four possible scores are:

- **Highly Functional** means the school is exceptional in its demonstration of the standard and exhibits practices not commonly found in other schools. Only a small percentage of schools will rate in this area.
- **Operational** means the school is demonstrating the standard and using practices you would find in other good schools. The majority of schools will rate in this area.
- **Emerging** means the school is beginning to put in place the practices necessary to meet the standard but is not meeting it. Some schools may fall into this area.
- **Not evident** means that the school has no practices in place or beginning efforts to meet the standard. Only a small number of schools will fall in this area, as the Readiness Visit conducted before entry in the process should ensure that schools are beginning to or have practices in place to meet the standard.

School Year 2007-08	School Year 2008-09	School Year 2009-10	School Year 2010-11	School Year 2011-12
Sheridan #2	Niobrara #1	Sweetwater #1	Fremont #1	Hot Springs #1
Sheridan #3	Albany #1	Sweetwater #2	Fremont #14 (D)	Natrona #1
Johnson #1	Platte #1	Uinta #1	Fremont #2 (D)	Converse #1
Campbell #1	Platte #2	Uinta #4	Fremont #21 (D)	Converse #2
Crook #1	Goshen #1	Uinta #6	Fremont #24 (D)	
Weston #1	Carbon #1	Lincoln #1	Fremont #25	
Weston #7	Carbon #2	Lincoln #2	Fremont # 6	
	Institutions	Sublette #1	Park #1 (D)	
	Laramie #2	Sublette #9	Park #16 (D)	
	Saint Mary's Elementary	Teton #1	Park #6 (D)	
		Laramie #1 (D)	Big Horn #1 (D)	
			Big Horn #2 (D)	
			Big Horn #3 (D)	
			Big Horn #4 (D)	
			Washakie #1 (D)	
			Washakie #2 (D)	
			St Stephen's Indian and High School	

(D) – District Model

Wyoming District Accreditation
2010 and 2011

DISTRICT	2009-10 ACCREDITATION STATUS	STATUS BASED ON:	2010-11 ACCREDITATION RECOMMENDATION	RECOMMENDATION BASED ON:
Albany #1	Full		Full	
Big Horn #1	Full		Full	
Big Horn #2	Full		Full	
Big Horn #3	Full		Full	
Big Horn #4	Follow-up	BOE	Full	BOE completed
Campbell #1	Deficiencies	Staffing (3 of 4 years)	Full	Staffing issues resolved
Carbon #1	Deficiencies	Staffing (4 of 5 years), BOE, & was on follow-up last year	Full	Staffing issues resolved, BOE completed.
Carbon#2	Follow-up	BOE & follow-up on NCA 2's	Full	BOE completed, NCA granted full accreditation to all schools.
Converse #1	Deficiencies	BOE	Full	BOE completed
Converse #2	Full		Full	
Crook #1	Full		Full	
Fremont #1	Follow-up	Staffing	Follow-up	NCA School Model – Emerging scores in 2 schools for standards 4 & 7
Fremont #2	Follow-up	Staffing (2 of 4 years)	Full	Staffing issues resolved
Fremont #6	Full		Full	
Fremont #14	Full		Full	
Fremont #21	Full		Full	
Fremont #24	Full		Full	
Fremont #25	Deficiencies	Staffing (3 of 4 years including last year)	Full	Staffing issues resolved, NCA School Model, all schools granted Full Accreditation
Fremont #38	Follow-up	Continuing systems issues	Full	Significant progress made on systems
Goshen #1	Full		Full	
Hot Springs #1	Full		Full	
Johnson #1	Full		Full	
Laramie #1	Full		Full	
Laramie #2	Full		Full	

Wyoming Dist[illegible] Accreditation
2010 and 2011

Lincoln #1	Follow-up	NCA 2's	Full	NCA granted all schools Full Accreditation
Lincoln #2	Full		Full	
Natrona #1	Full		Full	
Niobrara #1	Deficiencies	BOE	Full	BOE completed
Park #1	Full		Full	
Park #6	Full		Full	
Park #16	Full		Full	
Platte #1	Full		Full	
Platte #2	Full		Full	
Sheridan #1	Full		Full	
Sheridan #2	Full		Full	
Sheridan #3	Full		Full	
Sublette #1	Follow-up	NCA 2's	Full	NCA granted all schools Full Accreditation
Sublette #9	Follow-up	NCA 2's	Full	NCA granted all schools Full Accreditation
Sweetwater #1	Follow-up	NCA 2's	Follow-up	NCA 2's, APR in progress
Sweetwater #2	Follow-up	NCA 2's	Full	NCA granted all schools Full Accreditation
Teton #1	Follow-up	NCA 2's	Full	NCA granted all schools Full Accreditation
Uinta #1	Full		Full	
Uinta #4	Full		Full	
Uinta #6	Follow-up	Staffing (2 of 4 years)	Full	Staffing issues resolved
Washakie #1	Full		Full	
Washakie #2	Follow-up	BOE	Full	BOE completed
Weston #1	Full		Full	
Weston #7	Full		Full	

Tab N

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2011

ISSUE: Institutional Schools Accreditation

BACKGROUND: Each year the SBE accredits certain institutional schools in Wyoming. The components of accreditation are monitored and evaluated by the North Central Association Commission on Accreditation and School Improvement (NCA) in cooperation with the Wyoming Department of Education. The areas reviewed in accreditation include Vision and Purpose, Governance and leadership, Teaching and Learning, Document and Using Results, Resources and Support Systems, Stakeholder Communications and Relationships, and Commitment to Continuous Improvement. All Wyoming schools are required to focus on student performance and improve student achievement through their school improvement plans. Quality contacts are made annually with each school, and accreditation visits are conducted on site using a five-year cycle. All institutional schools received an on-site accreditation visit in the 2008-2009 school year. All schools must complete a two-year progress report following the on-site visits on each overall recommendation, regardless of the scores received. It is a process which reflects true continuous school improvement, as we work with each school throughout the school year, and any necessary changes are made along the way.

Findings: The following institutional schools have accomplished the tasks required of them for the 2010-2011 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks.

SUGGESTED MOTION: I move that the following Wyoming institutional schools be granted full accreditation:

Big Horn Basin Children's Center (Northwest BOCES)
Colter High School (Wyoming Boys' School)
C-V Ranch (Region V BOCES)
Mae Olson Education Center (Cathedral Home for Children)
Normative Services
Powder River Basin Children's Center (Northeast BOCES)
Red Top Meadows
St. Joseph's Children's Home
Wyoming Girls' School

SUGGESTED MOTION: I move that the following Wyoming institutional schools be granted accreditation with follow-up:

Wyoming Behavioral Institute
Youth Emergency Services, Inc.

SUGGESTED MOTION: I move that the following Wyoming institutional schools be granted conditional accreditation:

Southeastern Wyoming Juvenile Center, formerly Jeffrey C. Wardle Academy (Cornerstone Programs)

SUPPORTING INFORMATION ATTACHED:

Institutional Schools Accreditation Summary

PREPARED BY: Dianne Frazer
Educational Program Consultant, Educational Quality and Accountability

APPROVED BY:_____

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

2010-2011 Wyoming Institutional School Accreditation Recommendations

INSTITUTIONAL SCHOOL	2009-2010 ACCREDITATION STATUS	ACCREDITATION RECOMMENDATION
Attention Homes, Inc.	Full Accreditation	Closed
Big Horn Basin Children's Center (Northwest BOCES)	Full Accreditation	No Change
Colter High School (Wyoming Boys School)	Full Accreditation	No Change
C-V Ranch (Region V BOCES)	Accreditation with Follow-up	Full Accreditation
Southeast Wyoming Detention Center, formerly Jeffrey C. Wardle Academy (Cornerstone Programs)	Conditional Accreditation	No Change
Mae Olson Education Center (Cathedral Home for Children)	Full Accreditation	No Change
Normative Services	Accreditation with Follow-up	Full Accreditation
Pioneer School State Hospital	Full Accreditation	Withdrawn
Powder River Basin Children's Center (Northeast BOCES)	Full Accreditation	No Change
Red Top Meadows	Full Accreditation	No Change
St. Joseph's Children's Home	Full Accreditation	No Change
Wyoming Behavioral Institute	Accreditation with Follow-up	No Change
Wyoming Girl's School	Full Accreditation	No Change
Youth Emergency Services, Inc. (YES, Inc.)	Accreditation with Follow-up	No Change

Tab O

2011 Body of Evidence Update

The Wyoming Body of Evidence System (BOE) began in 2000 as a way for students to demonstrate and districts to verify proficiency toward graduation. BOE is an assessment system designed to determine whether students have met graduation standards and to provide a collection of evidence to support this decision. The need to develop a graduation standard came out of the 1995 Wyoming Supreme Court decision, which determined that a state financed "basket of goods" must be nearly identical from district to district.

Body of evidence plans are developed locally; however, each district must follow a set of criteria which ensures comparability, fairness, consistency, alignment to the state standards, and an acceptable method for determining cut scores that define proficiency levels (standard setting).

In SY 2001 -2002, districts began developing BOE plans based on the five criteria. The following year, the Wyoming Department of Education facilitated peer reviews. All districts were required to submit their plans, which using the criteria, were rated by their peers. Districts were given suggestions for improvement on their plans, and continued the implementation process at their local high schools.

The graduating class of 2006 was the first to graduate under the BOE system. At this time, WDE staff reviewed the statutory requirements for graduation and BOE, and began scheduling workshops and subsequent peer reviews to help districts improve their BOE plans. The result is that all 48 districts have BOE plans in place which meet the required criteria for a fair and effective assessment system. Looking over the last ten years of development and implementation of the BOE system, several high points stand out:

1) Districts have engaged in dialogue about what a student should know and be able to do to graduate from a Wyoming high school.
2) Districts have worked together, relying on the expertise and experience of each other to improve local assessments for their students.
3) Consortia of educators collaborated to develop and implement common assessments
4) Wyoming students have a uniform set of criteria which must be met to receive a high school diploma.
5) Wyoming teachers have a uniform set of criteria by which to develop assessments and to evaluate student performance.
6) Wyoming students are given multiple opportunities to demonstrate proficiency in each content area, leading to a high school diploma.
7) Students choose a range of content areas in which to demonstrate proficiency, allowing them to rely on their individual strengths to support academic achievement.

Enrolled Act 90 (EA 90) charges the SBE with reviewing the BOE and provide an alternative that "provides a district level of assessment enabling consistent, comparable and aligned measures, with multiple opportunities for students to demonstrate proficiency and establishing accountability at the student, teacher, school and district level. The goal of this review is to replace the current body of evidence system with an alternative system by school year 2012-2013." The amount of work that districts have completed over the last decade will support a strong, positive step forward in providing students with rich and diverse opportunities to graduate from Wyoming high schools.

2011 BOE Approved Plans

The Wyoming Department of Education Body of Evidence Review Team would like to compliment the districts listed below for completion of their Body of Evidence plans. After much hard work on the part of district leadership and teachers, each of these districts has presented to the department BOE plans which meet all five of the required design criteria.

Carbon County School District #1
Carbon County School District #2
Converse County School District #1
Niobrara County School District #1
Washakie County School District #2

Tab P

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Charter School review on approved waiver of W.S. 21-3-102 for Fremont County School District No. 1 and Fremont County School District No. 38

BACKGROUND:

- Fremont County School District No. 38 has been granted a waiver to W.S. § 21-3-102 by the Wyoming State Board of Education.
  - The waiver was last reviewed on August 5, 2009. As required by W.S. 21-3-304(g), the State Board of Education must review this wavier on or before August 5, 2011 to remain compliant with Wyoming Statutes.
- Fremont County School District No. 21 has been granted a waiver to W.S. § 21-3-102 by the Wyoming State Board of Education.
  - The waiver was last reviewed on August 5, 2009. As required by W.S. § 21-3-304(g), the State Board of Education must review this wavier on or before August 5, 2011 to remain compliant with Wyoming Statutes.

SUGGESTED MOTION/RECOMMENDATION:
W.S. § 21-3-102 reads:
"Every school district in the state offering an educational program in grades kindergarten through eight (8) only is hereby declared to be an elementary school district…"

- In order to operate high school in an elementary school district, the charter high school through its district superintendent must request and receive a waiver from the state board of education.
- Recommend to continue waiver of W.S. § 21-3-102 unless deemed no longer necessary by the Wyoming State Board of Education.

SUPPORTING INFORMATION ATTACHED:
2009 letters from the State Board regarding waiver request for both school districts.

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

Charter School Waiver Review

Presented to the Wyoming State Board of Education on June 17, 2011, and in accordance with W.S. § 21-2-304(g)

State Board Responsibility

W.S. 21-3-304(g) charges the State Board with the responsibility of reviewing approved waivers every two (2) years.
"Pursuant to contract, a charter school may operate free from specified district policies and state regulations... The state board may waive statutory requirements or rules promulgated by the state board, except that the state board shall not waive any statute or rule relating to the assessments or standards required to be administered....Any waiver of state or local district regulations made pursuant to this subsection shall be for the term of the charter for which the waiver is made, except that a waiver of state statutes or regulations by the state board shall be subject to review every two (2) years and may be revoked if the waiver is deemed no longer necessary by the state board. "

Waivers up for Review

- Fremont County School District No. 38 has been granted a waiver to W.S. § 21-3-102 by the Wyoming State Board of Education.
    - The waiver was last reviewed on August 5, 2009. As required by W.S. 21-3-304(g), the State Board of Education must review this wavier on or before August 5, 2011 to remain compliant with Wyoming Statutes.
- Fremont County School District No. 21 has been granted a waiver to W.S. § 21-3-102 by the Wyoming State Board of Education.
    - The waiver was last reviewed on August 5, 2009. As required by W.S. 21-3-304(g), the State Board of Education must review this wavier on or before August 5, 2011 to remain compliant with Wyoming Statutes.

W.S. 21-3-102 reads:
"Every school district in the state offering an educational program in grades kindergarten through eight (8) only is hereby declared to be an elementary school district..."

- In order to operate high school in an elementary school district, the charter high school through its district superintendent must request and receive a waiver from the state board of education.

WYOMING

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

MEMORANDUM

TO: Fremont County School District Number Thirty - Eight
Arapaho Charter High School

FROM: Mary Kay Hill, Liaison to the Wyoming State Board of Education

DATE: August 18, 2009

SUBJECT: *Waiver Requests*

On July 13, 2009, in accordance with WYO. STAT. ANN. § 21-3-305(c) (2007) and WYO. STAT. ANN. § 21-3-304(g) (2007), Fremont County School District Number Thirty-Eight (Fremont 38), on behalf of Arapaho Charter High School (Arapaho), requested waivers of WYO. STAT. ANN. § 21-3-102 (2007) and WYO. STAT. ANN. § 21-3-304(m) (2007).

On August 5, 2009, the State Board considered Fremont 38's waiver requests. The State Board granted waiver of WYO. STAT. ANN. § 21-3-102 (2007), and denied waiver of WYO. STAT. ANN. § 21-3-304(m) (2007).

If a waiver request is denied by the Wyoming State Board of Education (State Board), it must "notify the school district and the charter school in writing that the request is denied and specify the reasons for denial." WYO. STAT. ANN. § 21-3-305(c) (2007).

Arapaho would require a waiver of WYO. STAT. ANN. § 21-3-102 (2007), which requires that an elementary school district only offer educational programs in grades kindergarten through eight (8), in order to operate a charter high school in an elementary school district. *See* WYO. STAT. ANN. § 21-3-102 (2007). This statute falls within the authority of the State Board to waive, and the State Board did waive this statute. Consequently, Arapaho may operate a charter high school in an elementary school district.

Arapaho would not require waiver of WYO. STAT. ANN. § 21-3-304(m) (2007) in order to operate a charter high school in an elementary school district. Moreover, this statute does not fall within the authority of the State Board, and accordingly, the State Board denied Fremont 38's request for waiver of this statute.

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

July 30, 2009

Fremont County School District Number 38
Mr. Roger Clark, Superintendent
445 Little Wind River Bottom Road
Arapahoe, WY 82510-9148

RE: Charter School Waiver Requests

Dear Superintendent Clark:

I am writing in reference to the recent correspondence and activity related to waivers requested by Wyoming school districts on behalf of charter schools. It has come to my attention that several of the waivers requested are not within the authority of the Wyoming State Board of Education ("SBE"). As an example, school districts have requested a waiver of W.S. §21-3-304(m) which states:

> A charter school shall be authorized to offer any educational program that may be offered by a school district unless expressly prohibited by its charter or by state law.

This provision was cited for waiver for everything from attempting to operate a distance education program to offering a K-12 educational program in a non-unified K-8 school district. While there may be statutes that are applicable to serve the end purpose, this statute is not appropriate and cannot be waived by the SBE.

The SBE is not charged with, nor does it have the capacity, to advise school districts and charter schools of the proper statutes to request waiver from to ascertain a certain end result. That being said, the SBE recognizes that it has played a certain role in the confusion surrounding the issue of the appropriate statutes to request waiver from for operation of a K-12 educational program in a non-unified K-8 district. The SBE is prepared to offer alternative statutes for the districts to consider which would be within the SBE's authority and would serve the end purpose of that particular request.

This guidance will be forthcoming prior to the meeting to be held on August 5, 2009 and is just that "guidance" and each school district is encouraged to consult with their local board attorney to ensure waiver of the suggested statute will achieve the wanted result and is appropriate for each school board to request in its unique circumstances.

Please be advised, this is the one and only instance that the SBE will participate in such an exercise. In the future, school districts are encouraged to follow the instructions given with the waiver request template, consult their local officials and attorneys, and ensure the requests achieve the intended result and are within the statutory authority of the SBE to grant.

In an effort to assist the districts in determining which provisions of the law are within the authority and control of the SBE, the Wyoming Department of Education ("WDE") has prepared a summary side-by-side comparison of the authority of the State Superintendent and the SBE. This document is included and attached to this correspondence for your convenience. Please use this as a reference in future years for requesting waivers of statutes for the operation of charter schools in Wyoming.

If you have questions or concerns regarding the above information or the enclosed document, please do not hesitate to contact Samantha Mills, the Charter School Consultant for the WDE.

Thank you.

Bill Anthony

Bill Anthony, Chairman
Wyoming State Board of Education

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

MEMORANDUM

TO: Fremont County School District Number Twenty – One
Fort Washakie Charter High School

FROM: Mary Kay Hill, Liaison to the Wyoming State Board of Education

DATE: August 18, 2009

SUBJECT: *Waiver Requests*

On July 20, 2009, in accordance with WYO. STAT. ANN. § 21-3-305(c) (2007) and WYO. STAT. ANN. § 21-3-304(g) (2007), Fremont County School District Number Twenty-One (Fremont 21), on behalf of Fort Washakie Charter High School (Fort Washakie), submitted a request for waiver of WYO. STAT. ANN. § 21-7-102 (2007), WYO. STAT. ANN. § 21-3-304(m) (2007), and WYO. STAT. ANN. § 21-3-102 (2007).

On August 5, 2009, the State Board considered Fremont 21's waiver requests. The State Board granted waiver of WYO. STAT. ANN. § 21-3-102 (2007), and denied waiver of WYO. STAT. ANN. § 21-7-102 (2007) and WYO. STAT. ANN. § 21-3-304(m) (2007).

If a waiver request is denied by the Wyoming State Board of Education (State Board), it must "notify the school district and the charter school in writing that the request is denied and specify the reasons for denial." WYO. STAT. ANN. § 21-3-305(c) (2007).

Fort Washakie would require a waiver of WYO. STAT. ANN. § 21-3-102 (2007), which requires that an elementary school district only offer educational programs in grades kindergarten through eight (8), in order to operate a charter high school in an elementary school district. *See* WYO. STAT. ANN. § 21-3-102 (2007). This statute falls within the authority of the State Board to waive, and the State Board did waive this statute. Consequently, Arapaho may operate a charter high school in an elementary school district.

Although Fremont 21 did not specifically request waiver of the distance education statutes, it did request "[a]uthorization to offer distance education program" and cited to WYO. STAT. ANN. § 21-3-304(m) (2007). Fort Washakie does not need the State Board's authorization to offer distance education, it merely needs to comply with the distance education statutes. Regardless, the distance education statutes do not fall within the authority of the State Board, and accordingly, the State Board denied Fremont 21's request for waiver of WYO. STAT. ANN. § 21-3-304(m) (2007).

Lastly, the State Board denied Fremont 21's request for waiver of WYO. STAT. ANN. § 21-7-102 (2007) because the State Board the statutes governing continuing contract teachers do not fall within the authority of the State Board.

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

July 30, 2009

Fremont County School District Number 21
Mr. Gregory Cox, Superintendent
90 Ethete Road
Ft. Washakie, WY 82514

RE: Charter School Waiver Requests

Dear Superintendent Cox:

I am writing in reference to the recent correspondence and activity related to waivers requested by Wyoming school districts on behalf of charter schools. It has come to my attention that several of the waivers requested are not within the authority of the Wyoming State Board of Education ("SBE"). As an example, school districts have requested a waiver of W.S. §21-3-304(m) which states:

> A charter school shall be authorized to offer any educational program that may be offered by a school district unless expressly prohibited by its charter or by state law.

This provision was cited for waiver for everything from attempting to operate a distance education program to offering a K-12 educational program in a non-unified K-8 school district. While there may be statutes that are applicable to serve the end purpose, this statute is not appropriate and cannot be waived by the SBE.

The SBE is not charged with, nor does it have the capacity, to advise school districts and charter schools of the proper statutes to request waiver from to ascertain a certain end result. That being said, the SBE recognizes that it has played a certain role in the confusion surrounding the issue of the appropriate statutes to request waiver from for operation of a K-12 educational program in a non-unified K-8 district. The SBE is prepared to offer alternative statutes for the districts to consider which would be within the SBE's authority and would serve the end purpose of that particular request.

This guidance will be forthcoming prior to the meeting to be held on August 5, 2009 and is just that "guidance" and each school district is encouraged to consult with their local board attorney to ensure waiver of the suggested statute will achieve the wanted result and is appropriate for each school board to request in its unique circumstances.

Please be advised, this is the one and only instance that the SBE will participate in such an exercise. In the future, school districts are encouraged to follow the instructions given with the waiver request template, consult their local officials and attorneys, and ensure the requests achieve the intended result and are within the statutory authority of the SBE to grant.

In an effort to assist the districts in determining which provisions of the law are within the authority and control of the SBE, the Wyoming Department of Education ("WDE") has prepared a summary side-by-side comparison of the authority of the State Superintendent and the SBE. This document is included and attached to this correspondence for your convenience. Please use this as a reference in future years for requesting waivers of statutes for the operation of charter schools in Wyoming.

If you have questions or concerns regarding the above information or the enclosed document, please do not hesitate to contact Samantha Mills, the Charter School Consultant for the WDE.

Thank you.

Bill Anthony

Bill Anthony, Chairman
Wyoming State Board of Education

Tab Q

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Sublette County Redistricting Request

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

Approve the recommended redistricting request proposed by Sublette County District Boundary Board to transfer tax district 102 to School District #9 to help with disparity in the districts.

SUPPORTING INFORMATION ATTACHED:

- Resolution by the Sublette County District Boundary Board
- Map showing the new school district boundaries (Exhibit A)
- Map showing tax districts
- Legal description of tax district 102 which will become tax district 902
- Legal description of School District #9 which includes tax district 102/902, but does not include the portion if School District #9 within Lincoln County
- Copies of letters from both school districts consenting to the change

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

SUBLETTE COUNTY

OFFICE OF COUNTY ASSESSOR

P.O. Box 2057

Pinedale, Wyoming 82941

(307)367-4374

Janet L. Montgomery
County Assessor

email: assessor@sublettewyo.com

26 May 2011

RECEIVED

MAY 27 2011

WY. DEPT. OF EDUCATION
DATA/TECH SERVICES

Wyoming State Board of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, Wy 82002-0050

Re: School District 9

Dear Board Members:

In 1974 the school districts in Sublette County were reconfigured and tax district 102 was created. It had been a part of School District #9. In 1974 it was transferred to School District #1 to decrease the disparity in assessed valuation between the districts. In the last six years, the disparity has reversed. This year when the county district boundary board met, it suggested that the school districts meet and discuss the issue. Both districts agreed to tax district 102 being returned to School District #9. I have enclosed the following information:

1. Resolution by the Sublette County District Boundary Board.
    - Includes public notice information
    - Notification of school district board of trustees
    - Reason for the transfer of tax district 102 to School District #9
2. Map showing the new school district boundaries (Exhibit "A").
3. Map showing tax districts.
4. Legal description of tax district 102 which will become tax district 902.
5. Legal description of School District #9 which includes tax district 102/902 but does not include the portion of School District #9 within Lincoln County
6. Copies of the letters from both school districts consenting to the change.

We are changing the tax district number from 102 to 902 to make it perfectly clear to which school district the tax district belongs. If your board approves the change in school district boundaries before the mill levies are set in August, would it be appropriate that the 2011 mill levy for BOCES and recreation be that set by School District #9? If the mill levy using School

District #9 assessments cannot be set in time, should the county treasurer send the 2011 taxes generated in tax district 102/902 for BOCES and recreation directly to School District #9? Both districts levy one mill for recreation and .5 mills for BOCES. District #9 levies an additional .2 mills for Region V BOCES.

If you have any questions regarding this matter or need additional documentation, please contact me.

Sincerely,

Janet L. Montgomery
Sublette County Assessor
Secretary, Sublette County District Boundary Board

Cc; Joel Bousman, Chairman
Sublette County District Boundary Board

Roxanna Jensen
Sublette County Treasurer

Enclosures: (6)

RESOLUTION NO. 11-01

WHEREAS, in accordance with Wyoming Statute §21-6-207, school district boundaries may be adjusted for the benefit of students if both school board districts consent in writing; and

WHEREAS, in a letter dated April 15, 2011, Sublette County School District #1 proposed that Tax District 102 be returned to Sublette County School District #9; and

WHEREAS, in a letter dated April 25, 2011, Sublette County School District #9 agreed to the boundary adjustment proposal; and

WHEREAS, a public hearing was held by the Sublette County District Boundary Board on May 24, 2011, at 4:00 p.m. after being duly advertised for the previous two weeks in the Sublette Examiner, and Superintendents and School Board Trustees of Sublette County School District #1 and Sublette County School District #9 were notified of the hearing by letter dated May 11, 2011;

NOW, THEREFORE, BE IT RESOLVED:

1. Current Tax District 102, which is a part of Sublette County School District #1, will become Tax District 902 and be a part of Sublette County School District # 9;

2. Maps showing new school district boundary lines and tax district boundaries are included as exhibits "A" and "B";

3. Legal descriptions of Tax District 102, which will become Tax District 902, and the description of Sublette County School District #9 are attached as exhibits "C" and "D";

4. Tax District 102 being returned to Sublette County School District #9 will have no effect on school facilities because there are no facilities or students in Tax District 102;

5. The return of Tax District 102 to Sublette County School District # 9, which will now be known as Tax District 902, will provide additional monies for Sublette County School District # 9.

APPROVED AND ADOPTED at Pinedale, Wyoming, this 24TH day of May, 2011.

District Boundary Board In and For
the County of Sublette

Joel Bousman, Chairman

ATTEST:

Janet Montgomery, Clerk of the District Boundary Board

STATE OF WYOMING)

COUNTY OF SUBLETTE)

The foregoing Resolution was subscribed and sworn to before me this 24TH day of MAY, 2011, by Mr. Joel Bousman.

Witness my hand and official seal.

Notary Public

My Commission expires: 5/17/2014

EXHIBIT "C"

LEGAL DESCRIPTION OF TAX DISTRICT 102 to become TAX DISTRICT 902

Township	Range	Section	Quarter
34	114		
		13-23	
		27-34	
34	115		
		13-16	
		21-28	
		33-36	
33	114		
		3-9	
		16-19	
		20	W1/2
		29	W1/2
		30-31	
		32	W1/2
33	115		
		1-4	
		9-16	
		21-28	
		33-36	
32	115	ALL	
32	116	All within Sublette County	
31	115	ALL	
30	115	ALL	
29	112		
		19-21	
		28-34	
29	113	19-36	
29	115	ALL	
28	112		
		4-9	
		28-33	
28	113		
		1-19	
		25-36	
28	114	ALL	
28	115	ALL	
27	113		
		4-7	
		18-19	
		30	
27	114		
		1-5	
		13-14	
		15	NE1/4, S1/2
		22-25	

EXHIBIT D

PROPOSED SUBLETTE COUNTY SCHOOL DISTRICT 9

Township	Range	Section	Quarter
34	112	31-36	
34	113	16-21	
		28-36	
34	114	13-36	
34	115	13-16	
		21-28	
		33-36	
33	112	All	
33	113	All	
33	114	All	
33	115	1-4	
		9-16	
		21-28	
		33-36	
32	110	3	
		7	All except NE1/4NE1/4
		8	E1/2E1/2
		9	SW1/4
		10	
		15-16	
		17	W1/2W1/2
		18-22	
		27-34	
32	111	All	
32	112	All	
32	113	All	
32	114	All	
32	115	ALL	
32	116	All within Sublette County	
31	109	19-36	
31	110	3-10	
		13-36	

Township	Range	Section
31	111	All
31	112	All
31	113	All
31	114	All
31	115	All
30	109	All
30	110	All
30	111	All
30	112	All
30	113	All
30	114	All
30	115	All
29	109	All
29	110	All
29	111	All
29	112	All
29	113	All
29	115	All
28	109	All
28	110	All
28	111	All
28	112	All
28	113	All
28	114	All
28	115	All
27	109	All
27	110	All
27	111	All
27	112	All
27	113	All
27	114	All
27	115	All

LIFELONG PERSONAL & ACADEMIC EXCELLENCE

Sublette County School District #1
P. O. Box 549 • Pinedale, Wyoming 82941
pinedaleschools.org

15 April 2011

Ms. Janet Montgomery, Secretary
Sublette County District Boundary Board
PO Box 2057
Pinedale, WY 82941

Ms. Montgomery:

Please accept this letter as a formal proposal from the Sublette County School District #1 Board of Trustees to return Tax District 102 to Sublette County School District #9. The Sublette County School District #1 Board of Trustees unanimously approved this proposal at its regularly scheduled meeting on 14 April 2011 (Item F.1).

Respectfully submitted,

Jay Harnack, Superintendent
Sublette County School District #1

High School 367-2137	Administration 367-2139	Bondurant 733-3524
Middle School 367-2821	Elementary School 367-2828	Facsimile 367-4626

Sublette County School District Number Nine
P.O. Box 769
Big Piney, Wyoming 83113

OFFICE OF THE SUPERINTENDENT
Gerry Chase

Office 307-276-3322 FAX 307-276-3731

April 25, 2011

Ms. Montgomery:

We are in receipt of a copy of a letter addressed to you by Sublette County School District No. 1 recommending a boundary adjustment to our two school districts. On behalf of the Board of Trustees of Sublette County School District No 9, we also agree that there needs to be a boundary adjustment and hereby consent to and request such an adjustment.

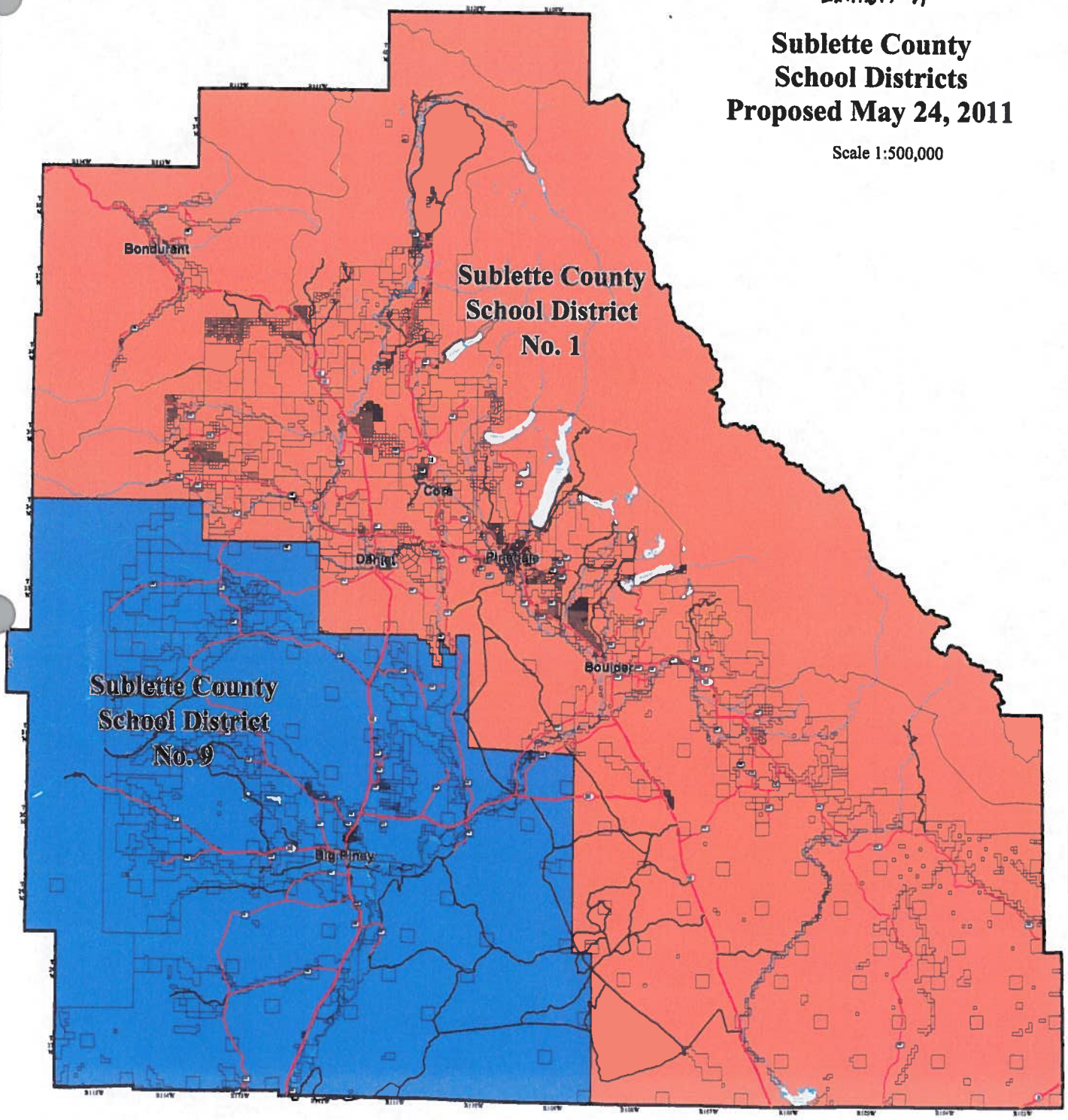
Sincerely,

Gerry Chase, Superintendent
Sublette County School District No. 9

EXHIBIT A

Sublette County School Districts Proposed May 24, 2011

Scale 1:500,000



Tab R

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Alternative School Schedule Approval

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

WYOMING DEPARTMENT OF EDUCATION 2011 ALTERNATIVE SCHEDULE REQUESTS

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	YEARS APPROVED
1) Campbell CSD #1 (Gillette – Westwood High School)	146 day schedule for Westwood High School (◆ 4 day week)	2011-2012 2012-2013
2) Carbon CSD #2	154 day schedule for Saratoga Elementary School, Saratoga Middle/High School, H-E-M Junior/Senior High School (◆ 4 day week) 168 day schedule for Encampment K-12 School 171 day schedule for Hanna Elementary, Medicine Bow Elementary, and Elk Mountain Elementary Schools	2011-2012 2012-2013
3) Johnson CSD #1 (Buffalo)	171 day schedule (Buffalo) and 167 day schedule (Kaycee)	2011-2012 2012-2013
4) Laramie CSD #2 (Pine Bluffs)	173 day schedule	2011-2012
5) Lincoln CSD #2 (Cokeville schools)	153 day schedule for Cokeville schools (◆ 4 day week) 164 day schedule for Star Valley High School	2011-2012 2012-2013
6) Park CSD #16 (Meeteetse)	148 day schedule (◆ 4 day week)	2011-2012 2012-2013
7) Sheridan CSD #1 (Ranchester)	148 day schedule (◆ 4 day week)	2011-2012 2012-2013
8) Sheridan CSD #3 (Clearmont)	148 day schedule (◆ 4 day week)	2011-2012 2012-2013
9) Sweetwater CSD #1 (Rock Springs)	170 day schedule for 2011-2012 171 day schedule for 2012-2013 146 day schedule for Farson-Eden Schools for both years (◆ 4 day week)	2011-2012 2012-2013

INFORMATION ONLY:

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

The following school districts have provided letters stating they intend to continue with their approved Alternative Schedules for the 2011-2012 school year. Fremont CSD #2 has adjusted their approved calendar to add one day resulting in a 160 day schedule for grades 9-12 and a 173 day schedule for grades K-8. Lincoln CSD #1 has adjusted their approved calendar to add four days resulting in a 167 day schedule for grades 9-12 and will follow a traditional 175 day calendar for grades K-8:

Carbon CSD #1
Converse CSD #1
Crook CSD #1
Fremont CSD #2
Fremont CSD #6
Fremont CSD #14
Fremont CSD #24
Lincoln CSD #1
Uinta CSD #4
Uinta CSD #6

Weston CSD #7 provided a letter stating their intention to return to a standard 175 day schedule for all schools.

SUGGESTED MOTION/RECOMMENDATION: That the alternative schedules for the above listed schools be approved for the 2011-2012 and 2012-2013 school years.

SUPPORTING INFORMATION ATTACHED:

1. **Alternative Schedule Summary**
2. **Alternative School Schedule applications from 9 districts.**

PREPARED BY: Dianne Frazer

APPROVED BY:_____

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

ALTERNATIVE SCHEDULES

STATE BOARD OF EDUCATION CONSIDERATION

May 25, 2011 Internal Report

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	REQUEST APPROVAL FOR YEAR(S)	2010 AYP STATUS/ OTHER RESULTS
Campbell #1 (Gillette – Westwood High School)	146 day alternative schedule for Westwood High School alternative high school program. (◆ 4 day week) **Educational objectives:** Provide a positive incentive for at-risk youth to be in attendance at school. Provide remedial instruction for students who are experiencing difficulties in scheduled classes. Reduce failure and dropout rates. **Method of evaluation:** Attendance data from Powerschool will be evaluated for improved average student absenteeism. Data will be collected on student achievement with the goal to improve the percentage of students on Honor Roll and increase the average number of credits earned. Drop out data will be evaluated with the goal to reduce the dropout rate.	2011-2012 2012-2013	Westwood HS MET AYP 2010 Accreditation Status: Deficiencies (misassignments) Average absences at Westwood HS show a decreasing trend from more than 20 per quarter in 2004-05 to fewer than 15 per quarter in 2010-11. Honor Roll numbers have increased from less than 20 per quarter in 2004-05 to nearly 60 per quarter in 2009-10. Dropout rates have decreased from 20% in 2004-05 to 5% in 2010-11. PAWS Results: 11th grade reading – 58.2%; math – 64.94%.

Carbon #2 (Saratoga – Saratoga Elementary, Saratoga Middle/High, and H-E-M Jr./Sr. High School	154 day alternative schedule for Saratoga Elementary School; Saratoga Middle/High School, and H-E-M Jr./Sr. High School. (◆ 4 day week) 168 day schedule for Encampment K-12 School 171 day schedule for Hanna Elementary, Medicine Bow Elementary, and Elk Mountain Elementary Schools **Educational objectives:** Increase instructional hours and protect academic time. Increase the number of instructional hours taught by a certified teacher rather than a sub. Decrease class day interruptions by scheduling activities on Friday. **Method of evaluation:** The district will collect and analyze statistics from the 2011-2012 and 2012-2013 school years for all schools in the district and analyze the impact of the four day week on: 1) student and teacher absences for both school activities and for other reasons; 2) the impact school activities have on attendance; and 3) the number of days that were impacted by other school related activities.	2011-2012 2012-2013	MET AYP 2010 Accreditation Status: Follow-up (2's for NCA & BOE) Attendance average 93.7% compared to state average 94.3%. 3rd grade reading on PAWS – 43.14%; math – 74.51%. 5th grade reading – 54.17%; math – 64.58% 8th grade reading – 71.43%; math – 69.05%. 11th grade reading – 78.57%; math – 69.05%
Johnson #1 (Buffalo, Kaycee)	171 day alternative schedule for Buffalo Schools 167 day alternative schedule for Kaycee Schools	2011-2012 2012-2013	Met AYP 2010 Accreditation Status: Full Attendance 90.7% compared to state average 94.3%

Johnson #1, cont.	**Educational objectives:** Improve student achievement through staff development. Improve student achievement through curriculum alignment. Reduce the number of days students are taught by substitute teachers. **Method of evaluation:** Student achievement data is collected using PAWS, MAP, DIBELS, Woodcock Johnson, ACT, and district assessments. Professional development is monitored using surveys, feedback forms, and monitoring of student engagement, achievement, and behavior.		PAWS Results: 3rd grade reading – 60%; math – 81.33%. 5th grade reading – 59.76%; math – 62.2%. 8th grade reading – 62.92%; math – 52.81% 11th grade reading – 75%; math – 76.34%.
Laramie #2 (Pine Bluffs)	171 day alternative schedule **Educational objectives:** Provide collaborative time for teachers to analyze student data. Provide additional days for professional development to pilot a thinking strategies program for improved achievement **Method of evaluation:** Student achievement data is collected using MAP and PAWS and analyzed for improvement.	2011-2012	Met AYP 2010 Accreditation Status: Full Attendance 95% compared to state average 94.3%. PAWS Results: 3rd grade reading – 60%; math – 85.33%. 5th grade reading – 62.5%; math – 60.71%. 8th grade reading – 60%; math – 65.15%. 11th grade reading – 72.6%; math 70.27%.

Lincoln #2 (Cokeville Schools and Star Valley High School)	153 day alternative schedule for Cokeville schools. (◆ 4 day week) 164 day alternative schedule for Star Valley High School (◆ 4/5 day week) **Educational objectives:** Reduce the amount of time that students spend out of class. Provide uninterrupted instruction time in order to maintain high student achievement. Increase academic time with highly qualified teachers. Provide increased academic support using after-school tutoring and Friday school **Method of evaluation:** Analyze: • contact time with teachers • attendance • discipline referrals • student achievement • summer school attendance • stakeholder survey Student achievement data will include results from: grades, common assessments, Gateways, PAWS, college credits, AP credits, ACT and PLAN.	2011-2012 2012-2013	Met AYP 2010 Accreditation Status: Full Attendance 94.3% compared to state average 94.3% PAWS Results: 3rd grade reading – 76.11%; math – 89.44%. 5th grade reading – 76.81%; math – 85.51%. 8th grade reading – 81.32%; math – 69.23%. 11th grade reading – 85.78%; math – 72.55%.
Park #16 (Meeteetse)	148 day alternative schedule for Meeteetse Schools. (◆ 4 day week) **Educational objectives:** Maximize academic learning time by limiting out of class time.	2011-2012 2012-2013	Met AYP 2010 Accreditation Status: Full Attendance 94.4% compared to state average 94.3%.

Park #16, cont.	Limit evening activities on Monday through Thursday to allow students to be home. Provide 20 days of professional development to improve instruction. Provide extended Friday School remediation and enrichment opportunities. Utilize Fridays for student discipline. Improve parent/student communication through regular notification of Friday opportunities. Increase preparation of teachers to meet NCLB and state requirements. **Method of Evaluation:** Student achievement will be evaluated using the MAP, PAWS, DRA reading assessments; District assessments, ACT grade ll, AIMSweb grades K-5, and District Assessments. Other data collected and analyzed will include: parent/community involvement, student attendance, discipline, and at-risk programs.		PAWS Results: Numbers too few to report. Reading % proficient & adv. Inc. from 75 in 2009 to 78.87% in 2010 Math dec. from 77% in 2009 to 74.65% in 2010 100% graduation rate from 04-10

Sheridan #1 (Ranchester)	148 day alternative schedule. (◆ 4 day week) **Educational objectives:** Provide a quality education for all students. Provide fewer disruptions to the instructional day Provide opportunities for staff to be involved in meaningful curriculum development, professional training, and collaboration. Provide time for additional remediation and enrichment opportunities for students. **Method of Evaluation:** Review student achievement based on PAWS, ACT, MAP, and common assessment results.	2011-2012 2012-2013	Met AYP 2010 Accreditation Status: Full Attendance 95% compared to state average 94.3% District ranks 2nd in state for ACT composite average; 1st in state for ACT math average; has 92% graduation rate and 1.3% dropout rate. PAWS Results: 3rd grade reading – 56.52%; math – 91.3%. 5th grade reading – 72.15%; math – 81.01%. 8th grade reading – 84.42%; math – 83.12%. 11th grade reading – 86.67%; math – 90%.
Sheridan #3 (Clearmont)	148 day alternative schedule. (◆ 4 day week) **Educational objectives:** Provide uninterrupted instructional time. Provide high quality, on-going professional development to improve instruction. Improve student attendance and reduce absenteeism.	2011-2012 2012-2013	Met AYP 2010 Accreditation Status: Full Attendance 94.1% compared to state average 94.3%. PAWS Results: Numbers too few to report. 100% graduation rate since 2002-03.

Sheridan #3, cont.	Maintain 100% graduation rate. Maintain high achievement. **Method of Evaluation:** Evaluate AYP results. Evaluate drop-out rate and graduation rate. Monitor student achievement using PAWS, ACT, PLAN, EXPLORE results and honor rolls. Monitor student attendance. Survey graduates.		AYP met every year since NCLB began.
Sweetwater #1 (Rock Springs)	170 day alternative schedule for 2011-2012 171 day alternative schedule for 2012-2013 **Educational objectives:** Revising curriculum to eliminate gaps and unintended duplication Develop instructional expertise based upon research and best practice. Develop and implement classroom assessment tools aligned with the new district curriculum maps. Collaborate to provide more timely and more powerful interventions to support student learning. Plan to revise and assess NCA action plans collaboratively among schools. Integrate technology to support student learning.	2011-2012 2012-2013	District Improvement, Year 1 2010 Accreditation Status: Follow-up (2's for NCA) Attendance 92.2% compared to state average 94.3%. PAWS Results: 3rd grade reading – 57.84%; math – 81.54%. 5th grade reading – 44.89%; math – 60.99%. 8th grade reading – 59.88%; math – 59.88%. 11th grade reading – 62.35%; math – 59.61%.

Sweetwater #1, cont.	**Method of Evaluation:** Monitor all activities occurring during alternative schedule time. Collect and analyze student achievement data. Evaluate effectiveness of professional development. Observe implementation of professional development strategies in classrooms.		

WYOMING DEPARTMENT OF EDUCATION
ALTERNATIVE SCHEDULES

June 2011

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	YEARS APPROVED
1) Campbell CSD #1 (Gillette – Westwood High School)	144 day schedule for Westwood High School (◆ **4 day week)**	2011-2012 2012-2013
2) Carbon CSD #1 (Rawlins – Little Snake River Valley School and Cooperative High School)	150 day schedule for Little Snake River Valley School and Cooperative High School (◆ **4 day week)**	2011-2012
3) Carbon CSD #2	154 day schedule for Saratoga Elementary School, Saratoga Middle/High School, H-E-M Junior/Senior High School (◆ **4 day week)** 168 day schedule for Encampment K-12 School 171 day schedule for Hanna Elementary, Medicine Bow Elementary, and Elk Mountain Elementary Schools	2011-2012 2012-2013
4) Converse CSD #1 (Douglas – four Rural Schools)	153 day schedule for four Rural Schools (White, Moss Agate, Shawnee, and Dry Creek Rural Schools) (◆ **4 day week)**	2011-2012
5) Crook CSD #1 (Sundance)	167 day schedule	2011-2012
6) Fremont CSD #2 (Dubois)	160 day schedule for Dubois High School 173 day schedule for Dubois Elementary/Middle School	2011-2012
7) Fremont CSD #6 (Pavillion)	155 day schedule (◆ **4 day week)**	2011-2012
8) Fremont CSD #14 (Ethete)	174 day schedule	2011-2012
9) Fremont CSD #24 (Shoshoni)	172 day schedule for grades 7-12 169 day schedule for grades K-6	2011-2012
10) Johnson CSD #1 (Buffalo)	171 day schedule (Buffalo) and 167 day schedule (Kaycee)	2011-2012 2012-2013
11) Laramie CSD #2 (Pine Bluffs)	173 day schedule	2011-2012 2012-2013
12) Lincoln CSD #1 (Diamondville)	167 day schedule for grades 9-12 175 day regular schedule for grades K-8	2011-2012
13) Lincoln CSD #2 (Cokeville schools)	153 day schedule for Cokeville schools (◆ **4 day week)** 164 day schedule for Star Valley High School	2011-2012 2012-2013
14) Park CSD #16 (Meeteetse)	148 day schedule (◆ **4 day week)**	2011-2012 2012-2013
15) Sheridan CSD #1 (Ranchester)	148 day schedule (◆ **4 day week)**	2011-2012 2012-2013
16) Sheridan CSD #3 (Clearmont)	148 day schedule (◆ **4 day week)**	2011-2012 2012-2013
17) Sweetwater CSD #1 (Rock Springs)	170day schedule for 2011-2012 171 day schedule for 2012-2013 146 day schedule for Farson-Eden School for both years (◆ **4 day week)**	2011-2012 2012-2013
18) Uinta CSD #4 (Mountain View)	165 day schedule	2011-2012
19) Uinta CSD #6 (Lyman)	148 day schedule (◆ **4 day week)**	2011-2012

Campbell County School District #1

2008-09 School Year

Profile Report

for more information
www.k12.wy.us

Resources

Students per Certified Staff

0 — 12.4 (S) — 40

13.5

Parent/Teacher Conference %

0 — 75.9 (S) — 100

76.8

Students per Computer

total: 2.0

0 — 2.1 (S) — 20

high-end: 3.0

0 — 2.9 (S) — 20

District Average Annual Hours in School

1,060

Teachers

Experience (average years)

0 — 14.8 (S) — 40

14.1

Master's Degree %

0 — 45.6 (S) — 100

44.0

Highly Qualified %

0 — 97.3 (S) — 100

96.1

Transitional Certification %

0 — 1.4 (S) — 100

2.4

Outcomes

Attendance - 94.2%

0 — 94.3 (S) — 100

Truancy Rate - 0.5

0 — 1.3 (S) — 100

Context

District Size

7,985

Low Income Estimate %
(Free/Reduced Lunch)

0 — 30.8 (S) — 100

23.7

Individual Education Plan %
(Special Education)

0 — 16.9 (S) — 100

12.1

Ethnicity	%
White	89.8
Am. Indian	1.5
Asian	0.8
Black	0.8
Hispanic	7.1

Legend

- 5 and fewer students / No statistical data
- State AYP target
- (S) State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

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To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Campbell #1	03	Math	650 - 659	99.8%	4.58%	18.63%	48.85%	27.94%	23.21%	76.79%
2009-10	Campbell #1	03	Reading	650 - 659	100.0%	8.55%	41.37%	40.61%	9.47%	49.92%	50.08%
2009-10	Campbell #1	03	Writing	650 - 659	99.5%	1.53%	15.80%	61.50%	21.17%	17.33%	82.67%
2009-10	Campbell #1	04	Math	620 - 629	99.8%	8.19%	13.96%	55.86%	21.99%	22.15%	77.85%
2009-10	Campbell #1	04	Reading	620 - 629	99.8%	4.50%	19.61%	52.89%	22.99%	24.12%	75.88%
2009-10	Campbell #1	04	Writing	620 - 629	99.8%	1.29%	14.47%	52.73%	31.51%	15.76%	84.24%
2009-10	Campbell #1	04	Science	620 - 629	99.7%	12.38%	39.39%	40.68%	7.56%	51.77%	48.23%
2009-10	Campbell #1	05	Math	650 - 659	99.7%	9.60%	23.78%	45.58%	21.04%	33.38%	66.62%
2009-10	Campbell #1	05	Reading	650 - 659	99.5%	10.99%	25.95%	43.66%	19.39%	36.95%	63.05%
2009-10	Campbell #1	05	Writing	650 - 659	99.4%	1.83%	16.82%	69.11%	12.23%	18.65%	81.35%
2009-10	Campbell #1	06	Math	630 - 639	99.8%	7.10%	7.73%	56.47%	28.71%	14.83%	85.17%
2009-10	Campbell #1	06	Reading	630 - 639	99.8%	5.21%	20.70%	50.39%	23.70%	25.91%	74.09%
2009-10	Campbell #1	06	Writing	630 - 639	99.8%	1.11%	21.17%	51.82%	25.91%	22.27%	77.73%
2009-10	Campbell #1	07	Math	590 - 599	99.5%	7.42%	18.55%	54.13%	19.90%	25.97%	74.03%
2009-10	Campbell #1	07	Reading	590 - 599	99.5%	9.44%	34.06%	52.45%	4.05%	43.51%	56.49%
2009-10	Campbell #1	07	Writing	590 - 599	99.3%	0.17%	16.22%	59.12%	24.49%	16.39%	83.61%
2009-10	Campbell #1	08	Math	610 - 619	99.8%	15.86%	20.46%	47.63%	16.04%	36.33%	63.67%
2009-10	Campbell #1	08	Reading	610 - 619	99.7%	7.87%	24.59%	55.74%	11.80%	32.46%	67.54%
2009-10	Campbell #1	08	Writing	610 - 619	99.7%	1.31%	13.44%	63.28%	21.97%	14.75%	85.25%
2009-10	Campbell #1	08	Science	610 - 619	99.7%	14.92%	49.18%	32.95%	2.95%	64.10%	35.90%
2009-10	Campbell #1	11	Math	570 - 579	99.7%	9.33%	25.73%	52.50%	12.44%	35.06%	64.94%
2009-10	Campbell #1	11	Reading	570 - 579	99.7%	24.01%	17.79%	45.94%	12.26%	41.80%	58.20%
2009-10	Campbell #1	11	Writing	570 - 579	99.5%	4.67%	24.39%	59.34%	11.58%	29.07%	70.93%
2009-10	Campbell #1	11	Science	570 - 579	99.0%	34.78%	34.43%	24.70%	6.09%	69.22%	30.78%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Carbon County School District #2

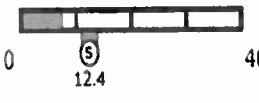
2008-09 School Year

Profile Report

for more information
www.k12.wy.us

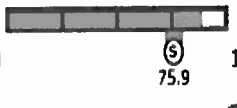
Resources

Students per Certified Staff



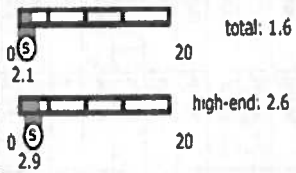
7.6

Parent/Teacher Conference %



88.6

Students per Computer

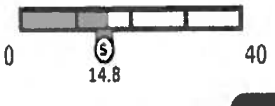


District Average Annual Hours in School

1,042

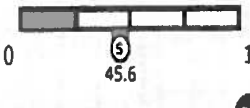
Teachers

Experience (average years)



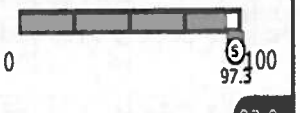
15.9

Master's Degree %



26.7

Highly Qualified %



93.9

Transitional Certification %

3.5

Outcomes

Attendance - 93.7%

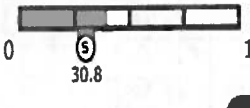
Truancy Rate - 0.5

Context

District Size

650

Low Income Estimate % *(Free/Reduced Lunch)*



39.7

Individual Education Plan % *(Special Education)*

18.8

Ethnicity	%
White	90.6
Am. Indian	0.6
Asian	1.2
Black	0.9
Hispanic	6.6

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

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To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Carbon #2	03	Math	50 - 59	100.0%	5.88%	19.61%	64.71%	9.80%	25.49%	74.51%
2009-10	Carbon #2	03	Reading	50 - 59	100.0%	7.84%	49.02%	33.33%	9.80%	56.86%	43.14%
2009-10	Carbon #2	03	Writing	50 - 59	100.0%	3.92%	27.45%	52.94%	15.69%	31.37%	68.63%
2009-10	Carbon #2	04	Math	40 - 49	100.0%	12.77%	23.40%	40.43%	23.40%	36.17%	63.83%
2009-10	Carbon #2	04	Reading	40 - 49	100.0%	14.89%	21.28%	51.06%	12.77%	36.17%	63.83%
2009-10	Carbon #2	04	Writing	40 - 49	100.0%	2.13%	27.66%	48.94%	21.28%	29.79%	70.21%
2009-10	Carbon #2	04	Science	40 - 49	100.0%	12.77%	23.40%	55.32%	8.51%	36.17%	63.83%
2009-10	Carbon #2	05	Math	40 - 49	100.0%	10.42%	25.00%	52.08%	12.50%	35.42%	64.58%
2009-10	Carbon #2	05	Reading	40 - 49	100.0%	12.50%	33.33%	37.50%	16.67%	45.83%	54.17%
2009-10	Carbon #2	05	Writing	40 - 49	100.0%	4.17%	22.92%	64.58%	8.33%	27.08%	72.92%
2009-10	Carbon #2	06	Math	60 - 69	100.0%	11.11%	12.70%	53.97%	22.22%	23.81%	76.19%
2009-10	Carbon #2	06	Reading	60 - 69	100.0%	7.94%	19.05%	55.56%	17.46%	26.98%	73.02%
2009-10	Carbon #2	06	Writing	60 - 69	100.0%	9.52%	33.33%	39.68%	17.46%	42.86%	57.14%
2009-10	Carbon #2	07	Math	40 - 49	97.7%	13.95%	23.26%	41.86%	20.93%	37.21%	62.79%
2009-10	Carbon #2	07	Reading	40 - 49	97.7%	9.30%	20.93%	60.47%	9.30%	30.23%	69.77%
2009-10	Carbon #2	07	Writing	40 - 49	97.7%	0.00%	34.88%	48.84%	16.28%	34.88%	65.12%
2009-10	Carbon #2	08	Math	40 - 49	97.7%	14.29%	16.67%	57.14%	11.90%	30.95%	69.05%
2009-10	Carbon #2	08	Reading	40 - 49	97.7%	9.52%	19.05%	47.62%	23.81%	28.57%	71.43%
2009-10	Carbon #2	08	Writing	40 - 49	97.7%	2.38%	21.43%	50.00%	26.19%	23.81%	76.19%
2009-10	Carbon #2	08	Science	40 - 49	97.7%	11.90%	40.48%	40.48%	7.14%	52.38%	47.62%
2009-10	Carbon #2	11	Math	40 - 49	97.7%	2.38%	28.57%	57.14%	11.90%	30.95%	69.05%
2009-10	Carbon #2	11	Reading	40 - 49	97.7%	4.76%	16.67%	57.14%	21.43%	21.43%	78.57%
2009-10	Carbon #2	11	Writing	40 - 49	97.7%					<= 5%	>= 95%
2009-10	Carbon #2	11	Science	40 - 49	100.0%	6.98%	41.86%	44.19%	6.98%	48.84%	51.16%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Johnson County School District #1

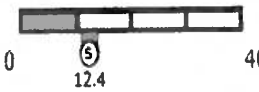
2008-09 School Year

Profile Report

for more information
www.k12.wy.us

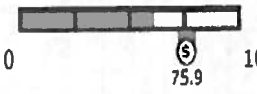
Resources

Students per Certified Staff



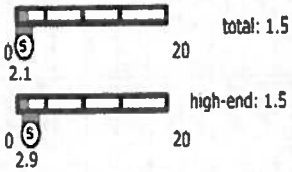
10.8

Parent/Teacher Conference %



60.9

Students per Computer

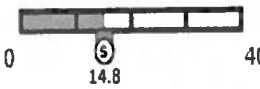


District Average Annual Hours in School

1,144

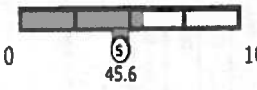
Teachers

Experience (average years)



15.1

Master's Degree %



56.1

Highly Qualified %

96.1

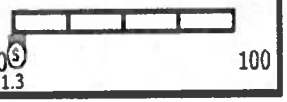
Transitional Certification %

2.7

Outcomes

Attendance - 90.7%

Truancy Rate - 1.1

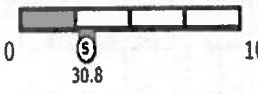


Context

District Size

1,222

Low Income Estimate %
(Free/Reduced Lunch)



24.8

Individual Education Plan %
(Special Education)

15.1

Ethnicity	%
White	95.3
Am. Indian	1.1
Asian	0.7
Black	0.5
Hispanic	2.5

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

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Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

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of 1 100% Find | Next

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Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Johnson #1	03	Math	70 - 79	100.0%	4.00%	14.67%	48.00%	33.33%	18.67%	81.33%
2009-10	Johnson #1	03	Reading	70 - 79	100.0%	10.67%	29.33%	50.67%	9.33%	40.00%	60.00%
2009-10	Johnson #1	03	Writing	70 - 79	100.0%	0.00%	9.33%	60.00%	30.67%	9.33%	90.67%
2009-10	Johnson #1	04	Math	90 - 99	100.0%	11.46%	23.96%	53.13%	11.46%	35.42%	64.58%
2009-10	Johnson #1	04	Reading	90 - 99	100.0%	4.17%	23.96%	57.29%	14.58%	28.13%	71.88%
2009-10	Johnson #1	04	Writing	90 - 99	100.0%	1.04%	18.75%	64.58%	15.63%	19.79%	80.21%
2009-10	Johnson #1	04	Science	90 - 99	100.0%	16.67%	40.63%	40.63%	2.08%	57.29%	42.71%
2009-10	Johnson #1	05	Math	80 - 89	100.0%	14.63%	23.17%	40.24%	21.95%	37.80%	62.20%
2009-10	Johnson #1	05	Reading	80 - 89	100.0%	15.85%	24.39%	41.46%	18.29%	40.24%	59.76%
2009-10	Johnson #1	05	Writing	80 - 89	100.0%	2.44%	30.49%	62.20%	4.88%	32.93%	67.07%
2009-10	Johnson #1	06	Math	80 - 89	98.9%	3.41%	13.64%	67.05%	15.91%	17.05%	82.95%
2009-10	Johnson #1	06	Reading	80 - 89	98.9%	5.68%	25.00%	48.86%	20.45%	30.68%	69.32%
2009-10	Johnson #1	06	Writing	80 - 89	97.8%	2.30%	17.24%	60.92%	19.54%	19.54%	80.46%
2009-10	Johnson #1	07	Math	100 - 109	100.0%	14.85%	11.88%	45.54%	27.72%	26.73%	73.27%
2009-10	Johnson #1	07	Reading	100 - 109	100.0%	7.92%	28.71%	57.43%	5.94%	36.63%	63.37%
2009-10	Johnson #1	07	Writing	100 - 109	100.0%	1.98%	17.82%	57.43%	22.77%	19.80%	80.20%
2009-10	Johnson #1	08	Math	80 - 89	100.0%	23.60%	23.60%	48.31%	4.49%	47.19%	52.81%
2009-10	Johnson #1	08	Reading	80 - 89	100.0%	6.74%	30.34%	56.18%	6.74%	37.08%	62.92%
2009-10	Johnson #1	08	Writing	80 - 89	100.0%	0.00%	13.48%	66.29%	20.22%	13.48%	86.52%
2009-10	Johnson #1	08	Science	80 - 89	100.0%	20.22%	41.57%	34.83%	3.37%	61.80%	38.20%
2009-10	Johnson #1	11	Math	90 - 99	98.9%	7.53%	16.13%	63.44%	12.90%	23.66%	76.34%
2009-10	Johnson #1	11	Reading	90 - 99	97.9%	9.78%	15.22%	61.96%	13.04%	25.00%	75.00%
2009-10	Johnson #1	11	Writing	90 - 99	97.9%					<= 5%	>= 95%
2009-10	Johnson #1	11	Science	90 - 99	97.9%	8.70%	32.61%	45.65%	13.04%	41.30%	58.70%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Laramie County School District #2

2008-09 School Year

Profile Report

for more information
www.k12.wy.us

Resources

Students per Certified Staff

0 — 12.4 — 40

9.0

Parent/Teacher Conference %

0 — 75.9 — 100

80.6

Students per Computer

total: 168.2

168.2

2.1

high-end: .0

0 — 2.9 — 20

District Average Annual Hours in School

1,120

Teachers

Experience (average years)

0 — 14.8 — 40

13.2

Master's Degree %

0 — 45.6 — 100

41.1

Highly Qualified %

0 — 97.3 — 100

100.0

Transitional Certification %

0 — 1.4 — 100

.0

Outcomes

Attendance - 95.0%

0 — 94.3 — 100

Truancy Rate - 0.3

0 — 1.3 — 100

Context

District Size

841

Low Income Estimate %
(Free/Reduced Lunch)

0 — 30.8 — 100

28.8

Individual Education Plan %
(Special Education)

0 — 16.9 — 100

15.0

Ethnicity	%
White	86.9
Am. Indian	1.4
Asian	0.8
Black	0.7
Hispanic	10.1

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

1 of 1 100% Find | Next

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Laramie #2	03	Math	70 - 79	100.0%	5.33%	9.33%	49.33%	36.00%	14.67%	85.33%
2009-10	Laramie #2	03	Reading	70 - 79	100.0%	9.33%	30.67%	46.67%	13.33%	40.00%	60.00%
2009-10	Laramie #2	03	Writing	70 - 79	100.0%	1.33%	16.00%	60.00%	22.67%	17.33%	82.67%
2009-10	Laramie #2	04	Math	50 - 59	100.0%	5.77%	9.62%	36.54%	48.08%	15.38%	84.62%
2009-10	Laramie #2	04	Reading	50 - 59	100.0%	1.96%	13.73%	49.02%	35.29%	15.69%	84.31%
2009-10	Laramie #2	04	Writing	50 - 59	100.0%	3.92%	15.69%	50.98%	29.41%	19.61%	80.39%
2009-10	Laramie #2	04	Science	50 - 59	100.0%	5.77%	34.62%	50.00%	9.62%	40.38%	59.62%
2009-10	Laramie #2	05	Math	50 - 59	100.0%	16.07%	23.21%	51.79%	8.93%	39.29%	60.71%
2009-10	Laramie #2	05	Reading	50 - 59	100.0%	8.93%	28.57%	48.21%	14.29%	37.50%	62.50%
2009-10	Laramie #2	05	Writing	50 - 59	100.0%	1.79%	21.43%	73.21%	3.57%	23.21%	76.79%
2009-10	Laramie #2	06	Math	70 - 79	100.0%	4.23%	9.86%	50.70%	35.21%	14.08%	85.92%
2009-10	Laramie #2	06	Reading	70 - 79	100.0%	8.45%	11.27%	50.70%	29.58%	19.72%	80.28%
2009-10	Laramie #2	06	Writing	70 - 79	100.0%	0.00%	26.76%	50.70%	22.54%	26.76%	73.24%
2009-10	Laramie #2	07	Math	70 - 79	100.0%	12.99%	27.27%	49.35%	10.39%	40.26%	59.74%
2009-10	Laramie #2	07	Reading	70 - 79	100.0%	16.88%	44.16%	36.36%	2.60%	61.04%	38.96%
2009-10	Laramie #2	07	Writing	70 - 79	100.0%	2.60%	40.26%	38.96%	18.18%	42.86%	57.14%
2009-10	Laramie #2	08	Math	60 - 69	100.0%	18.18%	16.67%	53.03%	12.12%	34.85%	65.15%
2009-10	Laramie #2	08	Reading	60 - 69	100.0%	13.85%	26.15%	46.15%	13.85%	40.00%	60.00%
2009-10	Laramie #2	08	Writing	60 - 69	98.5%	0.00%	20.31%	53.13%	26.56%	20.31%	79.69%
2009-10	Laramie #2	08	Science	60 - 69	98.5%	15.38%	35.38%	46.15%	3.08%	50.77%	49.23%
2009-10	Laramie #2	11	Math	70 - 79	100.0%	5.41%	24.32%	64.86%	5.41%	29.73%	70.27%
2009-10	Laramie #2	11	Reading	70 - 79	98.6%	9.59%	17.81%	58.90%	13.70%	27.40%	72.60%
2009-10	Laramie #2	11	Writing	70 - 79	100.0%	2.70%	4.05%	67.57%	25.68%	6.76%	93.24%
2009-10	Laramie #2	11	Science	70 - 79	100.0%	17.57%	31.08%	37.84%	13.51%	48.65%	51.35%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Lincoln County School District #2

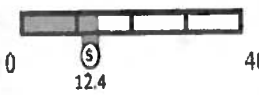
2008-09 School Year

Profile Report

for more information
www.k12.wy.us

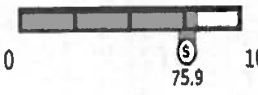
Resources

Students per Certified Staff



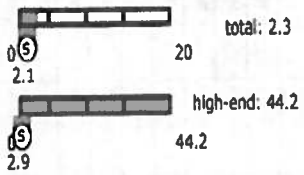
13.9

Parent/Teacher Conference %



80.7

Students per Computer

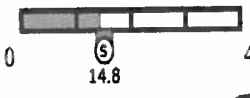


District Average Annual Hours in School

1,037

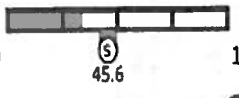
Teachers

Experience (average years)



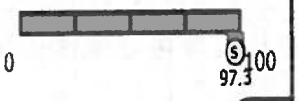
14.4

Master's Degree %



33.7

Highly Qualified %



99.6

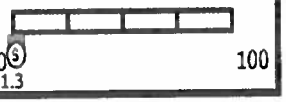
Transitional Certification %

.3

Outcomes

Attendance - 94.3%

Truancy Rate - 0.1

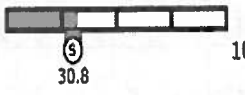


Context

District Size

2,650

Low Income Estimate %
(Free/Reduced Lunch)



31.9

Individual Education Plan %
(Special Education)

12.2

Ethnicity	%
White	95.3
Am. Indian	0.6
Asian	0.6
Black	0.4
Hispanic	3.2

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

of 1 100% Find | Next

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Lincoln #2	03	Math	180 - 189	100.0%	1.11%	9.44%	53.33%	36.11%	10.56%	89.44%
2009-10	Lincoln #2	03	Reading	180 - 189	100.0%	2.78%	21.11%	59.44%	16.67%	23.89%	76.11%
2009-10	Lincoln #2	03	Writing	180 - 189	100.0%	1.11%	11.11%	46.11%	41.67%	12.22%	87.78%
2009-10	Lincoln #2	04	Math	200 - 209	99.5%	5.80%	14.01%	54.11%	26.09%	19.81%	80.19%
2009-10	Lincoln #2	04	Reading	200 - 209	99.5%	3.38%	19.81%	50.72%	26.09%	23.19%	76.81%
2009-10	Lincoln #2	04	Writing	200 - 209	99.5%	1.45%	11.59%	56.52%	30.43%	13.04%	86.96%
2009-10	Lincoln #2	04	Science	200 - 209	99.5%	10.14%	35.75%	46.88%	7.25%	45.89%	54.11%
2009-10	Lincoln #2	05	Math	200 - 209	100.0%	2.90%	11.59%	48.79%	36.71%	14.49%	85.51%
2009-10	Lincoln #2	05	Reading	200 - 209	100.0%	5.31%	17.87%	48.79%	28.02%	23.19%	76.81%
2009-10	Lincoln #2	05	Writing	200 - 209	100.0%	0.97%	10.63%	71.50%	16.91%	11.59%	88.41%
2009-10	Lincoln #2	06	Math	200 - 209	99.0%	1.94%	5.83%	48.54%	43.69%	7.77%	92.23%
2009-10	Lincoln #2	06	Reading	200 - 209	99.0%	1.46%	9.76%	46.34%	42.44%	11.22%	88.78%
2009-10	Lincoln #2	06	Writing	200 - 209	99.0%	0.00%	13.17%	43.41%	43.41%	13.17%	86.83%
2009-10	Lincoln #2	07	Math	210 - 219	99.5%	3.81%	16.67%	45.24%	34.29%	20.48%	79.52%
2009-10	Lincoln #2	07	Reading	210 - 219	99.5%	3.81%	29.52%	62.86%	3.81%	33.33%	66.67%
2009-10	Lincoln #2	07	Writing	200 - 209	99.1%	0.48%	30.62%	45.93%	22.97%	31.10%	68.90%
2009-10	Lincoln #2	08	Math	180 - 189	99.5%	16.48%	14.29%	43.41%	25.82%	30.77%	69.23%
2009-10	Lincoln #2	08	Reading	180 - 189	99.5%	4.95%	13.74%	55.49%	25.82%	18.68%	81.32%
2009-10	Lincoln #2	08	Writing	180 - 189	99.5%	1.65%	12.09%	61.54%	24.73%	13.74%	86.26%
2009-10	Lincoln #2	08	Science	180 - 189	99.5%	11.54%	37.36%	46.70%	4.40%	48.90%	51.10%
2009-10	Lincoln #2	11	Math	200 - 209	99.0%	3.43%	24.02%	45.10%	27.45%	27.45%	72.55%
2009-10	Lincoln #2	11	Reading	200 - 209	99.0%	1.96%	12.25%	42.16%	43.63%	14.22%	85.78%
2009-10	Lincoln #2	11	Writing	200 - 209	99.0%	0.49%	5.39%	44.12%	50.00%	5.88%	94.12%
2009-10	Lincoln #2	11	Science	200 - 209	98.5%	9.85%	28.08%	42.86%	19.21%	37.93%	62.07%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Park County School District #16

2008-09 School Year

Profile Report

for more information
www.k12.wy.us

Resources

Students per Certified Staff

0 — 12.4 — 40

5.8

Parent/Teacher Conference %

0 — 75.9 — 100

91.4

Students per Computer

total: 1.4

0 — 2.1 — 20

high-end: 17.4

0 — 2.9 — 20

District Average Annual Hours in School

1,110

Teachers

Experience (average years)

0 — 14.8 — 40

11.2

Master's Degree %

0 — 45.6 — 100

27.9

Highly Qualified %

0 — 97.3 — 100

95.7

Transitional Certification %

0 — 1.4 — 100

4.3

Outcomes

Attendance - 94.4%

0 — 94.3 — 100

Truancy Rate - 0.0

0 — 1.3 — 100

Context

District Size

122

Low Income Estimate %
(Free/Reduced Lunch)

0 — 30.8 — 100

36.1

Individual Education Plan %
(Special Education)

0 — 16.9 — 100

8.2

Ethnicity	%
White	98.4
Am. Indian	0.0
Asian	0.0
Black	0.0
Hispanic	1.6

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

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Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Park #16	03	Math	6 - 9	100.0%	0.00%	55.56%	33.33%	11.11%	55.56%	44.44%
2009-10	Park #16	03	Reading	6 - 9	100.0%	11.11%	44.44%	22.22%	22.22%	55.56%	44.44%
2009-10	Park #16	03	Writing	6 - 9	100.0%	0.00%	22.22%	77.78%	0.00%	22.22%	77.78%
2009-10	Park #16	04	Math	10 - 19	100.0%					<= 10%	>= 90%
2009-10	Park #16	04	Reading	10 - 19	100.0%	0.00%	20.00%	30.00%	50.00%	20.00%	80.00%
2009-10	Park #16	04	Writing	10 - 19	100.0%					<= 10%	>= 90%
2009-10	Park #16	04	Science	10 - 19	100.0%	0.00%	20.00%	60.00%	20.00%	20.00%	80.00%
2009-10	Park #16	05	Math	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Park #16	05	Reading	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Park #16	05	Writing	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Park #16	06	Math	10 - 19	100.0%	0.00%	18.18%	36.36%	45.45%	18.18%	81.82%
2009-10	Park #16	06	Reading	10 - 19	100.0%					<= 10%	>= 90%
2009-10	Park #16	06	Writing	10 - 19	100.0%					<= 10%	>= 90%
2009-10	Park #16	07	Math	6 - 9	100.0%	28.57%	28.57%	28.57%	14.29%	57.14%	42.86%
2009-10	Park #16	07	Reading	6 - 9	100.0%	14.29%	28.57%	42.86%	14.29%	42.86%	57.14%
2009-10	Park #16	07	Writing	6 - 9	100.0%	14.29%	28.57%	57.14%	0.00%	42.86%	57.14%
2009-10	Park #16	08	Math	10 - 19	100.0%	6.67%	13.33%	60.00%	20.00%	20.00%	80.00%
2009-10	Park #16	08	Reading	10 - 19	100.0%					<= 10%	>= 90%
2009-10	Park #16	08	Writing	10 - 19	100.0%					<= 10%	>= 90%
2009-10	Park #16	08	Science	10 - 19	100.0%	0.00%	60.00%	33.33%	6.67%	60.00%	40.00%
2009-10	Park #16	11	Math	10 - 19	100.0%	0.00%	50.00%	41.67%	8.33%	50.00%	50.00%
2009-10	Park #16	11	Reading	10 - 19	100.0%	0.00%	41.67%	41.67%	16.67%	41.67%	58.33%
2009-10	Park #16	11	Writing	10 - 19	100.0%					<= 10%	>= 90%
2009-10	Park #16	11	Science	10 - 19	100.0%	33.33%	33.33%	33.33%	0.00%	66.67%	33.33%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Sheridan County School District #1

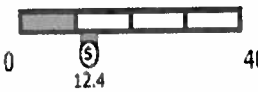
2008-09 School Year

Profile Report

for more information
www.k12.wy.us

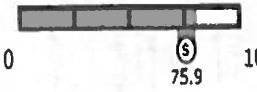
Resources

Students per Certified Staff



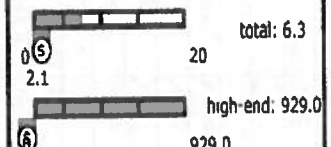
10.4

Parent/Teacher Conference %



80.3

Students per Computer

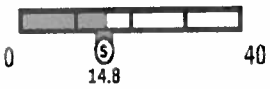


District Average Annual Hours in School

1,057

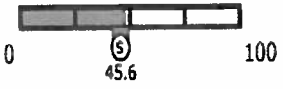
Teachers

Experience (average years)



15.6

Master's Degree %



47.7

Highly Qualified %

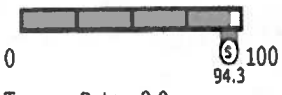
93.6

Transitional Certification %

1.7

Outcomes

Attendance - 95.0%



Truancy Rate - 0.0

Context

District Size

929

Low Income Estimate %
(Free/Reduced Lunch)

25.4

Individual Education Plan %
(Special Education)

12.4

Ethnicity	%
White	89.0
Am. Indian	6.4
Asian	0.4
Black	0.3
Hispanic	3.9

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

1 of 1 100% Find | Next

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Sheridan #1	03	Math	60 - 69	100.0%	0.00%	8.70%	59.42%	31.88%	8.70%	91.30%
2009-10	Sheridan #1	03	Reading	60 - 69	100.0%	4.35%	39.13%	49.28%	7.25%	43.48%	56.52%
2009-10	Sheridan #1	03	Writing	60 - 69	100.0%	0.00%	10.14%	62.32%	27.54%	10.14%	89.86%
2009-10	Sheridan #1	04	Math	70 - 79	100.0%	0.00%	5.63%	60.56%	33.80%	5.63%	94.37%
2009-10	Sheridan #1	04	Reading	70 - 79	100.0%	0.00%	14.08%	52.11%	33.80%	14.08%	85.92%
2009-10	Sheridan #1	04	Writing	70 - 79	100.0%	0.00%	5.63%	54.93%	39.44%	5.63%	94.37%
2009-10	Sheridan #1	04	Science	70 - 79	100.0%	4.23%	26.76%	61.97%	7.04%	30.99%	69.01%
2009-10	Sheridan #1	05	Math	70 - 79	98.8%	5.06%	13.92%	54.43%	26.58%	18.99%	81.01%
2009-10	Sheridan #1	05	Reading	70 - 79	98.8%	3.80%	24.05%	51.90%	20.25%	27.85%	72.15%
2009-10	Sheridan #1	05	Writing	70 - 79	98.8%	0.00%	8.86%	73.42%	17.72%	8.86%	91.14%
2009-10	Sheridan #1	06	Math	60 - 69	100.0%	2.99%	8.96%	64.18%	23.88%	11.94%	88.06%
2009-10	Sheridan #1	06	Reading	60 - 69	100.0%	4.48%	19.40%	56.72%	19.40%	23.88%	76.12%
2009-10	Sheridan #1	06	Writing	60 - 69	98.5%	0.00%	18.18%	62.12%	19.70%	18.18%	81.82%
2009-10	Sheridan #1	07	Math	70 - 79	100.0%	2.74%	13.70%	61.64%	21.92%	16.44%	83.56%
2009-10	Sheridan #1	07	Reading	70 - 79	100.0%	6.85%	15.07%	72.60%	5.48%	21.92%	78.08%
2009-10	Sheridan #1	07	Writing	70 - 79	100.0%	0.00%	35.62%	45.21%	19.18%	35.62%	64.38%
2009-10	Sheridan #1	08	Math	70 - 79	98.7%	9.09%	7.79%	48.05%	35.06%	16.88%	83.12%
2009-10	Sheridan #1	08	Reading	70 - 79	98.7%	2.60%	12.99%	64.94%	19.48%	15.58%	84.42%
2009-10	Sheridan #1	08	Writing	70 - 79	97.4%	0.00%	5.26%	56.58%	38.16%	5.26%	94.74%
2009-10	Sheridan #1	08	Science	70 - 79	98.7%	3.90%	36.36%	54.55%	5.19%	40.26%	59.74%
2009-10	Sheridan #1	11	Math	60 - 69	100.0%	0.00%	10.00%	70.00%	20.00%	10.00%	90.00%
2009-10	Sheridan #1	11	Reading	60 - 69	100.0%	5.00%	8.33%	60.00%	26.67%	13.33%	86.67%
2009-10	Sheridan #1	11	Writing	60 - 69	100.0%	0.00%	8.33%	61.67%	30.00%	8.33%	91.67%
2009-10	Sheridan #1	11	Science	60 - 69	100.0%	3.33%	21.67%	51.67%	23.33%	25.00%	75.00%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Sheridan County School District #3

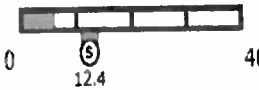
2008-09 School Year

Profile Report

for more information
www.k12.wy.us

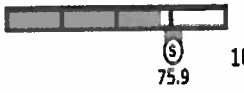
Resources

Students per Certified Staff



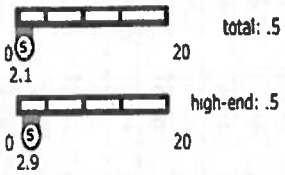
6.1

Parent/Teacher Conference %



70.2

Students per Computer



District Average Annual Hours in School

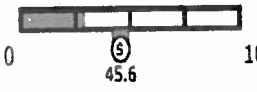
1,128

Teachers

Experience (average years)

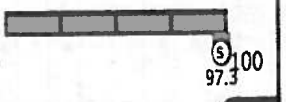
14.9

Master's Degree %



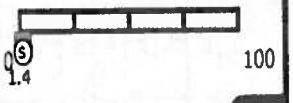
29.2

Highly Qualified %



100.0

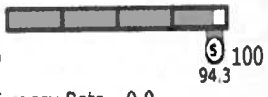
Transitional Certification %



.0

Outcomes

Attendance - 94.1%



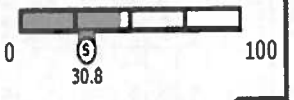
Truancy Rate - 0.0

Context

District Size

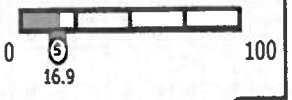
101

Low Income Estimate %
(Free/Reduced Lunch)



45.5

Individual Education Plan %
(Special Education)



17.8

Ethnicity	%
White	91.1
Am. Indian	3.0
Asian	0.0
Black	0.0
Hispanic	5.9

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

of 1 100% Find | Next

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Sheridan #3	03	Math	1 - 5							
2009-10	Sheridan #3	03	Reading	1 - 5							
2009-10	Sheridan #3	03	Writing	1 - 5							
2009-10	Sheridan #3	04	Math	6 - 9	100.0%	0.00%	55.56%	44.44%	0.00%	55.56%	44.44%
2009-10	Sheridan #3	04	Reading	6 - 9	100.0%	11.11%	44.44%	33.33%	11.11%	55.56%	44.44%
2009-10	Sheridan #3	04	Writing	6 - 9	100.0%	0.00%	33.33%	66.67%	0.00%	33.33%	66.67%
2009-10	Sheridan #3	04	Science	6 - 9	100.0%	22.22%	44.44%	33.33%	0.00%	66.67%	33.33%
2009-10	Sheridan #3	05	Math	1 - 5							
2009-10	Sheridan #3	05	Reading	1 - 5							
2009-10	Sheridan #3	05	Writing	1 - 5							
2009-10	Sheridan #3	06	Math	1 - 5							
2009-10	Sheridan #3	06	Reading	1 - 5							
2009-10	Sheridan #3	06	Writing	1 - 5							
2009-10	Sheridan #3	07	Math	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Sheridan #3	07	Reading	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Sheridan #3	07	Writing	6 - 9	100.0%	0.00%	25.00%	62.50%	12.50%	25.00%	75.00%
2009-10	Sheridan #3	08	Math	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Sheridan #3	08	Reading	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Sheridan #3	08	Writing	6 - 9	100.0%	0.00%	25.00%	37.50%	37.50%	25.00%	75.00%
2009-10	Sheridan #3	08	Science	6 - 9	100.0%	12.50%	50.00%	37.50%	0.00%	62.50%	37.50%
2009-10	Sheridan #3	11	Math	6 - 9	100.0%	0.00%	28.57%	57.14%	14.29%	28.57%	71.43%
2009-10	Sheridan #3	11	Reading	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Sheridan #3	11	Writing	6 - 9	100.0%					<= 20%	>= 80%
2009-10	Sheridan #3	11	Science	6 - 9	100.0%	0.00%	57.14%	42.86%	0.00%	57.14%	42.86%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

Sweetwater County School District #1

2008-09 School Year

Profile Report

for more information
www.k12.wy.us

Resources

Students per Certified Staff

0 — 12.4 — 40

13.9

Parent/Teacher Conference %

0 — 75.9 — 100

76.2

Students per Computer

total: 3.5

0 — 2.1 — 20

high-end: 3.8

0 — 2.9 — 20

District Average Annual Hours In School

1,085

Teachers

Experience (average years)

0 — 14.8 — 40

14.9

Master's Degree %

0 — 45.6 — 100

33.8

Highly Qualified %

0 — 97.3 — 100

98.9

Transitional Certification %

0 — 1.4 — 100

2.1

Outcomes

Attendance - 92.2%

0 — 94.3 — 100

Truancy Rate - 2.2

0 — 1.3 — 100

Context

District Size

4,957

Low Income Estimate %
(Free/Reduced Lunch)

0 — 30.8 — 100

26.0

Individual Education Plan %
(Special Education)

0 — 16.9 — 100

13.5

Ethnicity	%
White	78.0
Am. Indian	1.2
Asian	1.0
Black	1.7
Hispanic	18.1

Legend

- 5 and fewer students / No statistical data
- State AYP target
- State average
- Statistically above state AYP target
- Statistically within state AYP target
- Statistically below state AYP target
- Not statistically compared to state AYP target or average

Created - 13-Jan-2010

Excel PDF CSV

School Year: All Years, 2009-10, 2008-09, 2007-08

District: All Districts, Albany #1, Big Horn #1, Big Horn #2

View Report

of 1 100% Find | Next

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - District Level - Aggregated

School Year	District Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2009-10	Sweetwater #1	03	Math	390 - 399	99.7%	3.59%	14.87%	46.92%	34.62%	18.46%	81.54%
2009-10	Sweetwater #1	03	Reading	380 - 389	99.5%	8.48%	33.68%	45.24%	12.60%	42.16%	57.84%
2009-10	Sweetwater #1	03	Writing	380 - 389	99.5%	1.29%	16.71%	55.53%	26.48%	17.99%	82.01%
2009-10	Sweetwater #1	04	Math	400 - 409	99.8%	7.94%	13.65%	56.08%	22.33%	21.59%	78.41%
2009-10	Sweetwater #1	04	Reading	400 - 409	99.8%	3.97%	21.59%	56.58%	17.87%	25.56%	74.44%
2009-10	Sweetwater #1	04	Writing	400 - 409	99.8%	1.74%	16.13%	61.29%	20.84%	17.87%	82.13%
2009-10	Sweetwater #1	04	Science	400 - 409	99.8%	12.90%	38.71%	41.69%	6.70%	51.61%	48.39%
2009-10	Sweetwater #1	05	Math	420 - 429	99.8%	12.29%	26.71%	45.39%	15.60%	39.01%	60.99%
2009-10	Sweetwater #1	05	Reading	420 - 429	99.8%	20.19%	34.92%	37.77%	7.13%	55.11%	44.89%
2009-10	Sweetwater #1	05	Writing	420 - 429	99.8%	5.70%	24.23%	65.08%	4.99%	29.93%	70.07%
2009-10	Sweetwater #1	06	Math	410 - 419	99.3%	12.35%	16.22%	57.38%	14.04%	28.57%	71.43%
2009-10	Sweetwater #1	06	Reading	410 - 419	99.3%	10.92%	25.73%	51.21%	12.14%	36.65%	63.35%
2009-10	Sweetwater #1	06	Writing	410 - 419	99.3%	4.37%	43.20%	40.29%	12.14%	47.57%	52.43%
2009-10	Sweetwater #1	07	Math	380 - 389	99.7%	23.64%	27.27%	36.88%	12.21%	50.91%	49.09%
2009-10	Sweetwater #1	07	Reading	380 - 389	99.7%	16.10%	45.45%	36.36%	2.08%	61.56%	38.44%
2009-10	Sweetwater #1	07	Writing	380 - 389	99.7%	2.60%	31.17%	47.01%	19.22%	33.77%	66.23%
2009-10	Sweetwater #1	08	Math	340 - 349	99.4%	19.19%	20.93%	46.80%	13.08%	40.12%	59.88%
2009-10	Sweetwater #1	08	Reading	340 - 349	99.4%	11.05%	29.07%	47.97%	11.92%	40.12%	59.88%
2009-10	Sweetwater #1	08	Writing	340 - 349	98.8%	1.46%	13.45%	68.13%	16.96%	14.91%	85.09%
2009-10	Sweetwater #1	08	Science	340 - 349	99.4%	28.20%	44.19%	25.58%	2.03%	72.38%	27.62%
2009-10	Sweetwater #1	11	Math	250 - 259	97.7%	11.37%	29.02%	43.53%	16.08%	40.39%	59.61%
2009-10	Sweetwater #1	11	Reading	250 - 259	97.7%	15.29%	22.35%	50.20%	12.16%	37.65%	62.35%
2009-10	Sweetwater #1	11	Writing	250 - 259	97.7%	0.78%	13.33%	61.18%	24.71%	14.12%	85.88%
2009-10	Sweetwater #1	11	Science	250 - 259	97.7%	18.43%	38.04%	31.76%	11.76%	56.47%	43.53%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Campbell County- Westwood High School

DISTRICT CONTACT: Kelly Morehead- 307-682-9809

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

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

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

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

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

4/6/2011

Diane Frazer
Education Consultant
Wyoming Department of Education
2300 Capital Avenue
Cheyenne, WY 82002

Ms. Frazer:

Westwood High School applied for and received approval for an alternative calendar for the 2007-2008 school year. This calendar was followed during the 2008-2009 school year. Westwood re-applied to follow an alternative calendar for the 2009-2011 school years and was approved.

This letter is intended to inform you that Westwood would like to continue this alternative calendar for the 2011-2013 school years.

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

Sincerely,

Kelly Morehead

Kelly Morehead

WYOMING HATHAWAY SCHOLARSHIP PROGRAM
Make College A Reality

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

601 Rohan Aveue
Gillette, WY 82716
307.682.9809

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

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

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

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

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

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

Westwood High School

Campbell County School District

2011-2012

JULY 2011						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2011						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2011						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	21	21	22	23	24
25	26		28	29	30	

OCTOBER 2011						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2011						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28		30			

DECEMBER 2011						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20			23	24
25	26	27			30	31

Holidays, Special Days & Student Dismissal Days

July 4	Independence Day
August 15-19	New Teachers Prof Days
August 22-26	All Teachers Prof. Days
August 29	Students Report
September 5	Labor Day Holiday
September 27	P/T Conference
October 10	Professional Day
October 27	End of Quarter One
October 28	No Friday School
November 23	Early Dismissal
November 24-25	Thanksgiving Holiday
November 29	P/T Conferences
Dec. 19-Jan 2	Holiday Break
January 12	End of Quarter Two
January 13	No Friday School
January 16	Professional Day
February 14	P/T Conference
February 20	Pres. Day, No School
March 15	End of Quarter Three
March 16	No Friday School
April 5-9	Spring Break
April 24	P/T Conference
May 23	Early Dismissal Senior Barbecue & Graduation Practice
May 24	Graduation
May 25	No Friday School
May 28	Memorial Day Holiday
May 31	Last Student Day
June1	Professional Day

Special Days
Professional Days
Early Dismissal
End of Quarter
Parent-Teacher Conf.
Friday School

QUARTER ONE
August 29-October 28

QUARTER TWO
October 31-January 12

QUARTER THREE
January 17-March 15

QUARTER FOUR
March 19-May 31

Early Dismissal at 11:45 A.M.

May 31 is a built in "snow day";
if no snow day occurs, the last day will be May 30.

JANUARY 2012						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2012						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH 2012						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2012						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2012						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2012						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

WESTWOOD HIGH SCHOOL
ALTERNATIVE CALENDAR
2011-12

2011-2012 Calendar

Legend:

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

MONTH	# of Instruction DAYS	# of Friday School Days	# of Holiday Days	# of Prof. Days	1st Week					2nd Week					
					M	T	W	Th	F	M	T	W	Th	F	M
August	3	0	0	10	1	2	3	4	5	8	9	10	11	12	15
September	17	3	1	0				1	2	5	6	7	8	9	12
October	16	2	0	1						3	4	5	6	7	10
November	16.5	3	2	0		1	2	3	4	7	8	9	10	11	14
December	9	3	10	0				1	2	5	6	7	8	9	12
January	18	2	1	1	2	3	4	5	6	9	10	11	12	13	16
February	17	3	1	0			1	2	3	6	7	8	9	10	13
March	17	4	0	0				1	2	5	6	7	8	9	12
April	15	2	4	0	2	3	4	5	6	9	10	11	12	13	16
May	17.5	3	1	0.5		1	2	3	4	7	8	9	10	11	14
June	0	0	0	1					1						
July															
TOTAL	146	25	20	13.5											

PARENT/TEACHER CONFERENCES

Quarter 1	27-Sep
Quarter 2	29-Nov
Quarter 3	14-Feb
Quarter 4	17-Apr

END OF QUARTERS

28-Oct
13-Jan
16-Mar
31-May

MINUTES FOR FULL DAY 462
MINUTES EARLY RELEASE 240

TOTAL HRS 2.433333

66990	minutes for full day
480	minutes for early release days
67470	total minutes
1124.5	total hours

WESTWOOD[illegible]H SCHOOL
ALTERNATIVE CALENDAR
2011-12

3rd Week				4th Week					5th Week					
T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
16	17	18	19	22	23	24	25	26	29	30	31			August
13	14	15	16	19	20	21	22	3	26	27	28	29	30	September
11	12	13	14	17	18	19	20	2	24	25	26	27	28	October
15	16	17	18	21	22	23	24	25	28	29	30			November
13	14	15	16	19	20	21	22	23	26	27	28	29	30	December
17	18	19	20	23	24	25	26	27	30	31				January
14	15	16	17	20	21	22	23	24	27	28	29			February
13	14	15	16	19	20	21	22	23	26	27	28	29	30	March
17	18	19	20	23	24	25	26	27	30					April
15	16	17	18	21	22	23	24	25	28	29	30	31		May
														June
														July

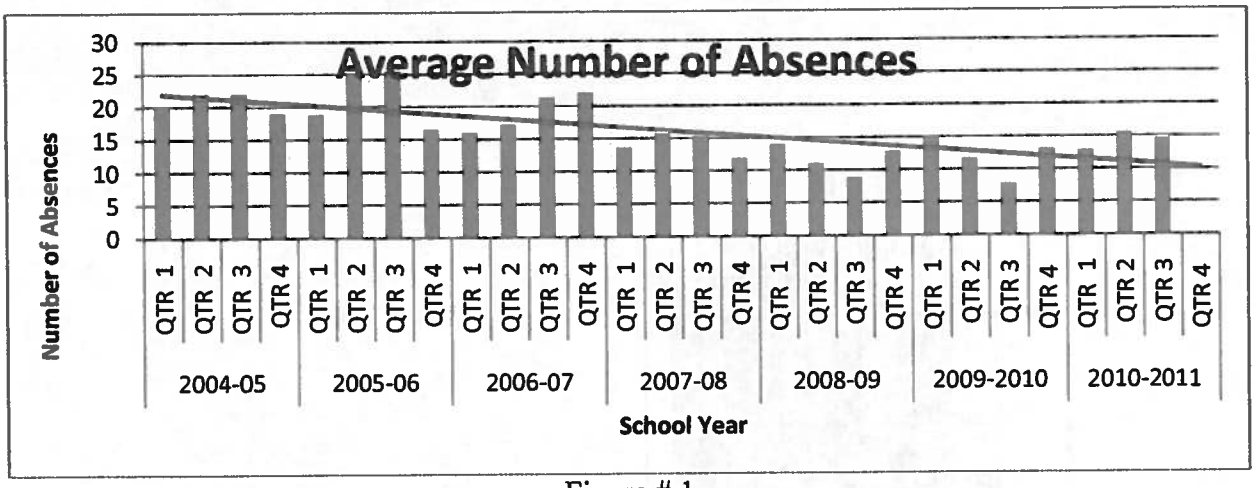


Figure # 1

The trend for the average number of absences continues to decrease.

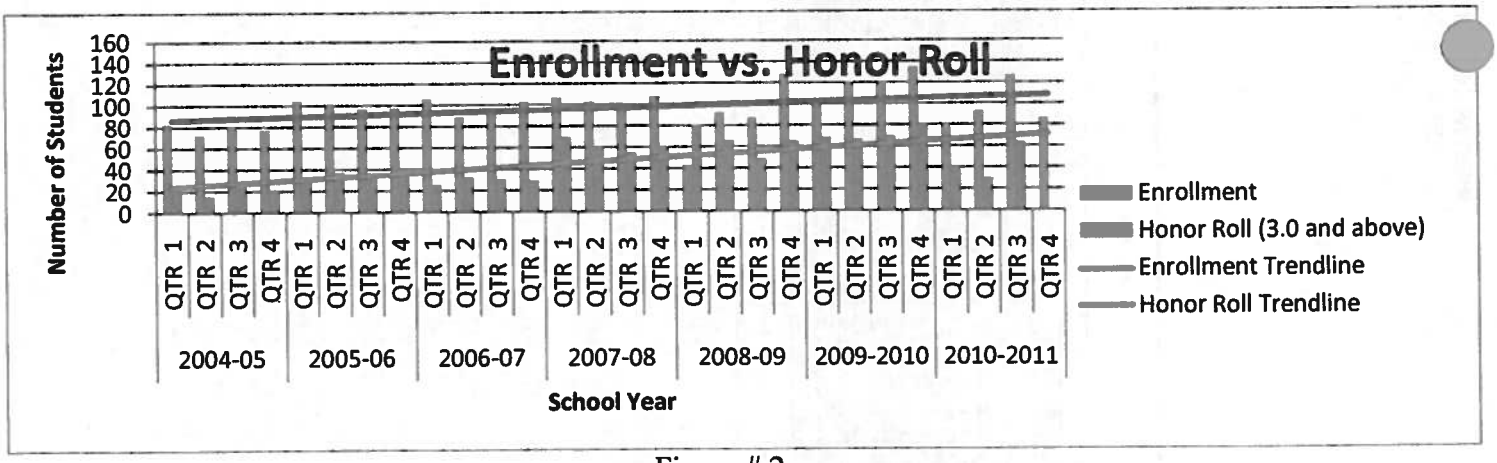


Figure # 2

The number of students that make the honor roll continue to increase.

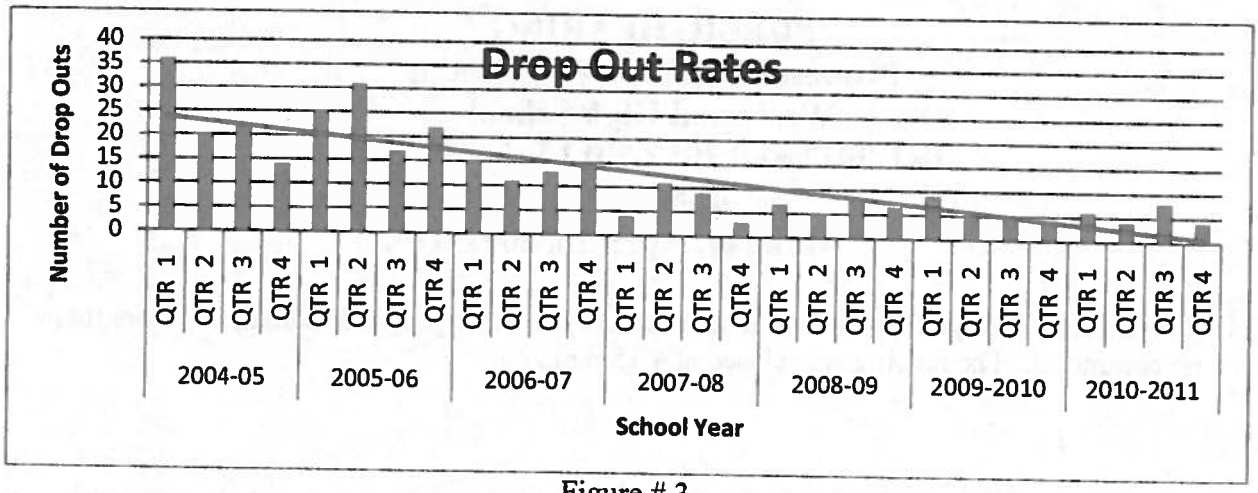


Figure # 3
The dropout rate for Westwood High School continues to decrease each year.

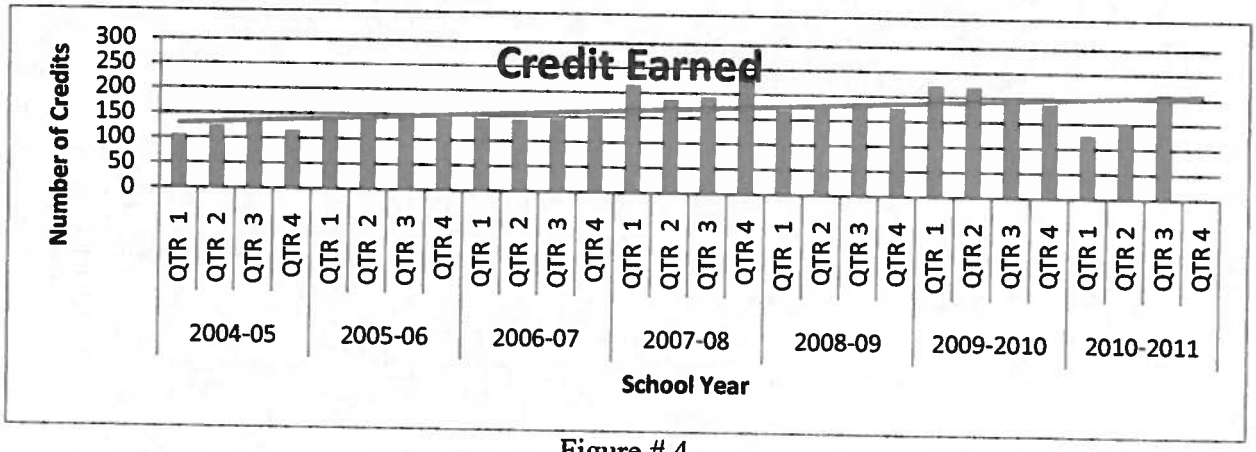


Figure # 4
The trend for the number of credits earned by enrollment continues to increase.

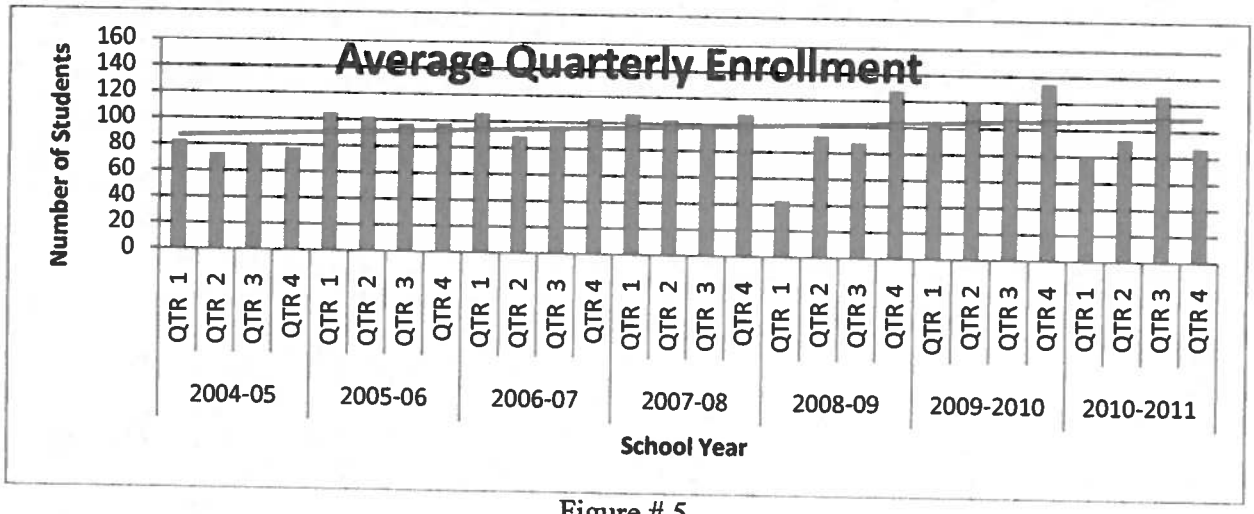


Figure # 5
The trend for enrollment at Westwood continues to be steady.

PUBLIC HEARING
Proposed Alternative Calendar
Westwood High School
2011-2012 and 2012-2013 School Years
4:00 P.M.
Monday, April 18, 2011

Kelly Morehead and Boyd Brown were in attendance. No other people attended, therefore there were no comments. The hearing was closed at 4:15 p.m..

PUBLIC HEARING
Proposed Alternative Calendar
Westwood High School
2011-2012 and 2012-2013 School Years
4:00 P.M.
Monday, April 11, 2011

Kelly Morehead, Roxy Williams and Tom Johnson were in attendance. No other people attended, therefore there were no comments regarding the proposed calendars. Mr. Johnson is a neighbor of Westwood High School, and simply asked questions about the possibility of a new building. The hearing was closed at 4:15 p.m..

Public hearing on proposed alternative calendar for Westwood High School

Campbell County School District will hold public hearings to address the proposed alternative calendar for Westwood High School on Monday, April 11, 2011, and Monday, April 18, 2011 at 4:00 p.m. in the Board Room at the Educational Services Center, 1000 West Eighth Street, Gillette, Wyoming.

The public is invited to attend.

To Kellie.
Thank you
Michele

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

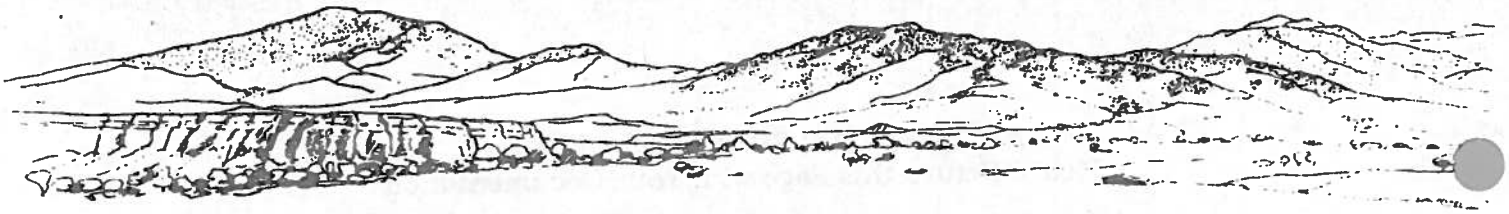
DISTRICT: Carbon Co. School District No. 2

DISTRICT CONTACT: Superintendent Bob Gates

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	4-21-11
Education objectives (How will students benefit from this alternative schedule?)	4-21-11
Description of the schedule(s) and a copy of the calendar(s)	4-21-11
Method of evaluating how student learning has improved	4-21-11
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	4-21-11
Copy of public comment records	4-21-11
Length of waiver (circle one) • 1 year • 2 years	4-21-11
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	4-21-11

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.



CARBON COUNTY SCHOOL DISTRICT NO. 2

P.O. BOX 1530, 315 N. FIRST STREET, SARATOGA, WYOMING 82331, PH. 307-326-5271, FAX 307-326-8089

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

Robert D. Gates
Superintendent

EMPOWERING ALL STUDENTS TO SUCCEED IN A CHANGING WORLD

Sally Wells
Business Manager

April 21, 2011

Cindy Hill
Superintendent of Public Instruction
Hathaway Building, 2nd Floor
2300 Capitol Ave.
Cheyenne, WY 82002-0050

Dear Cindy,

Carbon Co. School District No. 2 is requesting to use an alternative 154 day schedule for the 2011-2012 school year for the following schools:

1. Saratoga Elementary School
2. Saratoga Middle/High School
3. H-E-M Jr/Sr High School

This will be the 5th year of a 154 day calendar for these schools.

Carbon Co. School District No. 2 is requesting to use an alternative 168 day schedule for the 2011-2012 school year for the following school:

1. Encampment K-12 School

This will be the 3rd year of an alternative calendar for this school.

Carbon Co. School District No. 2 is requesting to use an alternative 171 day schedule for the 2011-2012 school year for the following schools:

1. Hanna Elementary School
2. Medicine Bow Elementary School
3. Elk Mountain Elementary School

This will be the 3rd year of a 171 day calendar for these schools.

Please find enclosed:

1. List of educational objectives
2. Calendars and bell schedules
3. Agenda and minutes of board meetings
4. Summation of public comment
5. A description of the evaluation process
6. Evaluation of the alternative schedules for 2009-10 and 2010-11

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

Sincerely,

Robert D. Gates
Superintendent of Schools

Cc: Building Principals
Enclosures

April 21, 2011

CARBON COUNTY SCHOOL DISTRICT NO. 2
ALTERNATIVE SCHEDULE EDUCATIONAL OBJECTIVES

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

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

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

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

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

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

April 21, 2011

CARBON COUNTY SCHOOL DISTRICT NO. 2
EVALUATION PROCESS

To evaluate impact on student learning, the district will collect and analyze statistics from the 2011-2012 and 2012-2013 school years for all schools in the district for the following areas:

a) Record of student and teacher absences by day and month, by school, for both school activities and absences for other reasons.

b) School activities listed by day/month and the impact they have on attendance. List of those activities that were able to be moved to Friday will also be collected.

c) Number of days that were impacted by other school related activities.

Information collected will be compared pre and post, as well as between schools on a four day week and those not.

April 21, 2011

CARBON COUNTY SCHOOL DISTRICT NO. 2
SUMMARY OF THE ADVANTAGES OF THE
2010-2011 and 2011-2012 ALTERNATIVE SCHEDULES

Objective No. 1: Students on a four day calendar will have an increase in instructional hours, as compared to a five day calendar.

The data indicates that students are having fewer days missed due to activities. This is especially seen at the two High Schools. For those High Schools there has been a 300% reduction of student days missed due to activities.

Objective No. 2: Students on a four day calendar will have an increase in the number of instructional hours taught by a certified teacher.

The data indicates that the number of teacher days missed due to activities has decreased. For those teachers involved in activities there has been a 100% reduction in teacher days missed due to activities.

Objective No. 3: Students on a four day calendar will have fewer class day interruptions.

Information from teacher surveys indicates they feel there have been fewer class interruptions in the day. They feel that Monday-Thursday learning time has been protected and this change has had a positive impact on learning.

CARBON COUNTY SCHOOL DISTRICT NO. 2
2011-2012 Calendar Information Breakout

SCHOOL	Student Days	Start Date	End Date	Start Time	End Time	Length of Christmas Break	Total School Hours	Instr. Hours	Non-Instr. Hours
HES (Friday's 8:00 a.m. - 1:00 p.m.)	171	8/29/2011	6/1/2012	8:10 a.m.	3:10 a.m.	10	1197	1027	170
EM (Friday's 8:00 a.m. - 1:00 p.m.)	171	8/29/2011	6/1/2012	8:00 a.m.	3:00 a.m.	10	1197	1027	170
MB (Friday's 8:00 a.m. - 1:00 p.m.)	171	8/29/2011	6/1/2012	8:00 a.m.	3:00 a.m.	10	1197	1027	170
HEM	154	8/29/2011	6/1/2012	7:50 a.m.	3:40 p.m.	8	1206	1113	93
ENC K-6	168	8/29/2011	5/25/2012	8:05 a.m.	3:16 p.m.	8	1206	1060	146
ENC 7-12	168	8/29/2011	5/25/2012	8:05 a.m.	3:16 p.m.	8	1206	1116	90
SES	154	8/29/2011	6/7/2012	8:10 a.m.	3:35 p.m.	8	1142	1026	116
SMSH	154	8/29/2011	6/7/2012	8:00 a.m.	3:43 p.m.	8	1188	1111	77

Hanna, Elk Mountain, Medicine Bow Elementary
2011-2012 Calendar

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

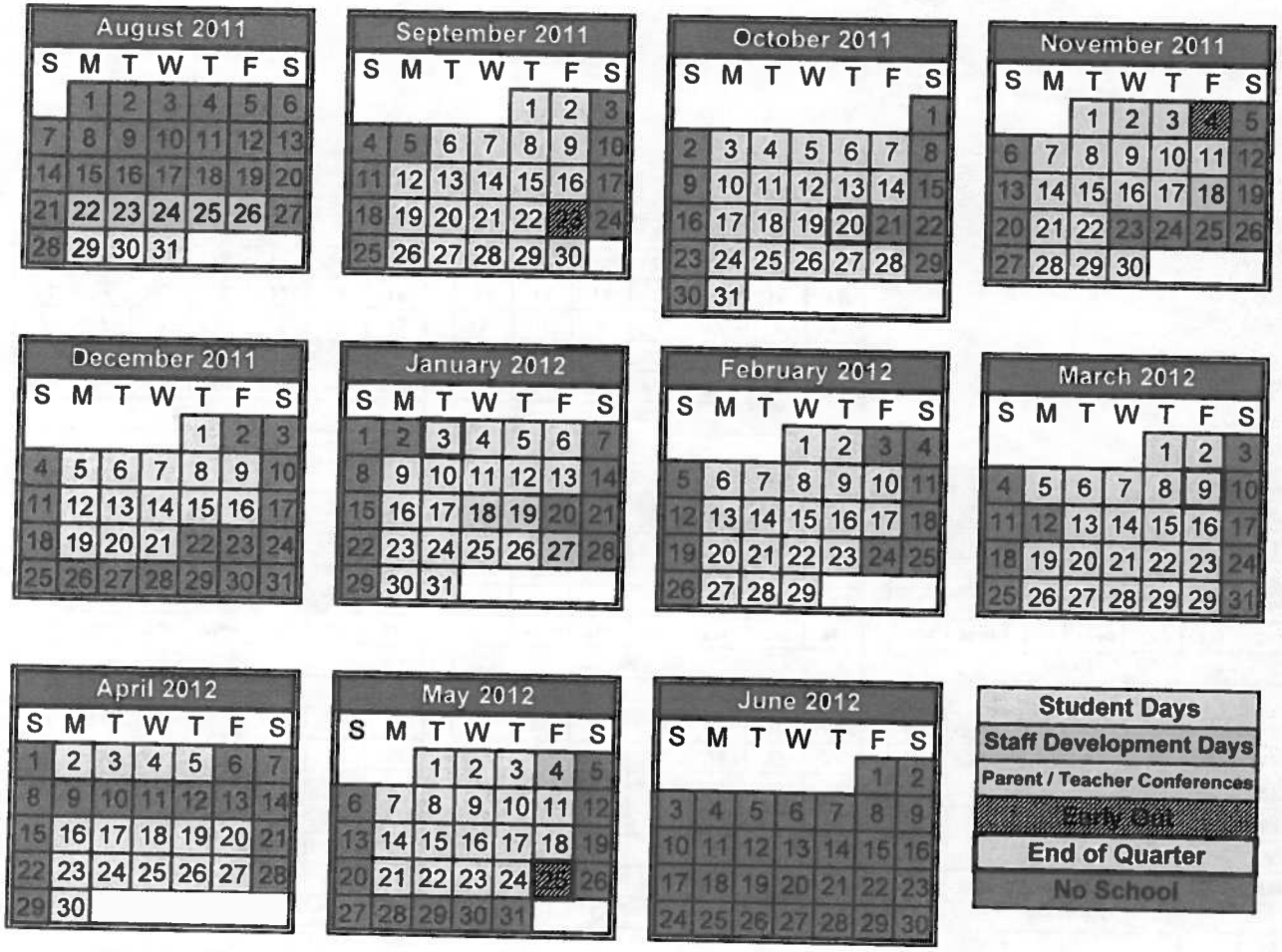
Student Days
Staff Development Days
Parent / Teacher Conferences
Early Out
End of Quarter
No School

		Student	Teacher
August	8/22 - 8/26 teacher in service 8/29 first day for students	3	8
September		20	20
October	10/27 early out 10/28 end of quarter	21	21
November	P/T conferences 11/2 -3 11/18 teacher in service no school	17	19
December	12/19 Winter break begins	12	12
January	1/19 early out 1/20 end of quarter 1/27 teacher in service	20	21
February	No school 2/24	20	20
March	3/22 Early out/ 3/23 end of quarter p/t conferences 3/28-29	20	21
April	spring break 4/9 - 4/13	16	16
May	5/4 district in service	21	22
June	6/1 end of quarter last day for students	1	1
	TOTALS	171	181

Board Approved 1/17/2011

Revised: [illegible]/2011

Encampment K-12 School
2011-2012 Calendar



			Student	Teacher
August	22-26	Teacher In-Services		
	29	First Day for Students	3	8
September	5	Labor Day - No School		
	23	Early Out - 1:00 PM	21	21
October	20	End of Q1		
	21	No School	20	20
November	2-3	Parent / Teacher Conferences		
	4	Early Out - 1:00 PM		
	18	Teacher In-Service		
	23-25	Thanksgiving Break	18	20
December	2	No School		
	22-30	Winter Break	14	14
January	2	Winter Break		
	3	End of Q2 / S1		
	18-19	Parent / Teacher Conferences		
	20	No School		
	27	Teacher In-Service	19	21
February	3	No School		
	24	No School	19	19
March	9	End of Q3		
	12	No School	21	21
April	6-13	Spring Break	15	15
May	4	Teacher In-Service		
	25	Early Out - 1:00 PM / End of Q4/S2	18	19
		TOTALS	168	178

Early Out Schedule

11:15 - 11:35	Elementary Lunch
11:45 - 12:05	JH/HS Lunch
12:05 - 1:00	Alternating 5th/6th/7th Periods

October 20	End of 1st Quarter	38
January 3	End of 2nd Quarter / 1st Semester	39
March 9	End of 3rd Quarter	44
May 25	End of 4th Quarter / 2nd Semester	47

Board Approved 01/17/2011

Revised: 1/19/2011

HEM Jr/Sr High School 2011-2012

August

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

September

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

October

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

November

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

December

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

January

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

February

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

March

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

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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May

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June

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August 22	*First Day for Teachers*
August 29	*First Day for Students*
Sept. 21	***Parent- Teacher Conf. 4:00 - 7:30***
Oct. 27	End of First Quarter
Nov. 23 - 25	Thanksgiving Vacation
Nov. 30	***Parent-Teacher Conf. 4:00 - 7:30***
Dec. 22	Early Dismissal @ 1:00 pm
Dec. 23-Jan. 2	Christmas Break
Jan. 19	End of First Semester
Feb. 21	***Parent-Teacher Conf. 4:00 - 7:30***
March 22	End of Third Quarter
April 9 - 13	Spring Break
May 2	***Parent-Teacher Conf. 4:00 - 7:30***
June 1	**1/2 am** Last Day for Students
June 1	**1/2 pm** Teacher In-Service

154

- Student Days
- No School
- School Inservice
- Parent- Teacher Conference
- District Inservice
- End of the quarter

M-Th School day 7:50-3:40

Friday School day 7:50-1:00

BOARD APPROVED 1/17/2011

Saratoga Middle/High School 2011-2012 Calendar

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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December						
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February						
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MIN	DAYS	T MIN	T HOURS
433	154	66682	1111

154	Student Days
	Friday School
166	Teacher Days
	6/2 Graduation Day
2	Parent Teacher Conference Trade Days

8:00 AM - 3:43 PM Student Day with 30 Min Lunch

High Impact Fridays

End of Quarter

Parent Teacher Conference Evenings

Board Approved 1/17/2011

Saratoga Elementary School 2011-2012 Calendar

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
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September						
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October						
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November						
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December						
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January						
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February						
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March						
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April						
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May						
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June						
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24	25	26	27	28	29	30
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154

Board Approved 1/17/2011

White = No School Days

Green - Bldg Teacher 1/2 days

Blue - District Inservice Days

EO = Early Out

End of Quarter = ++++++

For - 2011

NOTICE OF SCHOOL BOARD MEETINGS AND AVAILABILITY OF MINUTES

Notice is hereby given that regular meetings of the Board of Trustees of Carbon County School District No. 2, State of Wyoming, are held on the third Monday of each month August through January and March through June; and on the third Wednesday of each month in February and July. Meeting locations and times are as follows:

January – 4:00 p.m. - Medicine Bow School; Medicine Bow, Wyoming
February – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming
March – 4:00 p.m. - Saratoga Elementary School; Saratoga, Wyoming
April – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming
May – 4:00 p.m. - Elk Mountain School; Elk Mountain, Wyoming
June – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
July – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
August – 6:00 p.m. - Central Administration Office; Saratoga, Wyoming
September – 4:00 p.m. - Central Administration Office, Saratoga, Wyoming
October – 4:00 p.m. - Hanna Elementary School; Hanna, Wyoming
November – 4:00 p.m. - Encampment School; Encampment, Wyoming
December – 4:00 p.m. - Central Administration Office; Saratoga, Wyoming

Such meetings are open to the public.

Notice is also given that official minutes of each regular or special meeting of such Board, including a record of all official acts and of all warrants issued, are available for inspection by any citizen during regular office hours at the Office of the Clerk of said Carbon County School District No. 2 at 315 North First Street, Saratoga, Wyoming.

s-
Jim Larscheid
Chairman, Board of Trustees
Carbon County School District No. 2

Published 12-29-2010
Saratoga Sun
12-24-2010
Daily Times

ok
to schools
posted @ C.O.
to D. Times
to Sara Sun
+ website

B. **Principal Reports/Special Education Report**

IX. **UNFINISHED BUSINESS**

A. **None at this time**

X. **ITEMS FROM THE BOARD**

A. **Appoint Board Salary Committee**

B. **Review Board "Expectations"**

XI. **AUDIENCES**

XII. **CONSENT AGENDA**

Any item on the Consent Agenda can be removed from this agenda by any Board Member or person in the audience – No Items for the Consent Agenda

XIII. **NEW BUSINESS**

A. **Permission to submit grant applications to CCSD#2 Recreation Board**

B. **Consider the following 2011-2012 school calendars:**

1. **Encampment K-12**
2. **Saratoga Middle/High School**
3. **Saratoga Elementary School**
4. **Hanna, Elk Mountain and Medicine Bow Elementary Schools**
5. **H-E-M Jr/Sr High School**

C. **Consider new Policy Regulation *GDBC-R1 – Classified Staff Tuition Reimbursement* (Page 6)**

D. **Consider 710 form to replace the old phone system at Central Office (Pages 7-8)**

XIV. **SET NEXT MEETING DATE**

A. **<u>Wednesday, February 16, 2011</u> at 4:00 p.m. at the Central Office in Saratoga**

REMINDER: The meeting day for February and July will be on the 3rd Wednesday.

B. **Consider date in February for Board Work Session to review Board Governance Policies - Wednesday, February 2nd – to begin at 6:00 p.m. and end at ?**

Several Board Members who attended the WSBA new Board member training really enjoyed it and felt it was a good learning experience. Janice Peterson attended the great CPI training and feels this should be provided to all district staff. Mr. Patton felt all kids were very polite and well behaved at the basketball game between HEM and Encampment. Mr. Bartlett congratulated LeAnn Uhling on her Excellence in Science and Math Teaching Award and also feels the students in the district have been behaving well.

AUDIENCES:

No audience members addressed the Board.

CONSENT AGENDA:

There were no items on the Consent Agenda to approve.

NEW BUSINESS:

Recreation Board Grant Applications

Berger moved, Patton seconded, and motion carried to give the following schools permission to submit their grant applications to the CCSD#2 Recreation Board:

Encampment School (3 applications)
Medicine Bow Elementary School
Elk Mountain Elementary School
H-E-M Jr/Sr High School (2 applications)
Saratoga Elementary School
Saratoga Middle/High School (3 applications).

2011-2012 Calendars

Peterson moved, Gaspari seconded, and motion carried to approve the Encampment School calendar for the 2011-2012 school year as presented.

Gaspari moved, Palm seconded, and motion carried 6-2 with Berger and Bartlett casting a **nay** vote to approve the Saratoga Middle/High School calendar for the 2011-2012 school year as presented.

McGraw moved, Gaspari seconded, and motion carried 6-2 with Berger and Bartlett casting a **nay** vote to approve the Saratoga Elementary School calendar for the 2011-2012 school year as presented.

Peterson moved, Patton seconded, and motion failed 3-5 with McGraw, Gaspari, Palm, Berger and Bartlett casting a **nay** vote to revise the Hanna, Elk Mountain and Medicine Bow Elementary Schools 2011-2012 calendar to coincide more with the H-E-M Jr/Sr High School's calendar primarily regarding Christmas break.

Berger moved, Gaspari seconded, and motion carried 7-1 with Patton casting a **nay** vote to approve the Hanna, Elk Mountain and Medicine Bow Elementary Schools Calendar for the 2011-2012 school year as presented.

Peterson moved, McGraw seconded, and motion carried to approve the H-E-M Jr/Sr High School calendar for the 2011-2012 school year as presented.

Berger moved and motion failed due to lack of a second to re-discuss the Saratoga Schools 2011-2012 calendars.

New Policy Regulation

Patton moved, Peterson seconded, and motion carried to approve the new Policy Regulation *GDBC-R1 – Classified Staff Tuition Reimbursement* on the first and only reading.

Saratoga PTO

Monthly Meeting

Tuesday

March 8, 2011

6 pm SES Lunchroom

Hope to see you!

Talked about the calendar for the 2011/12 school year

Jenny Jacobsen
PTO, President

Parent Advisory
1.11.2011

- MAP Testing - Interpreting the results
- Interventions – Stimulus money for student specific
- Alternative Schedule --?????
- End of Semester – Standards Based Reporting on BOE
- Letter to all Juniors and Seniors on Progress on Standards BOE reporting and the new look of PowerSchool Standards

Newsletter

2.01.2011

From the desk of Mr. Uhling:

Thanks to all the parents that came to our Bully Proofing Your School night on January 27th at the community center. Your participation was greatly appreciated and enlightening. Our school will be initiating this program over the next couple of months and we will continue to have contact with you through meetings and our newsletter as to how we are progressing.

Your high school student should have received a progress report on standards along with their traditional report card. On **February 15th** at **6 pm the Parent Advisory Committee** will meet and I will be presenting an overview of the Standards Report Card. Please plan on attending so that you understand where your student is on their progress towards graduation. We will be discussing a opportunity for students to participate in the Congressional Award National program and the proposed school calendar. Please mark this date on your calendars.

Thanks for the annual support of the Booster Clubs cheesecake auction; the money raised will continue to support our teams in their travels across the state. As always, please contact us with any concerns or questions. 326-5246 or luhling@crb2.k12.wy.us

Mr. Uhling
Principal SMHS

YAHOO! MAIL Classic

received 1/11/2010

calendar

Monday, January 11, 2010 12:30 PM

From: "Bob Gates" <bgates@crb2.k12.wy.us>

To: "Bob Gates" <bgates@crb2.k12.wy.us>, "Bob Patton" <rpatton@union-tel.com>, "Greg Bartlett" <ghbart@carbonpower.net>, "Jim Larscheid" <JimL@refinery.sinclairoil.com>, "Mike McGraw" <smbmfa@hotmail.com>, "Peggy Hayes" <cccchayes@hotmail.com>, "Robin Jones" <rjones@crb2.k12.wy.us>, "'Sally Wells'" <swells@crb2.k12.wy.us>, "Susan Munson" <susanmunson@hotmail.com>, "susan wallace" <swallace@saratogaresortandspa.com>, "Theresa (Reese) Johnson" <reesej@carbonpower.net>

Hill

At this last board meeting, the board requested that I visit with Administrators to see if we could come up with one calendar for the district. I did visit with them. Their first hope is that we keep their existing calendar, but they also know the importance of finding one calendar that could/would work for everyone.

Looking at high impact Fridays, they felt a 165 five day alternative calendar could work. This calendar would:

1. Everyone would have same start, end, and vacation dates.
2. Have 10 high impact Fridays—the schools in each town would decide how to schedule these days. Many of the Fridays across the district would be similar (regional and state tournaments) but there would be some variance between towns on how these days are scheduled.

Currently HEM, SES, and SMHS have a 154 four day alt schedule. Encampment has 172 five day alt schedule. HES, EM and MB have a 171 five day alt schedule.

Thoughts on the above??

Carbon CSD #2

Record of responses from stakeholders on Alternative Calendar

Written comments were received from:

92 students
14 parents and community members
3 district staff members

Student comments were 100% in favor of a four day week citing time allowed for extra-curricular activities that do not interfere with academic time and more time with their teachers rather than subs as the main reasons for their support.

13 of the 14 parent/community members were in favor of an alternative calendar. Most were interested in keeping the same schedule in their specific school and cited improved academics, better attendance, and the ability for students to participate fully in extra-curricular activities without missing classes. One parent spoke in opposition to the alternative schedule. Her family lives in a rural area and they find transportation into town for Friday activities is a problem.

The three district personnel that commented all supported alternative schedules for the same reasons both other groups were in support.

Copies of all comments received are on file with the full application at WDE.

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Johnson County School District #1

DISTRICT CONTACT: Dr. Rod Kessler

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

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

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

JOHNSON COUNTY SCHOOL DISTRICT NO. 1
ADMINISTRATION OFFICE
601 WEST LOTT
BUFFALO, WY 82834-1688
PHONE: (307) 684-9571
FAX: (307) 684-5182

April 26th, 2011

Dear Dianne,

Attached you will find the necessary paperwork on our calendar adoption. We had meetings in Kaycee and Buffalo at public board meetings. In addition there were surveys and several smaller meetings with public and staff input.

Students will benefit from better teacher preparation for instruction. Teachers spend less time out of the classroom with the planned in service days meaning students receive instruction from the Highly Qualified Staff rather than substitute teachers. Teachers are trained in many state initiatives and our curriculum alignment is much tighter as a result of having staff development days to manage curriculum changes. As in the past we organize our adult learning around our calendar. We have staff development plans and school improvement plans tied to test scores and board goals of improved student achievement.

We monitor our staff development by surveys, feedback forms and ultimately look at student engagement, achievement and behavior in our schools. We use PAWS, MAP, Dibbles, Woodcock Johnson, ACT, and district exams.

We are requesting to continue with our adopted calendars for both sites and asking for a two year waiver. Our school days have not changed so our meeting of time standards has not changed. If you have any questions please feel free to contact our office.

Thanks for your reminders!

Sincerely,

Dr. Rod R. Kessler

Dr. Rod R. Kessler, Superintendent
Johnson County School District

Regular Meeting, Board of Trustees
Johnson County School District #1
Kaycee K-12 School
Monday, March 28, 2011
Regular Meeting 6:00 p.m.

ITEM	SUMMARY/JUSTIFICATION	RECOMMENDED ACTION
I. Call to Order – Pledge		
A. *Roll Call.*		
General Reports:	Kaycee presentation by Mr. Maynard & Mr. Humble; BHS general report by Mr. Bourgeois; Mr. Kitto; Mr. Spilski; CCMS general report by Mrs. Staab; CCES general report by Mr. Anderson; MDLK general report by Mrs. Camino; Special Ed. report by Mr. O'Gan; Transportation report by Mr. Zezas; General Business report by Mr. Ramey; General staff development report by Dr. Barent; General Update by Dr. Kessler	
Public Comment.		
II. Consent Agenda	Discussion may occur on any item if requested by a member of the trustees or patrons in attendance.	**APPROVAL**
A. **Minutes*	Board will approve the minutes of the March 14, 2011 regular meeting.	**APPROVAL**
B. **Warrants*	Board will approve bill list dated March 28, 2011.	**APPROVAL**
C. *Calendar*	Board will review and approve the 2011-2012 school calendars.	**APPROVAL**
D. *Executive Session*	Board will break for an executive session for personnel.	**APPROVAL**
E. *Employment*	Board will approve employment requests including certified staff renewals.	**APPROVAL**

Other Business:
Comments from Trustees:
Adjournment.

*Support information is included in board packet mailing.

Regular Meeting, Board of Trustees
Johnson County School District #1
Administration Office
Monday, April 25, 2011
Regular Meeting 6:00 p.m.

ITEM	SUMMARY/JUSTIFICATION	RECOMMENDED ACTION
I. Call to Order – Pledge		
A. *Roll Call.*	*General Reports:* BOCES report by Mrs. Smith, NSBA report by Board members who attended; BHS general report by Mr. Bourgeois; Mr. Kitto; Mr. Spilski; CCMS general report by Mrs. Staab; CCES general report by Mr. Anderson; MDLK general report by Mrs. Camino; Kaycee general report by Mr. Maynard ; Mr. Humble; Special Ed. report by Mr. O'Gan; Transportation report by Mr. Zezas; Technology report by Ms. Gilbert; General Business report by Mr. Ramey; General staff development report by Dr. Barent; General Update by Dr. Kessler *Public Comment.*	
II. Consent Agenda	Discussion may occur on any item if requested by a member of the trustees or patrons in attendance.	**APPROVAL**
A. **Minutes*	Board will approve the minutes of the March 28, 2011 regular meeting.	**APPROVAL**
B. **Warrants*	Board will approve bill lists dated April 12, 2011 and April 25, 2011.	**APPROVAL**
C. *Bids*	Board will review and approve bids for MDLK remodel and Bus leases.	**APPROVAL**
D. *Calendar*	Board will have a final review the 2011-2012 school calendars.	**INFORMATION**
E. *Policies*	Board will review and approve policy changes.	**APPROVAL**
F. *Executive Session*	Board will break for an executive session for personnel and negotiations.	**APPROVAL**
F. *Employment*	Board will approve employment requests including classified staff renewals.	**APPROVAL**

2011-2012 Buffalo Schools Calendar

Approved 3/28/2011

JULY 2011						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2011						
Su	Mo	Tu	We	Th	Fr	Sa
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21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2011						
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OCTOBER 2011						
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23	24	25	26	27	***28***	29
30	31					

NOVEMBER 2011						
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DECEMBER 2011						
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25	26	27	28	29	30	31

Important Dates

Month	Date	Event
August	15	Fall activities begin
August	22-26	Staff only, no students
August	29	First student day
September	5	No staff, no students
September	19	Staff only, no students
October	10	Staff only, no students
October	28	End 1st quarter
November	4	Parent-teacher conferences
November	23-25	No staff, no students
December	5	Staff only, no students
December	22-30	No staff, no students
January	2	Staff only, no students
January	13	**End 2nd quarter
February	6	Staff only, no students
February	20	No staff, no students
February	24	No staff, no students
March	9	No staff, no students
March	23	End 3rd quarter
March	30	Parent-teacher conferences
April	2-6	No staff, no students
May	7	Staff only, no students
May	19	Kaycee graduation
May	20	Buffalo graduation
May	28	No staff, no students
May	31	Last student day
June	1	Staff only, no students

Schools may choose to end 2nd quarter on 12/21/11

Snow days may be made up during previously scheduled staff only days or added to the end of the school year.

Total student days = 171

Total staff days = 185

Legend

No staff, no students

Staff only, no students

JANUARY 2012						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	***13***	14
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22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2012						
Su	Mo	Tu	We	Th	Fr	Sa
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MARCH 2012						
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18	19	20	21	22	***23***	24
25	26	27	28	29	30	31

APRIL 2012						
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MAY 2012						
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JUNE 2012						
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2011-2012 Kaycee School Calendar

Approved 3/28/2011

JULY 2011						
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AUGUST 2011						
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SEPTEMBER 2011						
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OCTOBER 2011						
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NOVEMBER 2011						
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DECEMBER 2011						
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Important Dates

Month	Date	Event
August	15	Fall activities begin
August	22-26	Staff only, no students
August	29	First student day
September	5	No staff, no students
September	19	Staff only, no students
October	14	Staff only, no students
October	21	Staff only, no students
October	27	End 1st quarter
October	28	Staff only, no students
November	4	Parent-teacher conferences
November	23-25	No staff, no students
December	9	Staff only, no students
December	22-30	No staff, no students
January	13	Staff only, no students
January	13	**End 2nd quarter
February	20	No staff, no students
February	24	No staff, no students
March	1	Staff only, no students
March	2	No staff, no students
March	23	End 3rd quarter
March	23	Staff only, no students
March	30	Parent teacher conferences
April	2-6	No staff, no students
April	20	Staff only, no students
May	7	Staff only, no students
May	19	Kaycee graduation
May	20	Buffalo graduation
May	28	No staff, no students
May	31	Last student day
June	1	Staff only, no students

***School may choose to end 2nd quarter on 12/21/11*

Snow days may be made up during previously scheduled staff only days or added to the end of the school year.

Total student days = 167

Total staff days = 185

Legend

No staff, no students

Staff only, no students

JANUARY 2012						
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FEBRUARY 2012						
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MARCH 2012						
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APRIL 2012						
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29	30					

MAY 2012						
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JUNE 2012						
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24	25	26	27	28	29	30

Heidi Sanchez

From: Rod Kessler
Sent: Tuesday, March 15, 2011 10:38 AM
To: All Classified; All Certified
Subject: calendar meeting

Dear Staff,

We will have a meeting Wednesday at 4:00 P.M. to start our survey work for next year's calendar for Johnson County Schools. This will include Buffalo and Kaycee.

Normally we look at the previous year's calendar, look at important dates that need to be on the calendar for the upcoming year, survey options of interest and/or create a few calendar options, allow folks to vote on those options and then select the calendar.

If you would like to attend this meeting we will meet in the board room at 4:00 tomorrow afternoon.

Rod

School board approves 2011-2012 calendar

Taking input from over 250 community members, the Johnson County School Board reviewed and approved the 2011-2012 school calendar at its meeting last Monday.

The board approved draft one, essentially providing school district students and staff with a shorter winter break and a longer spring break.

Two drafts were developed based on the total student and staff days directed by state statute, concentrated development days at the beginning of the school year to enable staff to prepare for the new school year, and data related to student absences to determine no school days. A committee composed two draft calendars, one with a longer winter break and a shorter spring break and one opposite of that.

Members of the community, including school district staff, students and parents, were asked to choose their preferred option by going to the Johnson County School District website.

Both drafts accounted for a total of 12 days off during the winter and spring breaks, and both drafts had the same date set for the first and last day of school.

The calendar must now go to the Wyoming Department of Education for approval.

Buffalo Bulletin March 31

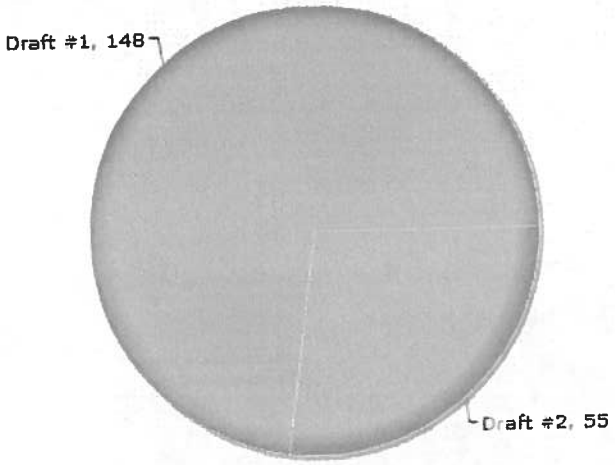
2011-2012 Calendar Poll Results

Buffalo Calendar

Demographics:

Respondent	# – %
JCSD1 staff	125 – 60.6%
JCSD1 student	13 – 6.3%
JCSD1 parent/guardian	56 – 27.1%
Buffalo community member	7 – 3.3%
Kaycee community member	0 – 0.0%
Other	5 – 2.45

Poll:

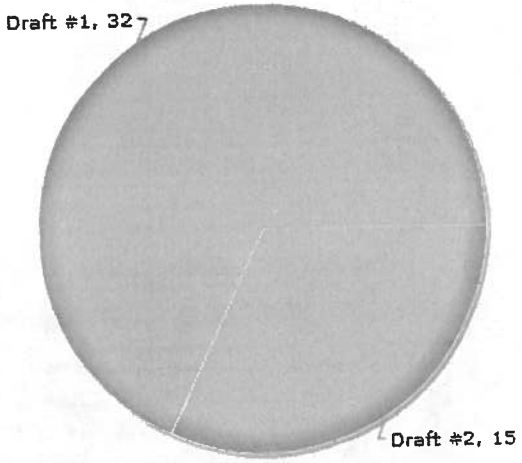


Kaycee Calendar

Demographics:

Respondent	# – %
JCSD1 staff	33 – 70.2%
JCSD1 student	8 – 17.0%
JCSD1 parent/guardian	5 – 10.6%
Buffalo community member	0 – 0.0%
Kaycee community member	1 – 2.1%
Other	0 – 0.0%

Poll:



ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

District: **Laramie County School District #2**

District Contact: Jack M. Cozort / Superintendent

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.

ITEM	SUBMITTED
Cover Letter requesting an alternative Schedule*	Enclosed
Education objectives (How will students benefit from this alternative schedule?)	Attached Page
Description of the schedule(s) and a copy of the calendar(s)	Calendar Enclosed- Start time and end times reported on Calculation Page
Method of evaluating how student learning has improved.	Attached Page
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal.	Attached Page
Copy of public comment records	Included
Length of waiver (circle one) • 1 year • 2 years	One Year Waiver Request
Evidence of meeting required hours: • Elementary 900 hours • Mid / Jr. High 1050 hours • High School 1100 hours	Calculations Provided Elementary Schools 1,069 hours Mid/Jr. High 1,1135 hours High Schools 1,1135 hours

LARAMIE COUNTY SCHOOL DISTRICT#2
PINE BLUFFS BURNS ALBIN CARPENTER
STAYING CONNECTED

LARAMIE COUNTY SCHOOL DISTRICT NO. 2

P.O. Box 489 – Pine Bluffs, WY 82082
http://laramie 2.org

Phone 307-245-4050

Fax 307-245-3561

Jack Cozort, Superintendent
jcozort@mail.lrm2.k12.wy.us
Jeaneane Parsons, Executive Secretary

Rob Bryant, Business Services Director
Brent Bacon, Special Services Director

Dianne Frazer
Educational Quality and Accountability Division
Wyoming Department of Education
2300 Capitol Avenue, Second Floor
Cheyenne, WY 82001

Dear Dianne,

Please find this letter as the request for Laramie County School District No. 2 to apply for an alternative schedule for the 2011-2012 school year. All required documentation is attached and included with this letter of request.

Laramie County School District #2 operated the current year using an approved alternative schedule. We respectfully request an extension of this approval. We have continued to discuss the options that this type of scheduled as offered the district and still find that we must seek some days for additional discussion about student learning and thinking.
The district Board of Trustees has approved the opportunity to submit the alternative schedule documents and we wait for any comments or additional requests from you or your department.

Laramie County School District #2 believes that the alternative schedule provided will be best for the staff and students of the district. Where we have adjusted from our last request we still believe that additional days for data review will be a benefit for the students.

Again, the district looks forward to your review and approval of this request.

Respectfully,

Jack M. Cozort
Superintendent, Laramie County School District #2

LARAMIE COUNTY SCHOOL DISTRICT #2

April 19, 2011 Special Meeting Agenda

Burns Jr. Sr. High School Library @ 7:00 PM

The following is a tentative agenda for a special meeting of the Board of Trustees of Laramie County School District #2, Pine Bluffs, Wyoming.

I. A. General Business

a. Recommended changes to the agenda
b. Approval of the agenda
c. Visitors / Patron Comments

II. Old Business

a. None

III. New Business: There is a request for an executive session.

a. Approve action on Petition Presented to the District
b. Approve proposed District Calendar 2011-2012
c. Approval of Head Football Coach at Burns High School
Approval of Head Jr. High Football Coach at Burns
d. Approval of Certified Teaching position for 2011-2012
   1.) Business/Technology at Pine Bluffs Junior/Senior H. School
   2.) Science at Burns Junior / Senior High School
   (May request to remove from agenda)
   3.) Elementary Certified Instructor/ Pine Bluffs Elem.

e. Approve Principal Candidate

IV. Information and Discussion

a. Review approved agreement with Kaiser and Company and other related items

V. Adjournment

Education objectives (How will students benefit from this alternative schedule?)

Last year our request for an alternative schedule included several days for Quantum Training and opportunities for staff member collaboration. We have established these work groups but still need additional time to review data results from assessments being delivered in the district. The two dates selected follow the fall and spring MAP assessment windows and will provide time for teachers to collaborate while reviewing this data.

In addition the district will be delivering initial training for the Public Education Business Coalition Thinking Strategies Program (PE+BC) and the days requested will also tie in these strategies for selected pilot classrooms. The dates can serve as times for outside developers to entered and work with pilot groups as well as pilot groups working with collaborative groups. We anticipate this to be a k-12 strategic approach for thinking and developing student thinkers.

The use of the days will provide teachers' time to review student work within the district and for assessments provided by the district and to select specific instructional remediation of enhancements for students.

The PE+BC thinking strategies will assist the district in formatting programs that increase expectations of higher level thinking for all students. We have struggled with the concepts of learning and understanding. The administration believes that this strategy will bring several other professional development ideas into focus and provide validity for those trainings. By assisting students through deeper thought processes and expecting thinking as a learning facet we can get our students prepared for college or future lives.

Approved 4/19/2011

Laramie County School District #2
2011-2012 Calendar
Pine Bluffs, WY

(Early Dismiss) 10
Teacher (10) inservice
Flex Option Days 2

JULY

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31							

AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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Add 4 Flex= 175

1st Sem Days = 95 Teacher/ 89 Student

July 4- Independence Day
January 1 - New Year Day
January 2 No School -
January 3 - Student' Day
January 13- End 2nd QTR /Dismiss Students
January16 - PD Day Staff
August 17- New Teachers
August 18, 19, 22 & 23- Staff Day Training (CCSS)
August 22 - District Program, RTI, Rules Review,Sped
August 24-26: 1st Student days 1/2 day (26 All Early)
February 6- Staff (CCSS)
February 20 - President's Day
September 5 - Labor Day - No School
March 1 - No School
March 2- No School
March 22- End of 3rd Qtr- Early Rel
March 23- Spring Parent Teacher Conf
April 5 Early Dismissal
April 8 - Easter Day
April 6th - April 9- Spring Break
April 10- PD Staff/ No Students
October 21- Flex Day/ Grade Collaboration
October 28 - End of 1st Qtr.
November 3rd- Early Dismissal PT Conference
November 4 - PT Conf. No Students
November 11- Veteran's Day
May 11-Flex Day/ Grade Collaboration
November 24-Thanksgiving
November 23-25-Thanksgiving
May 24- Student Early Diismissal
May 25th- Teacher PD Close
May 29th- Snow Make Up w/ Option
December 21- Early Dismiss All
December 22 -31 (No School)

1st Qrt: (51) Teacher Days (46) Student Days
2nd Qrt: (44) Teacher Days (43) Student Days
3rd Qrt: (47) Teacher Days (44) Student Days
4th Qrt: (43) Teacher Days (40) Student Days
Total: (173) Student Days (185) Teacher Days

JANUARY

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FEBRUARY

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26	27	28	29				19

MARCH

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APRIL

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29	30						18

MAY

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20	21	22	23	24	25	26	19
27	28	29	30	31			17

JUNE

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17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

No School/Holiday

2nd Sem Days = 90 Teacher/ 84 Student

PROPOSED SCHEDULES (Times are Drafts)

For Schools in Laramie County School District #2

Secondary Schools (7-12): Burns and Pine Bluffs

7:55	1st Bell
8:00	Class Start
11:30	Lunch
12:05	Afternoon Starts
3:08	Day Completed

6 Hours 33 minutes

Elementary Schools (k-6): Albin, Burns, Carpenter, Pine Bluffs

8:05	Classes Start
11:05	Lunch
11:35	Classes Start
2:58	Day Completed

(Less 30 minutes Recess)

5 Hours 53 mins

EVIDENCE OF MEETING REQUIRED HOURS

August 17, New Employee Training- IF Directions and C&I

School Starts for Staff August 18, School Last Day for Staff May 25th.
School Starts for Students August 24th, School Last Day for Students May 24th.

Time Calculations

Junior High and High School Times
Overall hours from 7:55 AM to 3:03 PM= 7 hours 8 mins or 7.13
175 days minus the 2 flex days = 173 days
Lunchtime removed from school day = 6 hours 43 mins or 6.72
No passing time exceeds 5 mins in the school day at either High School
173 days X's the full time percentage of 7:55 AM to 3:03 PM = 6.72
173 days minus the 10 early release days = 163 days
163 X 6.72 = 1,095.36 hours
10 Early Release from 8:00 AM to 12:30 PM = 4.0
10 X 4.0 = 40.0
Total = 1,095.36 + 40. = 1,135.36 or **1,135 hours and 21 mins**
173 days of student contact

Elementary time 8:05- 2:55.
Overall hours from 8:05 AM to 2:55 PM = 6 hours 50 mins
173 days X 6 hours 50 mins (less 30 mins lunch) or 6.33 = 1,095.09 hours
163 X 6.33 = 1,031.79
10 X 4 = 40.0
Total = 1,071.79 or **1,068 hours 47 mins**
173 days of student contact.
Lunchtime removed from school day =30 mins

Method of evaluating how student learning has improved.

We now have several MAP terms to build into our district portfolio. In addition the student data files contain multiple strands that encompass information from school, classrooms, and the district. As a starting point with the PE+BC process we will set baseline data. The introduction of the eight (or nine) thinking strategies will be completed slowly to the students. This surface delivery can potentially provide some immediate information when it is related to the classroom expectations and some assessments, this will include PAWS responses. From this point the district will review these scores for any quick checks of data and change. During the late summer of 2012 we know we have some data to inform ourselves on student learning progression. We will have PE+BC training to the staff by the end of August. Administrators will anticipate noting some forms of this learning delivery over the first three quarters of the school year but deeper training and specific knowledge depth will be slowly increased through training with Math teachers (June), Science teachers (Spring 2012), Pilot Teachers and Instructional Facilitators (Fall 2011). The two core classes will be noting all improvements through notebooks and on the PowerSchool reporting systems. The core groups will also meet at regular intervals to discuss student progress or potential roadblocks.

ADVERTISEMENT FOR A PUBLIC MEETING

CALENDAR PROPOSAL FOR 2011-2012

You are invited to offer information or opinions concerning the proposed 2011-2012 school district calendar on:

Tuesday, April 26, 2011

Burns Junior / Senior High School

School Commons

6:00 PM

Or On

Thursday, April 28, 2011

Pine Bluffs Junior / Senior High School

School Commons

6:00 PM

COMMUNITY NOTES FROM:

April 26th and April 28th

The meetings were advertised by placing a flyer on the doors of all public school buildings. The request was to place at least one flyer on each door of public entrance of exit of the building.

On April 20th the web site administrator was advised to placed a copy of the flyer for public announcement and review. In addition to this announcement a link was developed so the public could see a copy of the calendar as proposed.

On April 19th, 2011 the Board of Trustees held a public meeting with action on the proposed calendar. The Board announced that meeting an web site placement on and for the calendar would be completed with approval of the calendar.

The Meeting on April 26th notes that one community member attended the meeting. Their comments were a concerned that the calendar as developed placed a vacation time over the state music program. We noted this and will work to provide the most acceptable process possible to consider these students and these teachers.

The Meeting on April 28th notes that no community members attended.

Laramie County School District #2
2011-2012 School Calendar

Tuesday, April 26, 2011
Burns High School Commons
6:00 p.m.

Sue Desselhorst

Coleman Love
Brooks Hoffman
Carissa Will
} Forgot to sign BLB

Brent Bacon, Director of Special Services

Laramie County School District #2
2011-2012 School Calendar

Thursday, April 28, 2011
Pine Bluffs High School Commons
6:00 p.m.

Brent Bacon, Director of Special Services

Calendar Comments:

BHS.

Music Festival Mon + Tues of Easter Break is this
Resolved in new calendar.

PBHS.

No Comments

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Lincoln #2

DISTRICT CONTACT: Amanda Welch / Jon Abrams, Supt.

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	✓
Education objectives (How will students benefit from this alternative schedule?)	✓
Description of the schedule(s) and a copy of the calendar(s)	✓
Method of evaluating how student learning has improved	✓
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	✓
Copy of public comment records	✓
Length of waiver (circle one) • 1 year • 2 years	
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	1141.25

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

Lincoln County School District #2

P.O. Box 219 Afton, WY 83110 • 307-885-3811 • www.lcsd2.org

Jon Abrams - Superintendent

April 13, 2011

Dianne Frazier
Wyoming Department of Education
202 Grand Avenue, Fifth Floor
Laramie, WY 82070

Dear Ms. Frazier:

This letter is to make formal application to the State Board of Education for permission to use an alternative calendar for Star Valley High School for the 2011-2012 school year. Public meetings were held on January 10, 2011 and March 8, 2011. Comments were received from an online survey. Those comments are attached.

We have attached the supporting documentation requested by the state.

I submit this request for approval of the alternative schedule for Star Valley High School in Lincoln County School District #2 for the 2011-2012 school year.

Thank you for your consideration in this matter.

Sincerely,

Jon Abrams
Superintendent

Lincoln County School District #2

P.O. Box 219 Afton, WY 83110 • 307-885-3811 • www.lcsd2.org

Jon Abrams - Superintendent

April 28, 2011

Dianne Frazer
Wyoming Department of Education
Hathaway Bldg., 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Dianne:

This letter serves as notification of our intent to continue the 4-day week with our Cokeville schools for the 2011-2012 and 2012-2013 school year.

Per the approval of the State Board of Education on June 23, 2009 we submit this intent. The four day week serves Cokeville schools well and our hope is to continue with it in the future.

Sincerely,

Jon Abrams
Superintendent

Objectives

The main benefit to students will be increase academic instruction time between students and their highly qualified instructors. A secondary benefit of this schedule is that students will be able to get increased academic support in after-school tutoring and Friday school.

In addition to ongoing academic support, students will be able to begin the credit recovery process at the completion of each quarter instead of waiting to recover credits during summer school in June, which is often many months after the content was initially presented.

- Provides a systematic remediation program for all students.
- Provides enrichment opportunities for all students.
- Provides a means for students involved in middle school activities to get home an hour earlier in the evenings.
- Provides a means for increased instruction time between qualified/certified teachers with students at the secondary level.
- Provides secondary students an additional class choice per semester.

Star Valley High School Schedule

- 4/5 day week
- 164 contact days with students
- Students will start Monday, August 29 and end Thursday, June 7 the same day as the middle school and elementary schools
- Remediation and credit recovery on Fridays

Five period day - 4 alternating blocks with 1 daily skinny (early lunch)

- 1st 8:10-9:31 (81 min.)
- Passing 9:31-9:38 (7 min.)
- 2nd 9:38-10:59 (81 min.)
- Passing 9:31-9:38 (7 min.)
- Guided Reading 11:06-11:27 (21 min.)
- Lunch 11:27- 12:07 (40 min.)
- 3rd 12:07-1:28 (81 min.)
- Passing 9:31-9:38 (7 min.)
- 4th 1:35-2:56 (81 min.)
- Passing 9:31-9:38 (7 min.)
- 5th (Skinny) 3:03-3:45(42 min.)

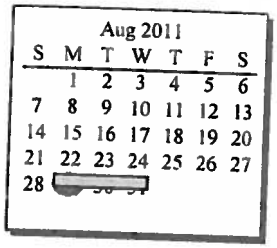
Sample of Skinny Classes

Select Orchestra
Study Skills
Weight Training
Introduction to Speech
Wyoming History
Technical Theater
Economics
Comp Science
Science competition
Newspaper
Advanced Art
Graphics Multimedia
Science Bowl Prep
Drafting I

Child Development
Sport Skills Development
ACT Prep /Science
Frosh House
Woods I
Acc or Reg Eng I
Reading Group (Low)
Alg II
Psychology
ACT English
Pre Cal. College Algebra
Literacy Lab I & II
Creative Writing Poetry for college credit
Musical Rehearsals

Lincoln County School District #2

2011-12 (Pending WDE Approval)



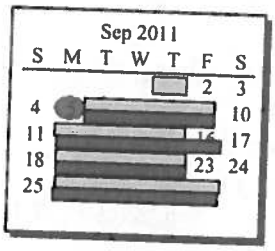
August

29 School Begins- SVHS

September

5 Labor Day

6 School Begins SVMS and Elementaries



November

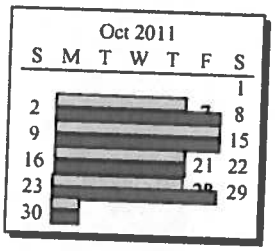
24 -25 Thanksgiving

December

23 -January 2- Christmas and New Years

February

20 Presidents Day



April

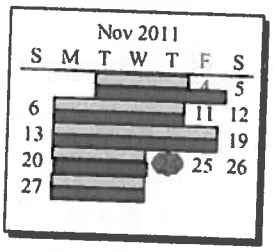
2 - 6 Spring Break

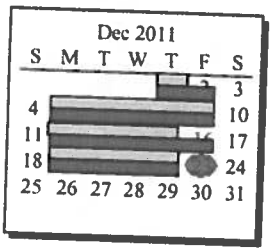
May

28 Memorial Day

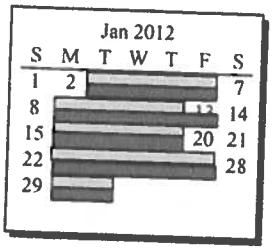
June

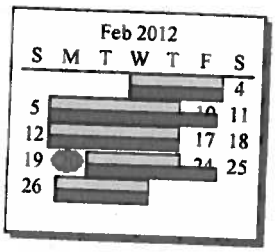
7 School ends

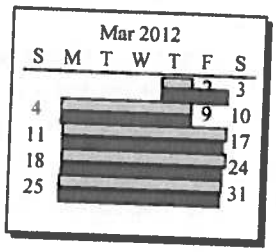


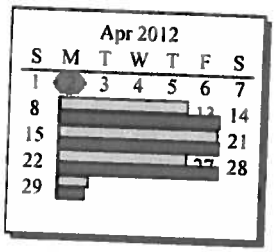


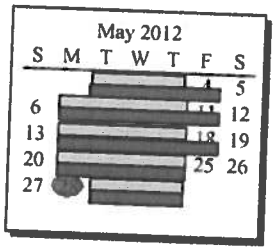
Yellow= Star Valley High School- 164 days

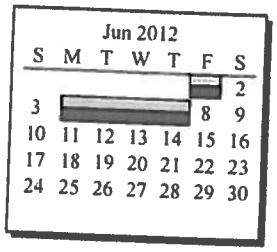


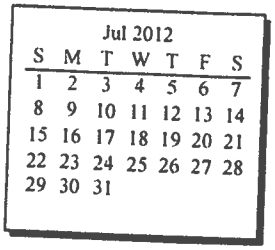












Updated 4/6/11

Evaluation

The effectiveness of the calendar will be evaluated in one year. Components of the evaluation will include:

- Contact time between teachers and students
- Attendance
- Discipline Referrals
- Student Achievement
- Summer School Numbers
- Survey of Stakeholders

We will look at academic progress in pass/failure rates and academic testing data. Possible data sources include: grades, common assessments, Gateways, PAWS, college credits awarded, AP credits awarded and other data sources which may be available. We will also track ACT, PLAN and other data trends even though this data will not represent the same cohort group, but will show trends over time.

Board Agenda

February 10, 2011 6:30 p.m.

District Office

I. **Call to Order and Invocation**
II. **Executive Session**
III. **Pledge of Allegiance and Adopt Agenda**
Action needed- Motion to adopt agenda
IV. **Recognition**
V. **Delegations/Reports**
A. Report from Star Valley Middle School
B. Monthly Financial Update
C. Differentiated Calendar Report
D. Supt. Report on Graduation Rate
VI. **Facilities Update**
A. Afton Elementary
VII. **Board Informational Items** (No Action Required)
A. Enrollment
B. Board Retreat 2011
C. Resignation of Board Member
D. Summer Projects List
VIII. **Correspondence**
IX. **Public Comments**
X. **Consent Agenda**
Section 1
A. Approval of minutes of January 13, 2011 meeting
B. Approval of minutes of January 20, 2011 meeting
C. Purchase of Flags
D. Payment of Bills
Action needed- Motion to approve consent agenda- Section 1
Section 2
A. Personnel
Action needed- Motion to approve consent agenda- Section 2
XI. **Policies**
XII. **New Business**
XIII. **Action Item Re-cap**
XIV. Next Meeting- March 8, 2011

Board Agenda

March 8, 2011 6:30 p.m.

District Office

Public Hearing on Proposed Differentiated Calendar- 5:00 p.m.

I. **Call to Order and Invocation**

II. **Executive Session**

III. **Pledge of Allegiance and Adopt Agenda**
Action needed- Motion to adopt agenda

IV. **Recognition**
- A. Special Olympians
- B. Prudential Spirit of Community Award- Colt Rauterkus

V. **Delegations/Reports**
- A. Report from IT Department
- B. Report from Director of Instruction Mark Taylor
- C. Monthly Financial Update
- D. Supt. Update on Goals

VI. **Facilities Update**
- A. Afton Elementary

VII. **Board Informational Items** (No Action Required)
- A. Enrollment

VIII. **Correspondence**

IX. **Public Comments**

X. **Action Items**
- A. School Differentiated Calendar
- B. Road by Star Valley Middle School

XI. **Consent Agenda**

Section 1
- A. Approval of minutes of February 10, 2011 meeting
- B. Payment of Bills
- C. Approval of reading book for Osmond Elementary

Section 2
- A. Personnel

XII. **Policies**
- A. BDDE- Quorum- Rules of Order
- B. JFC- Student Conduct
- C. LB- Home-based Schools

XIII. **New Business**
- A. Consideration of process for appointment of new board member

XIV. **Action Item Re-cap**

Next Meeting- April 14, 2011- Cokeville

Schedule for March 8 Board Meeting LCSD#2

- **5 p.m. Public Hearing on Proposed Differentiated Calendar**
- **6:30 p.m. Board Meeting/ Executive Session Begins**
- **Public Session of Board Meeting will begin after Executive Session**

School Calendar On-line Survey Results

Q1. Have you had an opportunity to view the presentation on the proposed differentiated school calendar?

Answer Options	Response Percent	Response Count
Yes	92.4%	291
No	7.6%	24
	answered question	315
	skipped question	22

Q2. Please check the grade levels in which you have students.

Answer Options	Response Percent	Response Count
K-6	54.5%	171
Middle School	30.6%	96
High School	47.8%	150
No students enrolled	17.8%	56
	answered question	314
	skipped question	23

Q3. Will you support a differentiated calendar for students in Star Valley?

Answer Options	Response Percent	Response Count
Yes	64.5%	198
No	35.5%	109
	answered question	307
	skipped question	30

Q4. Please make any comments in regards to the school calendar.

Answer Options	Response Count
comments	220
answered question	220
skipped question	117

Responses left by those who would support the calendar (112)

- However I am strongly against any plan to get rid of spring break. I feel it is important that families have a break during the spring term to be together. I would be against a differentiated calendar if it meant not having a spring break.
- I appreciate the focus on what is best for kids in regards to their education. It is my responsibility as a parent to handle the non-school time. It will be different but change can be good. It all matters how we embrace it.
- If there's a quantitative need to do so, let's do it. If the need is there in the high school but not the other schools, only they should make the change.
- Anything to help students. Alot of extra time, effort and money is spent to help our special ed, students, which should happen. Now we have a chance to help another group of students, and I think it has merit.
- The main focus should be what is best for kids. At the middle school we have found that our teaming time spent cooperatively working with our students is very critical and has been a tremendous benefit not only in their academic progress but in resolving behavioral issues. Thanks
- What kind of trouble is it going to xcause for younger students when they have to go to school and their olders brothers and sisters don't have to. It might cause some trouble for parents.
- I think there are some great ideas for this calendar. I especially like the MS students getting out earlier and the opportunity to have 4 day as much as possible to relieve activities at the HS. I would like to see us wait another year to spend more time researching possible ripple effects in other areas before rushing into something new. Thanks for being forward-thinking and willing to make a change if needed.
- I have heard the argument that if it isn't broken what are we fixing. I would counter that any entity (in health care, education, government, private sector) that is a leader in its field is never satisfied; it is always looking forward to the future and making changes and adjustments to be the best. I would also point out that it is my understanding that these changes are proactive based on identifying ways to improve. This is refreshing as most other schools across the nation are forced to be reactive in making changes due to their financial cuts and concerns. So I support this because I feel that I live in a school district that is always challenging itself to be a leader in Wyoming and to be the best at meeting our country's future needs.
- I like the current proposal with starting after labor day and ending in June.
- This is a well thought-out plan that seems to address the needs of students on several levels. As a long-time member of this community, I feel I have a fairly good grasp of the things that are valued pertaining to educating our young people. I feel this plan allows us to emphasis what we always have, while at the same time responding to the increasing demands being placed on our students and their teachers. My hope is that when the decision is made regarding this plan, more weight will be given to the opinions of those who made the effort to educate themselves on the subject, and less to those who are motivated more by personal agendas or fear of change.
- This calendar is not just to benefit students that are involved in activities, it will also benefit students that are in school on Fridays with half of their teachers gone and classmates due to activities etc. With this new schedule, all students will have a win-win situation by either not missing classes and get behind and have days of quality education not just "busy work" days due to subs and low attendance. It should also be a great incentive for students to maintain good grades so they do not have to come to school on certain Fridays and those that want the extra help can come so that they stay on top of their grades. This is what is best for the students at Star Valley High School.

- I think another way we could have teachers with students more is cutting down on staff travel to faraway conventions. I see little good that comes back and seems like a paid vacation for staff and spouses.
- I teach elementary and have a high school student. I have no problem with having different schedules.
- Newspaper report of elementary students going into June and beginning in September sounds great.
- Please do not adopt 2 different calenders. I think it would be better to have 1 schedule that all schools were on. The four day schedule is great for students and families, but let it be a true 4 day schedule (like Cokeville). Cokeville has proven that it is an effective calender and their community loves it! The elementary / Middle School calender appears to be well thought out and in the best interest of the students. The High School schedule looks confusing and there is too much unclairity about how the Fridays would work for both students and staff. In summary, I appreciate the efforts of the district to make a new schedule. It is needed. My opinion is a true 4 day schedule (exactly like Cokevile) is the best. The second best option would be a five day calender getting out of school a little earlier in the day like the elementary / middle school calendar proposes. Only 1 schedule for the district please! Thanks.
- Fo the SVMS I like what Mr. Cazier plan is. Becauce it will not hurt my hours and retirement
- I'll do whatever it takes to ensure student success. I believe the best possible schedule for students is the one we currently have.
- Elementary students are dropped off before 7:30. Who should supervise these students? Reducing the number of school bus stops is a good idea.
- Any change will be an adjustment. Utah schools do this type of "track" system where HS kids are in one session and their siblings are different. If they can do it, we can too! Good luck, Jon. You are working so hard at this!
- I think the administrators have considered many issues and have tried to address these in the most beneficial way for students and employees. I think we have tremendous schools and great leadership in our district. Thanks.
- I would be willing to try it and see if it would benefit the students academically. Change can be hard, but it can also be great!
- I think we should all do the same schedule.
- I think it sounds wonderful! Let's try it.
- I would also like to see the district consider switching to the 4 day week for K through 8 in the future.
- We (my wife and I) don't see that it makes a difference. The bus routes and times stay pretty much the same. I work at the High School but have Students in the Elementary and eventually the Middle. We don't have an issue with my kids being on a different schedule than myself. My wife agrees and is excited about what is going on for all involved. We appreciate the concern the Elementary schools are doing and agree. We recognize what the high school is trying to do and agree. We have phenomenal staffs in all buildings. We feel they are putting kids first as a whole. I know there may be concern with the staffs not being fair in regards to time with the high school off on many Fridays but to us the question is not about teachers but students. What is best for them? Take the teachers out of the equation all together. We think the calendar as it is for all schools is being presented because that is what is best for all students in their respective schools. We also believe most if not all teachers are on board with this and are acting and voting for what is best for the kids in their buildings. We appreciate change and forward thinking. We appreciate we have latitude to do so and in the end we are in full support. We are anxious to make this happen.
- I believe (even though I don't have children in the system any more) it would be best to have consistency between all schools.
- In the end, i am a supportive person, even if I disagree.

- Whatever is best for students is what I support.
- I do worry about how to keep my high school student doing productive things on days when I have to work at the elementary. In a couple of years I will have two kids at home on Fridays with no supervision while I work.
- I would like to see svms on the same schedule as svhs
- No matter how you slice it the kids will have less time in school classes. That is just not a good thing.
- I really like the thought of going 5-day with the elementry. 8-2:30 here and remediation time, would help alot of kids plus get home by 5:30, wow! good things could happen..... Thanks for your time and concern with this, appreciate you.
- I really do worry about less instructional time for High School students.
- I would support the proposal of starting in september and ending in June. I feel that all of the schools should be on the same schedule for the best of families
- If possible please start and end all schools on the same day. Also try and shorten spring break. It only helps those who have the financial means to leave the valley, lets shorten it and shave off a couple those June days.
- I feel the 5 day calendar with students out at 2:30 is the best for students.
- I think it is in the students best interest at all grade levels.
- If a differentiated calendar is truly what is best for students in SV I absolutely would support it, but years of this being discussed has not proven it is what is best for ALL students. I'm also concerned with the earning potential a 4/5 schedule takes away from those who depend on substitute teaching as a means of income. I will support what is decided by administration in my school and or district as I no longer have students in school in SV.
- Life changes, we adapt. The end. :-)
- I think this is a valid proposal that will help the students stay caught up on grades. The Fri school will give sudents one on one time with teachers.This is a win win idea.
- I would like to see all students have a 4 day week.
- Today is Friday. One of my classes had 8 students missing out of 22. Shifting instruction time from Friday to the rest of the week is absolutely essential. Anyone who cares about student learning and stress levels at the High School should be interested in a calendar that helps students better deal with Friday activities.
- What about the working parents.....leaving kids alone on Fridays, is that a good idea?
- I love this Calendar!! Lets do it!
- I feel that as long as we are not taking away summer vacation, the proposed schedule would work. However, I do see several elementary students being absent on days that older siblings in high school have off.
- Bussing is a concern. Students arrive at school in Thayne by 7:28 am. We have student contact from 7:30 to 8:00, but we cannot count it as contact hours. Many already question why students are here that early. I think with the new proposal this will make this current concern even greater. Also, I feel that the length of a school day is one dimension of a kindergarten experience. Another dimension is the kindergarten curriculum and if it is developmentally appropriate. I worry that, in lengthening the kindergarten day that administrators will require more of these 4, 5, & 6 year olds. The kindergarten curriculum is already like what a first grade curriculum used to be. Children differ in experiences and background, they do not learn the same things at the same time or in the same way. Quality is what we should focus on, not quantity. Sometimes I think that as educators we loose sight of our beliefs, philosophies, and values and get caught up in the unrealistic realities of having 100% of our students proficient by 2014. Like most challenges it requires multiple initiative: administrators, teachers, developmental curriculum, students, and parents - each one instrumental in achieving success. My hope in lengthening the kindergarten day is to bring back true kindergarten activities that we have done away with because of the push in

academic rigor. I would hope that this will be addressed with kindergarten teachers about what our curriculum and expectations are going to be with this new proposal.

- I believe this will help a lot of students who do extra curricular activities at the high school. I believe we must try it to see if it works. I tire of having only half the class of students on Friday afternoons. It takes a lot of work on my part and the students part to catch them up after their absence.
- How do standardized test scores of elem. students currently on a pure 4-DAY week compare with those who are not? Would districts in or out of the state currently on 4-DAY week even consider going back to something else? This question applies to faculty, parents and students.
- I am enthusiastic about the school calender running through the beginning of June and resuming school after Labor Day as we are in a particular climate and this allows students and families to enjoy "real" summer. I am less enthusiastic about kindergarten students attending school until 2:30 daily (as my son is about to start in two years' time). In addition, I am concerned about scheduling differences when my two children are in different grades (thus affecting their return time to school), but I see no other satisfactory schedule for the high school. I would in no way support (as some have spoken of but which the school has not proposed) doing away with spring break or shortening winter vacation.
- Even though I will support the new calendar, concerns are in the following areas: 1. Elementary and high school students are going to be on different schedules. I feel that k6 students will miss more days because others have it off. 2. We are not significantly different than Cokeville. If it works there and is supported, why didn't we look at a 4 day schedule for all grades. Other school districts our size are having success. 3. High school events need to be planned around the Fridays that we don't have school. In looking at the calendar, some Friday's that we attend, some of the teams are out of town then. 4. I am concerned that periods are already too long in the high school. No matter how good of a teacher you are, it is very difficult to keep students engaged the entire time. 5. Most people cannot take their families on a major spring break. Cut the spring break down to Thursday, Friday, Monday and eliminate 3 days on the end of the calendar. This allows students to be more competitive for summer jobs. Most kids work. They need as much time as possible.
- I would be a bit concerned about the students that already struggle with absences. If the Fridays that they are asked to be in school until 12:00 count as absences (which I think they should) I can see many of the already struggling students thinking they are getting the short end of the stick and just refusing to go on Fridays and lose credits because of absences. I am no saying that is a valid excuse - I just see it happening. If they do go and get the help they need I can see it being a great tool. There will need to be clarification and consistent enforcement from the beginning to make it work. If everyone does their part the change could be a good way to help all students.
- Although I support the differentiated calendar, I wonder if attendance will be impacted since families will have children at different campuses. I also would like to know how the remedial block will be taught. Will students be required to attend? How will students be identified? Is there a standard curriculum being used at each grade level/ subject? Will there be daycare available for siblings that are not identified but ride the bus with older children? How will progress be monitored? Will bussing be changed? How will these changes impact pick up and drop off times? Thank you for listening.
- I support anything the school decides to do. Thanks to everyone that has worked on the calendar.
- There are still several issues that have not been clearly outlined. I would like to see the details before we set everything in stone. Ex...how the remediation/enrichment time will work in the elementary schools
- I think this is a great idea for secondary students. I support it 100%.

- I think it is a great idea for just the high school students because of sports, and not just bring in the other schools because I don't think it is best for the MS and Elem.
- This is by far the best option for our students. Change is frightening; however, it is necessary for improvement!
- It is better for high school students because of activities.
- Not sure two different schedules is the best solution for families that have children in two or three different schools
- I think a priority prior to adoption should be trying as best we can to determine if parents will support us in keeping their children later several days a week at the elementary level for tutoring. If they won't give us their support the changes we are making will be for naught. If they will support us the calendar change will be a success. I just cancelled my third tutoring session this year because three of the four students' attitudes towards the tutoring is so counterproductive. I utilize game formats and make it fun, but they are not "school creatures" and really hate being asked to be here beyond the school day.
- Make sure the bus schedules will truly work out. Please test the routes before hand. Thank you! However, you will never please everyone. Good luck!
- I think it sounds efficient.
- I will do whatever is best for the district and the kids.
- I'd prefer that all students were on the modified 4/5 day calendar. What is good for the high school is also good for the elementary. I think absences will increase on Fridays at the other schools
- I think it would benefit all. Remediation would also be a great asset to a differentiated calendar. It would benefit students involved in extra-curricular activities as well. I also believe it would cut down the absences too.
- I feel that if I did have kids in school, I would not like them to be on different schedules. That is one of my concerns with the new calendar.
- If the state adds 5 days to our school year I would like to add them in June and still start after Labor Day for Elementary/Middle School.
- I have concerns about how this will affect SVHS after school programs. Will students in those be able to start those during the proposed "skinny" class? That would be nice. How will that affect teachers/coaches? Thanks.
- Try and start all the schools at the same time and take a look at shortening spring break so that we do not have to go so long in June. Spring break is really only for those who have the financial means to do so.
- I am pleased that you are keeping the elementary and middle school to five days. I was really worried when four days for elementary and middle school was being considered.
- Sounds great. We need remediation time. Let's do it!!
- I strongly support going a week into June (which is usually bad weather) in order to have an extra week off in sunnier, warmer August. Still hope you keep a week Spring Break.
- Starting school after Labor Day is an excellent idea. I like the extra Friday a month for family time or appointments.
- I think it is a great idea, and especially for my kids because they are involved in sports and miss a lot of school because of it and are constantly making work up.
- It would be nice if the change could be made so kids wouldn't have to play catch-up on work when they get home from sports trips.
- Shorten Christmas and spring break and bring the end day of the school year back to before Memorial day.
- I believe that this calendar is great for High School students. It would allow for discipline on fridays and also would benifit those who are envolved in activities. The downside might be if the elementary schools were to adopt the same schedule it could cause working parents

some challenges but for the High School I believe that it would better serve our students needs than what we presently offer.

- bussing is my main concern
- It would be helpful for parents if all children, regardless of age, attended school on the same days and the same times.
- I am concerned that teachers will not be given time to prepare for the remediation time with their students. I am worried that students and teachers will get more burnt out than they already are. I think we need to systematically include provisions to prevent this...playtime/social skills in K-1, movement and music in all grades, continue Fresh Fruits & Veg program, etc...I think we need to have a date set(1yr, 2yrs?) to evaluate the calendar including-family reactions, student/teacher experiences, and test/growth results.
- We need to do what is best for students.
- Sounds good.
- IT's a great idea. It will benefit the High School students and the Elementary and Middle school students will do better with the proposed 5 day. It's a Win-Win.
- Having additional time for students to receive help will be beneficial.
- I think the proposed differentiated calendar is great. I would prefer to have the start date early and get out earlier. Start Aug. 15 and get out in May. I would also like the spring break shortened by three days. Have the thursday and friday off. I am in full support of the proposed calendar.
- Aides are just as important to the class - keep them, a teacher cannot do it all. Take the program to the Lower Valley areas, save kids that bus ride.
- Friday at risk kids are a concern, it shouldn't take too long before we see them tank or if it works for them - neighbors are not always around and the community helps those they know. Your aides are important in the classroom also, you need to keep them.
- I think that when teachers are gone that the students do not get adequate instruction. I think that when students are gone that they have a hard time making up course work. Most activities are on Friday, and this schedule makes sense because so many students are involved in activities.
- I have a student who quit an activity due to the difficulty in keeping up in classes. I think that high school is harder now more than ever. With such high expectations and so much testing it is difficult for students to keep up when they are gone with activities. I think that the school needs to change according to the changes in the difficulty of the classes. This change is a logical solution to help students keep up their grades and be in activities.
- I'm not sure extending the day for those students who need interventions is the best in the young elementary. They are usually tired and "done" by the end of the day now as it is. There definitely should NOT be less time for Music and/or PE of the 1st through 3rd grade students - to accommodate the kindergarten extended day (giving Kindergarten planning time). I believe students need Music and PE for 40 minutes at LEAST twice a week! -and the teachers need a decent amount of planning time (15 or 20 minutes is NOT enough). It would be great to have a full-time Music teacher and a full-time PE teacher at every building in the K-6 schools. And since this is not about money, the district should be able to afford that. I don't have a problem with the high school being out on some days when the elementary is in session. I liked that there are a few built-in Fridays when everyone would be out of school. I do like that the teacher is the one doing the interventions - but I'm not sure how that will really work. If there are 8 students who need interventions and some need it in math and some in reading, that's too many and spread too thin for the teacher to effectively intervene. I do wonder if this is being pushed and decided too quickly. I think it needs to be looked at more closely by more people and more of the "kinks" worked out BEFORE it is adopted (even another year if need be).
- I like the idea of teachers having more time with the students.

- I am assuming that if it is being proposed for the high school students, that it is believe to be of the best educational value for the high school students. I do worry about what will happen with "free Fridays" in the community and the unsupervised activities that will undoubtedly take place while parents are working and students are feeling extra freedom... I think we can handle different calendars. I appreciate some Fridays that are the same. I worry about increased absences in the elem school on Fridays. I am grateful for an opportunity to work with students when the other students are not there--better small group instruction. I worry about it being at the end of the day when their energies are spent and they've been working hard all day. I hope that it would be beneficial time. We all do better when we're not tired or frustrated. I DO think that the people best prepared for intervening are the teachers who know them. I would like some issues resolved before making decisions: Is enrichment included in the intervention time for additional students? Will there be additional optional opportunities for high school students on Fridays? Could extra curricular practices be held on Fridays instead of going late into school night evenings? Will the bussing get students to the elem school even earlier than 7:30 am? Will there be time for additional planning/responsibilities to be ready for intensive interventions? Do we REALLY believe that 100% of students will be able to reach grade level proficiency given some extra time? In an effort to reach struggling students, I hope we're not setting them up for labeling, discouragement, and hopelessness as they go to school when their classmates do not. I honestly don't know if we are ready to make a decision yet. I don't know if we've studied it enough to know if the existing problems (and yes, there are some) will be solved by the proposed changes or if it will add more problems.
- Whenever there is change, even if it is good, there will always be some foot-draggers. My only concern is getting families to support a summer school/jumpstart session in Aug. for the elementary kids. I think that for the most part starting after Labor Day has been rather positive from the talk that I have heard. August is still summer in SV.
- I think the new calendar would be positive especially for the Friday teacher problems. I have had and do have at this time multiple kids in multiple sports. I think the teacher issue of missing classes will be greatly releaved bythis schedule.Also the kids will receive the extr instruction that they have missed on Firdays in the past. I think it will give families more weekend time together also.
- This schedule would allow students to schedule some appointments on Friday, which would help with abscences. It will also benefit the many students who race motocross, which isn't a school activity, but still a sport. These students will be able to enjoy their sport without missing as much school.
- I would like to see us start after labor day for all students if possible and go one week longer in June
- My son is in 8th grade right now, but he'll be in 9th grade next year. I'm glad you are thinking of the students! I've had high school students before at this high school. When they've been involved in other school activities and they would be away it was difficult to keep up with school work. To Know they didn't have class and isn't missing any home work for the classes they would've been having will take a lot of burden off of them!!!
- It makes sense to have a 4/5 day week at the High School. With the amount of teachers and students gone on some Fridays, we would hope that students would learn more with a 4/5 day week. I also like the idea of Middle School students going with the elementary schedule.
- there appears to be a lot of confusion over this schedule and looking at the calendar I know why. Not sure that this is the best way to go for parents and families....I have a feeling you will do what you want anyway....
- Love it
- I support the alternative calendar, however, I would like to see all schools, including elementary, go on a four day week with longer school days. The sporadic scheduling of

fridays throughout the year will be difficult for some families with multiple children in multiple schools. This would also shorten the school year. I do not like the schedule running from the last week of August into the first week of June. We live where summers are short and this is important family time. The argument could be that a longer day is too hard on elementary/middle school aged children, however, I feel most kids are involved in after school activities/remedial that keep them going until at least 3:30-4:00. These activities could all be held on Fridays, leaving the children with more opportunity to be in the classroom for direct learning. I have received comments from both of my children's teachers through the years that they do not have enough time in the day to accomplish what they would like to accomplish. An extended day would give the teachers the ability to give all of the instruction they need to give to their students without having to rush through material.

- Growing up in the Midwest, this schedule makes sense to me. Back there, they did it for different reasons, but with the weather the way it is in Wyoming starting later is a great option. Wonderful idea.
- I believe that if you are going to go to a 4 day school year, it needs to be to all schools. I will be having a child coming into elementary in 2yrs, with a child in high school. My high school child is into sports and I know that on the sporting events, I would be pulling my kindergartener out to go to the activity. Aslo, with the middle school getting out an hour earlier, how are you going to run the ativity bus to correspond with the high school? I feel that if you are going to do this calendar the way you have proposed at this time, you are adding more bus routes and I believe attendance will fall on the fridays that there is school. I have friends and family that live in Cokeville that go the 4 day with huge success. I'm all for that and will fully support that calendar, not the one proposed. I feel either leave it as is, or move all to 4 day. Thank you, Tomi White
- I Think this is a great idea. Love it. It makes so much sense because the high school kids have to be gone so many weekends. Have the high school girls tend the grade school kids for parents who have to work.
- My husband works out of town for 2 weeks and is home for 2 weeks. We attend church on Sundays so we only have Saturdays to do things as a family. And sometimes we have to do other things. It would be nice to have a extra day then maybe we could do alot more.
- Just do it keep spring break for 1 week minimum
- I think it's a great idea - but I believe with the weather here we should start after labor day and go a week or two longer in June - can you push paws testing back a little to make it worth it?
- I think that there would be many benefits related to this proposed change. I am concerned, however, with the students going into June. I have 4 children attending school. By the middle of May - they are just DONE with thinking and school - and yet in August they are ready for school. I think the main reason they are so worn out by May is because of all the testing. Can those tests be pushed back to later in the spring since they are going to school longer? My only other concern is because the middle and high school will be on different schedules - I am saddened that so many coaches from the High School would be unable to coach middle school sports. There are many men and women who do a fantastic job teaching fundamentals at that level. There are at least 75% of the coaches that come from the High School. Where are that many replacements going to come from? I do admit that I like the idea of my children in Middle School getting home from after school sports an hour earlier - that is definitely a benefit - but if there isn't qualified coaches leading those programs - I don't know if I would want them participating. I know extra-curricular activities should be second fiddle to the decision making process - academics first - but sporting activities are also a benefit to so many students - some who find achievement there when they do not in the classroom. I would hate to see those programs in the middle school flounder - there would be a ripple effect at the High School as well. I appreciate all the effort that has been put forward

in this project. I think the data related to teacher/students being gone on Friday shows a four day week would benefit students. I would hope the remediation on Fridays would help struggling students. I hope you can find a way to allow those talented high school teachers to still be involved in coaching at the middle school. Best of Luck

- I love the four day week, I would like to see all the schools on the same schedule. I think this would be best for families.
- At first I was opposed but the more I have looked into it I have come to see the bennifits. I now think it would be a great idea. My HS student was indifferent at first, not really caring either way, but now she has also decided that the new proposed calendar would be much better. I sincerely hope it can happen.
- I think it is a great plan. I know that there are times when over half of the students are gone for activities or in support of activities. Either those who are absent are missing the material being taught or those in attendance are not being taught. I think this is a really good idea, and if I'm not mistaken, Cokeville is very happy with the calendar they have been using for the past two years.

Reponses left by those who would not support the calendar (81)

- How are you going to explain to my youger kids that they have to go to school and my older kids dont on fridays? I don't think this is a good idea. Most kids are having a hard enough time getting all their school work done now as it is....and now you want to drop a day and add more hours? Explain to me where that is going to work? I don't think this is a very good idea at all.
- I think all the schools need to be on the same calendar. Four day week? Fine, just have it in all schools, not just the high school. Five day week? Fine, just have it in all the schools.
- I do not believe that there should be a differentiated calendar in our district. If the high school is on a 4/5 day week so should all schools ....thank you
- I think with the multitude of Fridays off, the need for a spring break is diminished. That would allow the high school to end about Memorial Day if spring break were eliminated. Going to the 7th of June is too long.
- I don't like the idea of having high school students on a different schedule than elementary school students. When you do that you put members of the same family on different schedules. It's already difficult enough to make scheduling work when they are on the same schedule.
- I dont agree that the 4 day school week is what is best for high school students. Less is better? I dont buy the remediation thing. Great for the students that need to go, what about the others that are not in remediation and dont play sports? They get nothing. If we are trying to stay up academically, more is better NOT less!! And so where are our priorities?
- I would support a differentiated calendar if it was the only viable option to resolve the problems associated with absenteeism on Friday's at SVHS, which according to the data, must be a priority in our school district. I don't think, however, that a differentiated calendar is the only viable option. I believe that the elementary schools should go to the proposed SVHS schedule. It doesn't make any sense to have our elementary kids in and out of school on different days than their older siblings. We are a family oriented community and FAMILIES SHOULD COME FIRST in Star Valley! I don't think a couple of Friday's a month out of school will have any worse of an academic impact on elementary kids then the current system where they too are more likely to have substitute teachers and kids out of school. I believe that a 4/5 day calendar at the elementary level would systematically increase the total amount of academic learning time, throughout the school year, for all elementary students. Having a couple of Fridays off each month would allow teachers, students, and their families time for medical/dental appointments, families could travel to support our SVHS activities, and there would be more opportunities for families to spend time engaged in the many outdoor activities available here in Star Valley. Teachers and kids would be gone less during the allocated time and learning would improve.
- Don't think it is in the best interest of the kids. I feel that 3 days out will take a good portion of the next week picking up where teachers left off on Friday and Sometimes because it's Friday, things get more lax. Thursday will become a Friday making the week even shorter. It would be one more day for kids to do nothing but play video games or anything constructive. I would support (1) Friday a month, but not 2. The different schedules for high school and elementary wouldn't have bothered me when I had my kids in school.
- It's not that I don't like change, I just don't think this change is necessary. Our summers together as a family are too short as it is. If it doesn't serve a specific purpose, such as budget savings, or learning advantages, why don't we leave it alone?
- I can make the four day calendar work and will support it 100% if passed. However, There will be unintended consequences. You must consider the bus loading/deloading times for Alpine and Lower Valley students. Spending 60 minuntes or more on a bus to get to/from school is wrong. Loading a bus at 6:45 a.m. or earlier is wrong. Examples can be given for the drive home as well. Please listen to the Alpine/Lower Valley parents. Unless ALL activities

(excluding events like Regional or State Basketball tournaments) are moved to Friday, the four day week will be a failure. All students need to be in class, not just those participating on varsity teams. Understand you are doing a great job promoting the plan within the community. Good luck.

- I would like to see the entire district on one calendar. Family time is hard enough let alone to divide which days different kids have off. I will be pulling my elementary students when my high school students are out so that we can have some time together. The other problem I have is that my high school students are not in activities and I know that is where this is geared. The athletes already do a good job of keeping up on grades and you wont get failing kids to come in on a Friday when all of their friends are out. If they were failing before, what is to keep them from still failing? You can make it mandatory to come, but who will police that? You will not be able to get students to come to school if they do not want to.
- Not convinced that there is a need. Why all of sudden are we talking a calendar change? What or who got this started and for what reason. Are we not doing great as it is? If a four day week is going to be adopted, let's do it system-wide. Kids leave the elementary all the time for high school activities. They just as well be on the same schedule. Thanks for listening
- If we need to make changes due to keeping students at grade level, why reinvent the wheel? Cokeville has a working schedule with remediation built in. Use their schedule for a year then make adjustments from it.
- I feel that the crime rate will go up. Also student who need help will not seek it on Friday when all there friends are doing other things. How will getting help on Friday help the Active students when they will still be active on Fridays .
- I like the new middle school schedule, but not the high school schedule. I think that the staff at the high school could be more resourceful in solving the issues they face on Fridays.
- Change for change sakes, makes no sense.
- No means I am reluctant to do so...of course I will send my kids, but I don't like the proposal as I understand it
- I would rather try the 4 day week that Cokeville is using with all schools on the same calendar.
- If you do it anyway, you should do away with spring break.
- I would support a calendar that had all students attending the same days of school. I am all for four day school weeks for all grade levels, not just one separate school. In my opinion, it should be all or none. If you can't figure out how to work it for all students, then why bother making our weekly scheduling chaotic?
- I would like to have the all schools on the same calendar.
- Do you realize how hard it is going to be for my 5 yr. old to go to kindergarten ALL DAY next year?? And, yes, I have the option of just letting her go half a day- BUT- there is NO bus that will bring her home- so I will be picking her up EVERYDAY. The bussing is going to be so messed up! BAD IDEA all the way around!!
- I do not support a 4-day schedule for K-6. I will support a 4-day for high school. I do not think a longer day for K is good. Parents should vote on whether there is a spring break.
- my kids will eventually be in high school-with that proposed 4-5 calendar-its too confusing-hire teachers that teach and coaches that coach--kids that are not in sports are suffering because of this poor descision
- I would support a 4 day week if everyone had it. I think that we should try a 4 day week for everyone. If it does not work then we can do something different next year.
- If a four day week works so good for Cokeville and many other surrounding districts it is assnine to keep pushing for four days for the high school and five for the other schools. When one of the big arguments is coaches being out of the classroom and friday being promoted as the day for remmediation, coaches are not going to be available on fridays either.
- After viewing the presentation on the the proposed differentiated school calendar, here are my comments.I support the schedule for the middle school - the more time students can spend at

home, the better. The only problem I have with the elementary schools' plan is the all-day kindergarten, to which I am strongly opposed. As for the high school calendar, I am fundamentally opposed to the fact that it is differentiated from the elementary and middle school calendars. Aside from that, I see an ill-conceived plan, hastily cobbled together, with the potential to produce many "unintended consequences". Too many unanswered questions remain for anyone to make a fully informed decision. As to the promised academic benefit to students, I am skeptical, and not willing to support your proposed experiment. My suggestion would be to employ some good old critical thinking to this situation - it clarifies goals, examines assumptions, discerns hidden values (or agendas), evaluates evidence, accomplishes actions and assesses conclusions. I wish you the best, and hope you will take time to think carefully, consider all your options, and not make a hasty decision that you and the community will later come to regret.

- I have concerns with the length of the school year and what 500-600 HS kids will do each Friday. The students involved in extra curricular are "generally" the ones not needing some type of remediation. How are you going to make some kids go to school on Fri., when his/her friends are off skiing, etc?
- There seem to be a lot of school activities scheduled during times when all students would normally be out of school i.e. Spring Break. There is FFA, BB, and Prom during that time. Easter weekend is not the best time for Prom. It also makes it harder for parents to have their HS age students start school a week before the Elem. and MS age students. There are a lot of multi-age group families in the valley. What is this going to do to the bussing? Are the busses going to be able to pick up elementary AND middle school students, get them home in a timely manner and make it back to take the high school kids home? Are there enough bus drivers to handle the routes that will be required? Over all, I don't see it working well for the area we are in. The valley is too spread out and trying to coordinate the release times of 4 elementary schools, the middle school, and the high school seems impossible, considering the distances involved and the winter weather conditions encountered here.
- i think as a parent that the kindergarten is all ready going as long as they need to. I think we have good teachers that know how long we should have them in school and as far as I can see If the teachers are saying no to this, then maybe we should listen to our teachers. As for the bus drivers, we are going to be hurting them as well. We have good drivers out there and they are doing this to make a living, I think if the tables were turned we wouldn't want to lose our pay eather. We have good people running things, but I think maybe we should start fighting for our drivers as well, because who will if you guys don't. Just remember some day we might need them to fight for us, and if we are not welling to help them, then they won't fight for us eather. I also think putting the schools on differant calendars is crazy. I don't want my high school kid out and my other kids in school. We are getting our kids ready for the real world,and they need to go 5 days a week, because we don't work 4 days a week it's 5 to make a good living. Think about what we are teaching them. Thank you for your time.
- I do not believe it is in the best interest for the kindergarten students to attend school for the proposed amount of hours.
- I would like to see some statistics or proof showing that this would help our students to succeed.
- It need to be for the Kids not the teachers
- The proposed differentiated calendar is not needed. The majority of students are in school on Friday. Those that are gone on trips can make it up because the main purpose for attending school is academics-- not the extra curricular activities. having students home on many Fridays is asking for trouble. Students that need extra help are not going to want to go on a Friday when their buddies are home. It seems that the high school principal is pushing way too hard for this new calendar. Her comment that the new calendar needs to be passed and then the details worked out is definitely out of line.

- Lots of questions not answered here-too many unknowns- I see this as a loss in self esteem to those students who need help on those fridays-labeled as the stupid kids--how many MLB, NBA, NFL, athletes have we sent out of star valley? oh Rulon-he is now a Biggest loser at a whopping 474 pounds--this proposal will encourge those kids not in school on fridays--to party party party-then teen pregnancy will rise rise rise--not well thought out in a district this size--NOT RECOMMENDED!
- I don't think this change is necessary or in the best benefit of our kids. I think there are a lot of Fridays that kids will be unsupervised with parents at work if this happens. Plus all of the bussing problems will have to be worked out. Is it necessary?
- This is not for the children, it's for the money. What will happen to the children who struggle and are not into sports?
- I think all schools should be on the same schedule. I also don't like the proposed bus plans. That is not what is best for students! Safety issues abound!!
- I do not like it. It takes responsibility away from the high school children doing extra activities and causes problems in the home. School is about education. extra activities are just that. Fun extra activities. My other children enjoyed football,track, wrestling, and orchestra trips but they also knew it was their responsibility to keep up their grades and make up any work missed. Kids do not need to be catered to. They need to learn responsibility and how to make wise choices.
- I feel that the students all should be considered for academic learning not revolve the whole district because of the students who chose to be gone all of the time for sports.
- We goal is to prepare our students to be ready for college and the "real World". I am not aware of any colleges or Jobs in teh working world that are based on a 4 day work week. There will be students that will lost and the free time will create additional time for Drugs, alcohol and non-prductive activities. There was a time when the Star Valley Students from Kindergarton to Sr. in High School became bonded as a whole and learned the fun of showing school spirit. (we seem to have lost our pride of showing school spirit.) Friday was the day we supported Art teams, music teams, speech meets, Football, etc. We were all supportive and proud to be a part of the Lincoln County Schools. The kids were all friends with each other. There were not many clicky groups formed. it was a place where the kids and teachers felt comfortable and wanted to be. We need to get back to the basics and be proud of who we are. Our tax dollars pay for Great Teachers and that is what we want. The substitites play just as important of a role as the teachers and we need subs as well as teachers to fill in. All teachers need a day off once in a while and the subs need time to learn too. Keep Star Valley Schools the way they are and keep order in our community. Thank you!!
- I feel it is a extremely bad idea to have high schooler's home alone all day. The statistics prove that crime, pregnancies, and drug abuse are increased on a 4 day school schedule. As a mom I don't feel that my children who will eventually be in HS, Middle school and Elementary at the same time, should have separate school schedules. Plus I have talked to several teenagers who there only way to pay for college is in the summer months and the average of the 2 weeks less a summer is almost $1000 they will loose. That is a lot over the years of money saved for college. Some teenagers it is more than that. I also don't agree with them having kindergarten an hour longer. They are at school long enough and tired and cranky when they get home, I believe it will cause more burn out for the little ones and not benefit them at all. As for remediation, they can already have that when they stay after school and than go home with the high school buses. Changing the whole schedule due to remediation seems silly because there is already time built into the schedule for it and has been used by teachers for after school enrichment activities and tutoring for years. It seems to work well. It seems to me that only athletics and coaches benefit from the new schedule. I agree sports are important, but it is also a qualification for the athletes who compete to keep there grade point averages up. That is important, but they choose to take time away from school and study harder at home, as I did

when I was a teenager. It helps them become a better person and more well rounded for managing there time better.

- I think the school days are long enough already and I think having the high school students out on Fridays is a bad idea. If all of the sports were on Fridays it would have more merit in my mind, but I have high school students who have volleyball and lower class freshman games, etc. all days of the week. I have heard of many districts in Utah trying these alternative schedules and then switching back because the students weren't doing as well. I think our district is great and the kids are doing so well overall that it makes no sense to mess with it.
- Seems to me the changes are mostly to accomodate sports programs. Maybe we should put more priority on education and less on sports. If the sports programs are hurting the education of the students why don't we cut them? Seems to be a lot of time and money spent on sports for the number of professional athletes that came from here.
- I can't support something I do not understand. The calendar makes no sense and is not explained. The podcast does not work on my computer - I am not sure who has seen it....
- The single reason I would POSSIBLY support a differentiated calendar for students is for the middle school students who could be home an hour earlier from their after school activities. I can see how that could leave them with more time at home for homework and time with family. Otherwise, I don't really see the point in changing the school calendar. Is there a problem with the way school is now? Are we just changing the calendar for the sake of changing the calendar? Do high school students NEED an extra class choice per semester? I remember my senior schedule in 1998 had probably 3 out of 7 classes that weren't "electives". We don't need to change the entire school calendar so those kids can choose an extra hour of "lifetime sports" or "sewing". Parents who work are going to have to change work schedules for the Fridays that their children have off, which could prove difficult. Also, I can see a lot of added confusion and unnecessary work/cost for schools and teachers who are going to have to send notes home constantly addressing what times the children will be home, what days they will have off etc. Sounds like an unnecessary waste of man-hours and paper. The remediation hour isn't clearly defined either. What will my elementary students be using that time for? Is it extra study-time or one-on one-time with the teacher? I guess I just really don't see the point. It seems like you board members get bored and start to re-arrange things unnecessarily. This isn't re-painting a living room or changing furniture. Kids have been going to school Monday through Friday from approximately 8 a.m. to 3 p.m. since the beginning of time. Don't rattle their nerves making changes that aren't necessary. Unless there is a great and well-defined benefit to all students it seems like it's a lot of work for nothing. If it ain't broke, don't fix it.
- Schools spend a great deal of time preparing students for manditory testing. All the focas is on the test scores, that time is lost on teaching. Students need more time with there teachers in class, not less days during the week, or on activity or extra trips on Friday and Saturday, those students have good grades, focas on the 70% that are in school, put there needs above the activities. Extend the school year and continue with 5 days a week..
- It works fine the way it is--LEAVE THINGS ALONE!
- I am a bus driver, and a parent. The proposed calendar will affect every student in the valley in a negative way. Logistically dismissing K-8 at the same time WILL NOT WORK I have listened to all of the proposals with an open mind, Transferring kids multiple times in Star Valley's extreme weather is unsafe, and stressful to both children and staff...Regarding bus drivers loosing hours, due to schedule or route changes to accommodate the proposed schedule. Hire all bus drivers for 40 a week... If there bus route is short on hours to meet the 40 hours, allow them to take activity trips to make up the difference in hours, This is what most school districts in the state already do. Then the drivers who have the most stressful job in the district, will have the security of a job, they can support there family's with and the administration.... thank you

- This calander change is teaching our students bad habits. Do we really want to teach our high school kids that they only have work 4 days a week and play the rest of time. That is NOT how the real world works. This new calander is giving the students the opportunity to have a whole day to get into trouble while everyone else is at work and/or school. If this new calander is approve, I expect to see my taxes lowered because I do not think it is right to be paying taxes for teacher salaries while they are not in school. Keeping our students in classes for 5 days a week gives them the best opportunity to learn and develop work habits that will benfit them after graduation.
- We need to have all children on the same schedule.
- If you are going to go to a 4 day week, which I have no problem with, I think you should do so for all schools. Middle school have activities that take the teachers and students away from school as well.
- I disagree with the way it is, I think that we are forcing the students to learn way to much and we need to go back to the basics of education. If this goes through there will be a petition started and most of the parents I have talked to are against the new school calendar.
- The supporting arguments that are for the 4 day week in the high school are for those kids gone on fridays due to activities. This is a weak arguement. To take education days away from all students due to some students being gone is flawed. The kids in activities have made a CHOICE to be involved in these programs. this choice has consequences which include keeping up in school. Some of the smartest kids I graduated SVHS with were very involved in after school activities. This cut up schedule will be a nightmare for families trying to figure out who is out and who is in school on a given week. If there are studys that show the improved education that a child recieves due to a reduced school week please let them be posted on the website. I am not at all in favor of this proposal.
- not broken. please leave it alone.
- I believe you can not get a unbiest opinion on the matter. Your teachers are in it for themselves. i belive there is no student consideration in the matter. good to know thats the kind of people teaching and handling our kids everyday of the week maybe it will be good to have that friday home from the selfish no good people you guys are!!!
- This proposal makes no sense, less school will not help our kids acedemically. What will most of the kids do on their days off? There is not sufficient jobs for all of them. I really do not support this propsal and think this is a very short sighted approach to education.
- i would rather have the elementary schools start earlier. so they can get out b4 memorial day and not have to come back.
- Why will the kindergarten day be lengthened? How does this affect HS activities on Fridays such as students needing to attend sports practices. Will there be busing on these days? Do you feel this will create more absences in the middle school and elementary schools as families travel on Fridays for sporting and other high school activities?
- I have viewed the proposal and I personally feel that the expense in fuel for all the extra bussing is ridiculous. If you want a 4 day week for the high school than that's fine but do a 4 day across the board. cut out all the extra bussing. Plus what time are the kids going to have to get on the bus in the mornings in the valley to make it to school so much earlier in SVMS? Or are you going to run double bus routes. More information needs to be provided on busses and extra expenses. Also If we did all the kids on a4 day school week it would be financially benefical to the school, district and state. Maybe we could take the funds that will be saved on gas and put back into the classrooms or better yet the lunchrooms so that they can start to provide healty cooked meals again instead of all the prepackaged food that is trucked in now? There are way to many things that extra bussing will be a negative towards. Such as, enviromentally and abuse of natural resourses and gas prices rarely go down.....Think budget please!

- I would like to see all the schools in the valley with the same calendar.
- I worry about HS students having so much "extra time" on Fridays without supervision, in most cases. I can also see families taking the rest of their younger children out of school on Fridays to go on trips, etc. I think it needs to be implemented in all schools or none.
- All school and grades or none! Do not seperate the families! I worry about the kids that fight depression and would be home alone to think of them selves not having any self worth and possible suicide. Not a good idea!
- For the record: We would prefer that no changes be made at all to the school schedule. But if the school district must change it, my husband and I would prefer the district would go to a year round school calendar. It would make scheduling easier. Family schedules are tough enough without the schools adding additional burdens to us and the 4 day/5 day week schedule and the different beginning school dates will do that. Please keep the schools on the same schedule. Starting the high school classes earlier will create bussing problems. My high schooler doesn't arrive at school now until 8:10-8:15 every morning and doesn't arrive home at night until after 4:30. When he participates in after school activities, it is later than that. Under the new schedule, classes start at 8:10. So, this means he will either be late for class every morning or the school will have to send buses around even earlier (he's on the bus for over an hour now). Plus, with the school day ending 15 minutes later, that makes it that much later that he will arrive home. Please reconsider this change. There has to be a better alternative.
- With so many Fridays off, students will have more time to get in trouble and parents will spend more time chaffeuring kids around. what about those students that have summer jobs, less time to make their $$$, etc. This has nothing to do with the calendar, but during this crunch time for State Competition athletes are practicing 4-5 nights a week and somethings til 8 p.m. not arriving home until 8:30, eatting dinner til 9 p.m. and then homework. Leaving no time for family or personal time. Leads to getting to bed late and being tired for school.
- This proposal seems like an elaborate way to hide that the priority is athletics and not acedemics. Longer high School Days certainly are not acceptable, a student at the end of the day will not be focused. I think this proposal, if accepted, is a mistake.
- can't bring up much information to make decision. what is the benefits?
- I don't support this because I think there are still too many questions that have not been answered. For instance, will athletics adopt a four day practice schedule? Will activity buses be available on Fridays even if there is no school? Are you going to increase the required number of credits for graduation? (I know at the board mtg it was stated that probably not for the first year, but that's not a good enough answer!) Everyone keeps saying it's not about money, but this is the number one reason the other schools in the US have done this and there hasn't been a significant change in academic performance (positive or negative) in these schools...so why are we considering it? No checks and balances have been proposed to determine if this is truly helping our students. Mr. Abrams stated that if it doesn't work we will simply go back, but no specific ways to determine that have been established. I also think it is not age appropriate to expect our kindergarteners to stay for the entire day. There is PLENTY of research out there that shows this is not developmentally appropriate. (And I don't mean a call to other districts in Wyoming to get their undocumented "opinion" on how they think their kindergarteners handled it.) I don't think this should pass until all of these things are considered.
- I don't want the kids going into June. We have pipe to move and work to do in a limited amount of summer time. The kids all help especially the older kids. I do like starting after labor day. I like the middle school schedule. The High School kids already complain that for the last week of school they are not doing anything but putting in time. Learning and testing is done. They are already putting in alot of extra time during the school year with college courses. Having a Friday off isn't going to help them learn any more or have access to teachers any easier. I think

we are redoing the schedule for sports and extra curricular and not really for the students and learning. I would prefer no week long spring break and just take a 4 day Easter weeekend. I would rather consolidate our time more at the High School level and enjoy the few short months of summer that we have. Thanks Kay Lynn Nield 885-9736

- I do not see how having a randon schedule will help our children. My oldest child is in High School and particiaptes in sports and has not had any problems in keeping up with his studies and homework, so that really should not be an excuse. And if my HS child has a ball game out of town I will be taking my Elem children out of school to go to the games, so they will still be missing classes as well. And why do we want our older children that can drive & get in trouble to be home alone on Fridays while our younger children that can not get into trouble as easily are in school. I do not agree that the schedule should be random. I would be in support of a 4 day week if it were consistant for all schools and all grades, but when it is not a consistant schedule and not for all schools I do not support it at all.
- My son already has at least 3 - 4 hours of homework at night after getting home from practice. I am concerned that taking away 2 days a month from his classes will only increase this problem and not decrease it, even with extended class time. He has some teachers that already spend too much time talking which takes away from his time to be doing the assigned work. I feel if you can hire "highly qualified/certified teachers" to be there on fridays instead of the regular teachers, on the proposed plan, then you should be able to do that as it is now. I feel like this is more for the teachers then it is for the students.
- I am NOT in support of the proposal because I believe there needs to be a consistancy with all of the schools. If one school is out on a day, ALL schools need to be out that day. It makes it impossible to keep schedules and routines when some kids in a family go to school and some kids do not. And in your presentation you say these days off in the High School are days that many students are gone anyway so this will just keep them from falling behind, well life doesn't stop just because we get busy. Shouldn't we teach our children that even though we are busy we still need to keep up on our responsibilities and work. I would be in support of the 4 day week if it were consistant and for ALL schools and grades, but not with the inconsistant schedule that has absolutely no rhyme or reason.
- The reason why I do not support the differentiated calender is because it does not seem right to change the calendar to accomadate a small procentage of the students and teachers that are gone. You mentioned the high number of subs the students have to deal with,maybe the teachers need to make a choice of what they want to be, a teacher or a coach, not both. maybe you should hire more coaches. If there is a problem with the classes suffering because the teachers are gone, maybe the teachers needs to have a better lesson plan for the subs to teach, instead of having the kids watch a movie ect.
- I Know that sports are very important for those involved and we have some very talented kids in this valley but I do not think kids should do sports anytime but after school hours and now we are going back to 3A there will be less traveling. As a working parent I do not feel having a child at home on a week day while I work would be a good thing. Even good kids will find something to do to fill their time if they get board and troubled kids just have one more day to have to get through without structure. On the bussing situation when I grew up here we had one bus run for regular school and the activity bus. if it comes down to bussing there should be a better way to solve that than to give one school the day off. I dont think we should have to bend to the tyrancy of the high school principle who makes statements that could be taken as threatning when people under her dont think her ideas are the right way. that said I dont want to see any of the schools going to 4 days a week next year I will have kids in all upper valley schools and do not want to worry about older children or have to find child care and pay for that when I am already paying out my fare share in taxes so the busses can run. I know I dont know all there is to know and I dont have the answers for you but 4 day school week cant be the only opption!!

- Kids need structure and not to be home alone while parents work, they need to be in school learning!!!!
- I know that going a little longer each day won't make up for the full day of friday and I also know that teachers are salary paid so I hope that there wages are adjusted along with the principles and vice principles so they don't make the same for being there less and don't tell me it is for planning because they do that now with their regular schedule
- I think that it is crazy to have our students be attending school until the 2nd week of June. I also don't like the idea of some students having no school on Friday's while other students do have school. Can't we make it be the same attendance schedule for all schools, or just leave the schooling schedule the way that it is right now.
- A differentiated calendar singles out those students who don't naturally excel in the traditional "book work". Elective classes that offer hands on experiences draw these type of student, because that is how they learn. The "at risk" students are safer at school than left to their own device on Fridays. Parents will not be home due to work responsibilities, to supervise these students. There will be more teenage pregnancy, more juvenile crime and mischief, and a lower graduation ratio, Those students that will be pegged as "Friday students" will be embarrassed to carry that tag and you will see more failing classes than you see now. The alternative school also gives an alternative graduation certificate, which doesn't hold weight in this competitive job market. All in all, it is a detrimental plan for our students and our community. No child left behind will go down the toilet and become a few sacrificial children allowed for the benefit of the egocentrical administration. Not real smart.
- First I would like to say that I feel that LCSD is a great school district & I feel that my children are being well educated. However I am hesitant of the proposed schedule. *First I am not sure how this alternative calendar will increase teaching time when all students will be gone 1 extra day/wk vs. the 25% of students during activities. A friend told me that the straight 4 day a week schedule wasn't being considered because "academically it is better for students to be at school 5 days/week." However we are going to let HS out of school 1-3 Fridays per month? * While HS students will be strongly encouraged to attend Fridays they are not required. While some students will take advantage of the opportunity there will be many that won't. Some may go in for awhile but not the whole time period. I feel that this is opening the door for trouble. Even the "good kids" tend to get in trouble when they are bored &/or have parents working & no other siblings at home. Why put them in this situation? *I also do not feel that you are getting an accurate feedback from teachers. I know of 2 different ones who have said they don't agree however they don't feel like they can freely express this. They said that they are not the only ones. *Remediation is set for Fridays - so those students involved in "activities" who we are trying to help because they miss so much school, are still going to be missing this "catch up" / "get help" time. Granted they won't be missing additional work because of no school however what about those times they leave on Thursdays & would be needing to catch up for that day? Or maybe they are needing help in a certain class, they are still missing this set aside time. *The teachers for remediation won't necessarily be their normal teachers. Every teacher has their own teaching style & in some cases this may make things more difficult for students. *It has been said that many of the teachers that are also coaches are good about trying to have their main teaching done M-Th so that when they have a sub it is review or catch up, therefore is what we already have that much different from what you are proposing. The main difference I see is that the other 75% of students are still there & not getting in trouble. * For years students have participated in various activities & been able to keep up academically. *I am not sure I like the question asking what grade level our students are in. While I do not have students currently in middle school or high school that doesn't mean our voice doesn't need to be heard for theat schedule. We will be effected whether our students are attending SVMS or SVHS next year or in 3 years, whatever is decided next week will be felt by

everyone! I am open to trying to help all students however possible, but I do not feel this is the way to do it. Thank you for allowing our imput.

- I believe we would be giving the students exactly what they want less boring uninteresting school. If the schedule changes are not a budget issue then why is the superintendent so concerned about attendance? Are we just trying to make the school look better statistically or do we need to provide a great way to learn. To me it looks more like the students have figured out just exactly what they can get away with and then use the system. Why not develop a curriculum that interests the students and encourages them to attend instead of skipping. They need to want to come to school, and be affraid of not coming because of what they may miss and not want to look for ways out of school. Now that, is what we should be giving them. Speeding up the transportation is a great idea. Aligning the school schedules is a great idea. Increasing the K kids days not so good. (More options need to be considered here.) 4 day week at the high school not so good. A coach should be a coach. Not a full time teacher-part time coach. A coach should be a full time coach- part time teacher. We have great teachers use them. If its not about money let the coaches coach and teachers teach. Not cut them back to 4 days and then extend the school year???? Give the kids a fantastic reason to come to school and even the parents won't be as likely to allow their kids to miss a day here or there.
- I live in Star Valley for our Summer's. I don't want my kids to be in school 2 weeks longer of our beautiful summers. I would rather my kids be in school on fridays all winter long than miss1/6 of their summer! Also the calendar suggests that Kindergarten students go until 2:30 like the rest of the elementary. This is not age appropriate or what is in their best interest.

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Park County School District #16

DISTRICT CONTACT: Joy Curtis

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

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

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

Meeteetse Schools

Jay Curtis
Superintendent/Principal

Cory Dziowgo
Assistant Principal

Tracy Turnell-Thomas
Director of Business Services

2107 Idaho Street
P.O. Box 218
Meeteetse, WY 82433

307-868-2501
Fax: 307-868-9264
www.park16.k12.wy.us

Dianne Frazer
Educational Quality and Accountability Unit
Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

4-29-11

Dear Mrs. Frazer

The purpose of this letter is to request approval of an alternative school schedule for the 2011-2012 and 2012-2013 school years. The alternative calendar consists of a 4-day school week with 148 student contact days. Our district has been operating under the 4-day calendar for the past 6 years.

Please submit this application to the State Board of Education requesting authorization. The Park County School District #16 Board of Trustees, by formal motion at a Special Board Meeting on April 29th, 2011 has authorized this application for the next two school terms.

Enclosed, you will find all requested items and information in regards to our request for an alternative schedule. If additional information is needed, please contact me immediately.

Park County School District #16 greatly appreciates your support and collaboration in the use of the alternative schedule.

Sincerely,

Jay R. Curtis
Superintendent

2011-2012 School Calendar (4-Day Week)

KEY
- School Start
- Quarter Ends
- Staff Only Days
- FLEX
- Parent Teacher Conferences
- Holidays (No School)
- Holidays (School)
- Wyoming Holidays Recognized

July

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

August

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

September

S	M	T	W	Th.	F	S		
				1	2	3	1	
4	5	6	7	8	9	10	3	Labor Day
11	12	13	14	15	16	17	4	Constitution Day
18	19	20	21	22	23	24	4	
25	26	27	28	29	30		4	

October

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

November

S	M	T	W	Th.	F	S		
		1	2	3	4	5	3	
6	7	8	9	10	11	12	4	Veterans Day (11th)
13	14	15	16	17	18	19	4	
20	21	22	23	24	25	26	2	Thanksgiving
27	28	29	30				3	Nellie T Ross Birthday

December

S	M	T	W	Th.	F	S		
				1	2	3	1	
4	5	6	7	8	9	10	4	Pearl Harbor Remembrance (7th)
11	12	13	14	15	16	17	4	Wyoming Day (10th)
18	19	20	21	22	23	24	2	
25	26	27	28	29	30	31		Christmas
							67	

January

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

February

S	M	T	W	Th.	F	S		
			1	2	3	4	2	
5	6	7	8	9	10	11	4	
12	13	14	15	16	17	18	4	
19	20	21	22	23	24	25	3	Presidents Day
26	27	28	29				3	

March

S	M	T	W	Th.	F	S		
				1	2	3	1	
4	5	6	7	8	9	10	4	Quarter Ends
11	12	13	14	15	16	17	4	Parent Teacher Conf.
18	19	20	21	22	23	24	4	
25	26	27	28	29	30	31	4	

April

S	M	T	W	Th.	F	S		
1	2	3	4	5	6	7	4	Spring Break
8	9	10	11	12	13	14		Easter
15	16	17	18	19	20	21	4	
22	23	24	25	26	27	28	4	
29	30						1	

May

S	M	T	W	T	F	S		
		1	2	3	4	5	3	
6	7	8	9	10	11	12	4	Native Amer. Day
13	14	15	16	17	18	19	4	
20	21	22	23	24	25	26	4	Last Day of School
27	28	29	30	31			3	Memorial Day

June

S	M	T	W	Th.	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
							81

1st Q.	35	Total Student Days	148	3rd Q.	38
2nd Q	32	Total Staff Days	173	4th Q.	40

2012-2013 School Calendar (4-Day Week)

KEY
- School Start
- Quarter Ends
- Staff Only Days
- FLEX
- Parent Teacher Conferences
- Holidays (No School)
- Holidays (School)
- Wyoming Holidays Recognized

July

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

August

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

September

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

October

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

November

S	M	T	W	T	F	S		
				1	2	3	1	
4	5	6	7	8	9	10	4	Veterans Day (11th)
11	12	13	14	15	16	17	4	
18	19	20	21	22	23	24	2	Thanksgiving
25	26	27	28	29	30		4	Nellie T Ross Birthday

December

S	M	T	W	T	F	S		
						1		
2	3	4	5	6	7	8	4	Pearl Harbor Remembrance (7th)
9	10	11	12	13	14	15	4	Wyoming Day (10th)
16	17	18	19	20	21	22	2	
23	24	25	26	27	28	29		Christmas
30	31							

67

January

S	M	T	W	T	F	S		
		1	2	3	4	5	3	New Years Day (1st)
6	7	8	9	10	11	12	4	
13	14	15	16	17	18	19	4	MLK Day (21st)
20	21	22	23	24	25	26	4	
27	28	29	30	31			4	

February

S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9	4	
10	11	12	13	14	15	16	4	
17	18	19	20	21	22	23	3	Presidents Day (18th)
24	25	26	27	28			4	

March

S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9	4	Quarter Ends
10	11	12	13	14	15	16	4	
17	18	19	20	21	22	23	4	Parent Teacher Conf.
24	25	26	27	28	29	30		Spring Break
31								Easter (31st)

April

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

May

S	M	T	W	T	F	S		
			1	2	3	4	2	
5	6	7	8	9	10	11	4	Native Amer. Day
12	13	14	15	16	17	18	4	
19	20	21	22	23	24	25	4	Last Day of School (30th)
26	27	28	29	30	31		3	Memorial Day

June

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

81

1st Q.	35	Total Student Days	148	3rd Q.	38
2nd Q	32	Total Staff Days	173	4th Q.	43

EDUCATIONAL GOALS AND OBJECTIVES OF THE FOUR-DAY SCHEDULE

The Park County School District #16 Board of Trustees, in conjunction with administration and teachers has adopted, as policy the following yearly expectations/goals:

Goals

The following expectations/goals will be used to measure the progress of Park County School District #16, toward achieving the Vision and Mission as set by the board of trustees and various stakeholder groups.

1. 85% of students in grades 3-8 and 11, will score proficient or higher on PAWS in Reading in the year 2015. The following indicators will be used in tracking district progress toward that goal.
   a. Current 3 yr. average—79.5%
   b. 2011 target average—78.62%
   c. 2011 target—82%

2. 85% of students in grades 3-8 and 11, will score proficient or higher on PAWS in Writing in the year 2015. The following indicators will be used in tracking district progress toward that goal.
   a. Current 3 yr. average—82.52%
   b. 2011 target average—86.12%
   c. 2011 target—85%

3. 80% of students in grades 3-8 and 11, will score proficient or higher on PAWS in Math in the year 2015. The following indicators will be used in tracking district progress toward that goal.
   a. Current 3 yr. average—79.5%
   b. 2011 target average—78.62%
   c. 2011 target—82%

4. 75% of students in grades 4, 8 and 11, will score proficient or higher on PAWS in Science in the year 2015. The following indicators will be used in tracking district progress toward that goal.
   a. Current 3 yr. average—51.43%
   b. 2011 target average—56.22%
   c. 2011 target—61%

5. K-12 students will meet their individual growth target in the following areas of MAP:
   a. Reading: 80%

b. Math: 80%
c. Language Arts: 80% (3-12 only)

6. Students in grade 11 will average a minimum of 23 on the ACT composite score by 2015. The following indicators will be used in tracking district progress toward that goal.
   a. Current 3 yr. average—18.67
   b. 2011 target average—18.9
   c. 2011 target—20

7. All graduates will qualify for the Hathaway Scholarship Program.

8. Meeteetse Schools will maintain full accreditation.

9. All students will have the opportunity to meet the "success curricula" outlined by the Hathaway Scholarship.

10. Graduation rate will maintain a three year rolling average of 95%
    a. Current 3 Yr Rolling average—95.0%

Objectives

1. Maximize academic learning time by limiting out of class time for extra-curricular activities. Activities for junior high and high school students will be scheduled for Thursdays 4:00PM or later, Fridays, and Saturdays. Travel time will also be restricted to the same schedule.

2. Limit evening activities on Monday through Thursday to allow students to be home in the evenings. Practice time completion during Fall and Spring will be 6:30 PM, Winter will be 7:30 PM

3. Provide 20 full days of professional development for district staff on scheduled Fridays. The frequency and quality of the professional development program will assist in developing teachers ability to deliver high quality and rigorous instruction.

4. Provide extended Friday School remediation and enrichment opportunities with a focus on individualized learning. Opportunities will be provided for students not demonstrating proficiency on standards. In addition, enrichment and gifted opportunities will be provided.

5. Utilize Fridays, to the extent possible, for student discipline such as In-School Suspensions. This will also maximize academic learning time Monday through Thursday.

6. Improve Parent/Student communication through regular notification of Friday opportunities. Emphasis will be placed on communication for at-risk students as identified by attendance, DFI list (Down, Failing, Incomplete), and teacher referral.

7. Provides quality time for staff collaboration on school improvement, professional development, and school improvement.

8. Increase preparation of teachers to meet NCLB and State requirements.

DESCRIPTION OF THE SCHOOL SCHEDULES

K-12 Student Contact Days: 148

K-12 Extended Contact Days (Friday Opportunities): 173

K-12 Teacher Contract Days: 173

PCSD#16 Daily Schedule

JH and HS Schedule

7:55 AM	8:50 AM	Period 1
8:53 AM	9:48 AM	Period 2
9:48 AM	10:13 AM	Advisory
10:13 AM	11:08 AM	Period 3
11:11 AM	12:06 PM	Period 4
12:06 PM	12:36 PM	LUNCH
12:36 PM	1:31 PM	Period 5
1:34 PM	2:29 PM	Period 6
2:32 PM	4:02 PM	Period 7 (Block)

Class	0:55
Passing	0:03
Advisory	0:25
Block	1:30
Lunch	0:30

ELEMENTARY Schedule

Elementary	Start	7:55
	Dismiss	3:20
Lunch		:20
Recess		:35
Full Day (148)		6.50

Yearly Contact Hours

	hrs/day	Days
Full Day	7.62	148
TOTAL HS/JH		**1128 hrs**
TOTAL ELEM		**962 hrs**

Junior High and High School Schedule Description

- The Junior high and High School schedule, as seen above, is comprised of six 55 minute classes, and one 90 minute block. The 90-minute block for High school students represents semester classes, whereas the 55-minute classes represent year-long classes. All core classes in Mathematics, English, and Science will be delivered during the 55-minute classes. Electives will be

offered during the 90-minute block periods. Junior High is similar, but the 90 minute block represents a combination Physical Education and Health Class.

- One element of this schedule is the use of a 25 minute advisory period. This period allows time for school-wide improvement initiatives in reading, mathematics, and writing, as well as time for technology and career assessment. An example of this is the current use of this time for "Guided Reading" and KUDER Career Testing. This period also allows administration and staff to more fully protect the core instructional time by limiting disruptions to educational delivery during core instruction periods. Class advisors also utilize this time to include students in the development of their Individualized Learning Plans. All students 6-12 in PCSD#16 have ILP's that are housed in the front office.

- In this schedule, students will acquire 8 credits per year with traditional classes, and 11 credits per year with the supplement of virtual offerings.

- **School Day:** 7:55 to 4:02 with a 30 minute lunch

- **Annual Instructional Time:** 1,128 Hrs.

Elementary School Schedule Description

- **Schedule:** The daily schedule will be based on a k-5 self-contained environment that uses streaming curriculums to link academic progress. Examples are Saxon Math, and Rigby Reading

- **School Day:** 7:55 AM until 3:20 PM with a 20 minute lunch and 35 minutes of recess

- **Annual Instructional Time:** 962 Hrs. (excluding lunch and recess)

METHOD OF EVALUATING IMPROVEMENT OF STUDENT LEARNING

Our district is a member of North Central Accreditation. NCA provides the framework for school improvement planning and evaluation. In addition, the district annually evaluates student achievement through the use of standardized criterion referenced assessments. Data regarding parent/community involvement, student attendance, discipline and at-risk programs are reviewed and reported annually.

Methods and measures for evaluating student learning:

- PAWS grades 3-8 and 11
- Direct Reading Assessments (DRA II) grades K-5
- Measures of Academic Progress (MAP) grades K-12

- ACT grade 11
- AIMSweb grades k-5
- District Performance Assessments

EVIDENCE OF AT LEAST TWO ADVERTISED PUBLIC MEETINGS

The following meetings were held to elicit feedback and testimony prior to the submission of this application:

1. April 1st at 10:00 AM
2. April 4th (Board Workshop) at 7:00PM
3. April 13th (Regular Board Meeting)
4. April 28th (Special Board Meeting)

The meetings on April 1st and 4th were advertised in a variety of ways such as Marquis, posted in prominent areas around town such as the Post Office , senior center, and convenience store, and a mailer was sent via US Postal Service to ALL postal patrons in our district . Sign-In sheets from 4-1 and 4-4 are included as evidence of attendance. Surveys of all constituent groups are included as evidence of input collection as well.

COPY OF PUBLIC COMMENT RECORDS

Input was taken in a variety of ways including separate surveys of the following constituent groups:

- Staff
- Parents
- Students
- Community Members

The following Comments are directly taken from the surveys, in un-edited form.

PUBLIC COMMENTS STAFF

Response 4 day

1 The students have proven that it is best for them academically.
2 love the 4-day but think the class times need to be tweaked
3 protection of instructional time and no games on week days
4 By scheduling athletics around 4 day week, there's more classroom time! I've had kids in the 4, 4 1/2, & 5 day sched. 4 day week is best! Others wasted Friday time...needed more rigor/enforcement.
5 More flexibility
6 I like the fact that we can have students come in on Fridays for catch-up or remediation. This helps the middle school/ high school students and the sports teams do not miss school for activities.
7 Continuity with current schedule, student academics are not obviously

hindered, athletics/extra-curricular have time on Fridays for involvement in activities

8 Fridays used as discipline and remedial.

9 Less absences, less interruptions, Friday is catch opportunities for catch for both students and teachers, more opportunity for teacher education.

10 Student expectations to get work completed in 4 days

11 The community is used to it, and from the reactions I have had from parents. They do not want to switch as they already have a routine

12 struggling students can receive individual help and those involved in extra curricular activities are not penalized

13 Fridays are to be used for discipline days and tutoring days. The students miss a lot less school because we plan activities for Fridays and Saturdays

14 Kids are not taken out for sports

15 We do not lose any class time do to student activities, we could also extend the elementary to 4 o'clock.

16 most effective if used with Friday school as intended. Keep elementary at school for the extra 45 min. a day to help with bussing and the extra one on one time the teachers are asking for.

17 Three day weekends,

18 I think it is important that the teachers be free to go and support our teams or work in their rooms. I also like the free Fridays to plan. I enjoy the family time too.

19 Professional development, student burnout

20 This schedule provides the best of both worlds, Full contact hours, yet flexible for activity schedules on Fridays.

Response 4 1/2 day

1 adds approximately 19 days of instruction per class

2 This could allow us to have a little extra time with our students to wrap-up/test/review.

3 At secondary level, afternoons would not be effective due to absences. The other 1/2 day would benefit if used in rotating block.

4 We would still get the benefit of having an extra day of instruction and also using the 1/2 day would let the kids that are in extra activities not miss classes most of the time.

5 I think a four and 1/2 day schedule still allows for early release for sporting events, and also leaves time for professional development.

6 I think this schedule would be best so there would NOT be block classes.

7 provides more consistent contact with students throughout the wk, possibly reduces the length of the school day (burnout), and students have time for involvement in athletic/extra-curricular activities

8 Way better than doing Friday school!

9 My biggest concern isn't between the 4 or 4 1/2 day it's the schedule. I want longer classes that are year long!!!!

10 The extra 1/2 day gives teachers an opportunity to close the week effectively and review what has been learned. HS/JH students can go to games after the day is over.

11 Students would get another day of instruction/practice for academics and there would be time available for required staff in-service.

12 Kids that need help might get more out of a extra half day

13 The half day would be a waste of time. Shortened classes would not allow for active involvement of academics

14 a students to participate in activities without it effecting their academic

success, and it would keep the kids focused.

15 The extra 1/2 day, as long as all classes were scheduled into shorter time spans, would give teachers time to wrap up what had been presented to students during the week.

Response

5 day

1 may be suitable for elementary students, but secondary schedules would see too many conflicts within the instructional day on Friday afternoons.

2 Balanced calendar =)

3 The benefits would be 20% more classroom time. This would not necessarily mean that the students would get 20% more information, but would allow for days that have assemblies, pep rally's, parties, et

4 I believe that a majority of the country is going to school 5 days a week. I think our success margins would be even greater with a five day week.

5 Might get more subjects?

6 I chose the five day school week because I think that an additional day of instruction would benefit our students. I am not opposed to a 4 1/2 day school week either though.

7 I would like our children to have the maximum amount of academic contact.

8 we are not limited to activities only on Th, Fri, Sat. We could start later in the year get out earlier in the day

9 Five connected days of student contact, less time to lose information over the weekend.

PUBLIC COMMENTS STUDENTS

Response 4 day

1 because you get more time to do your homework

2 short

3 because i get more time whith my famliy and frends

4 it is short and you have a 3 day weekend

5 I have piano lessons on Friday

6 most of the students are in sports and fridays are when we go to the games and that helps with the social and emotional part.

7 With the four day school week we can still get in the normal amount of hours for schools in wyoming in one week. Also with the four days our school has become proficient in the overall grading in Wyo

8 I believe this is nice because although we go for 4 days we also go an extra hour so it is like a 4.5 school day week. 9 three day weekends, easier to learn when you have more rest 10 It is nice to have Friday off. And I am still learning a lot. 11 i believe the social aspect is better, the three day weekend leaves students more rejuvenated for the next week

12 4 day is good biger weekend

13 I think a 4 day school week is great because it does not clash with our sports schedule.

14 we have more time for extra curricular activities and pleanty of time to process info we learned at school

15 that you will have more time to committee information

16 we dont have work or anything to worrie about on fridays when we go away for sports and i think we are more relaxed and want to learn with a 4 day weeek

17 gives kids fridays to have a job and make some money for college

18 On friday I'm able to hang with friends and relax from the hard 4 day week

19 Sports are usually on fridays its nice to not worry about school.

20 its fun and you learn stuff too

21 The 4 day school is good because you git more days to do home work on 3 day weekends
22 We get a long weekend to rest from school.
23 Enough days for sports activities.
24 When you have sports you dont have to miss school.
25 it is good because you get good rest
26 sweetnes
27 It gives us a longer weekend to relax and enjoy our youth. And when we have s port/games it gives us 2 days to go to the event and a day or 2 of rest.
28 short week so we have a longer weekend.
29 I believe that the 4 day school week effective because it gives the students the advantage of having a full 3 day weekend to rest for the up coming school week and other such activities.
30 I believe that our schools four day week is very effective and meets the needs of our students.
31 The benefits of having a 4 day schedule are that we do not have school on fridays, but if we need to study or make up work or take a test we can do that on fridays.
32 Students have more time to finish homework and rest on the weekends. 33 We dont get over ran by teachers and we get a decent break. 34 the four day week helps students to all be caught up on there sujects and not fall behind and also so that they have time to do
SurveyMethods.com Page 8extracular activities such as sports
35 We are used to the 4 day week and it I know that a lot of people are in sports and we have sports on Fridays so we would be gone most of the time.
36 I think that the 4 day school week raises the students morale and allows them to be happier to go to school. Also, due to sports and other activities, we are rarely at school on fridays to begin with.
37 we may have to stay about an hour lated every day than the 4.5 day school weeks, but its ok because we dont mind losing a little bit of our afternoon, but we love our weekends
38 refreshes me for the week ahead and allows me to learn other things.
39 4 day weeks lets us rest more over the weekend
40 During the 4 day week i work very hard, and friday school helps me get caught up on work
41 it helps me recoop over the weeked
42 A 4 day school week alows us to have a longer weekend and people wont be as tired for a monday.
43 I like it
44 gives more time to have fun take a break wear only two day week ends you reallie dont get time to do any thing and with sports it helps out alot.
45 I believe the 4 day school week benefits the school. With many students in sports and other activities it is nice to have fridays free for the students who need to catch up, have meeting and practices
46 allows you to make up work on fridays one on one along with going to doctors appiontmant without missing school.

Response 4 1/2 day

1 it helps us learn
2 the benefits could be to have more time to get homework or scholwork done if you have questions and cant get ahold of a teacher over the weekend.
3 the half day is just a waste of time that throws off the rest of the day and deletes all time for travel and fun. 4 More time for teachers and students to interact 5 4.5 would be okay but 4 is better because you can rest longer. 6

Game times would have to be changed.

7 I lone this one because if we have any thoughts we can go no that class and learn about it

8 it dosnt make sense to go half of a day, but ok

9 no comment

10 4.5 is kind of a waste of time on fridays. and we dont get as much weekend time and its not benifical to our classes, if we cut them down to meet a half day time limit.

11 our brains can hold so much so it is not good idea for this.

12 I think it would allow us to not rush the learning.

13 The half of a school day could be he day to get caught up on work

14 you can finish up due assighnments

15 Get more work done. The work won't be cramed in only 4 days.

16 because we could still learn a little bit more than we do on a 4 1/2 day weeks

Response 5 day

1 5 day weeks make things where you can't do anything on the weekends and put too much school in your head

2 You dont get as much rest for your brain.

3 People will become tired and games would be cancled.

4 I believe this because kids can learn more.

5 you dont get to rest as much

6 no comment

7 The 5 day school week would allow more time for the classes to cover the appropriate information

8 with a 5 day noone would like it.

9 nope.

10 summer , spring,and christmas breaks are longer

PUBLIC COMMENTS PARENTS

Response 4 day

1 having 3 days for family activities

2 MORE FAMILY TIME ON THE WEEKEND

3 the fact of 4 days dedicated to school/Fri school incentive to keep caught up

4 I BELIEVE THE 5TH DAY STRESSES THE KIDS, AND DOES NOT ALLOW TIME TO TRULY REST AND REGROUP OVER THE WEEKEND. 4 DAY WEEK ALLOWS THAT AMPLE TIME

5 kids have time to be kids

6 the extra help at home

7 works good for the students that have sports is why we like it so well.

8 sports

9 the kids are ready to be done at the end of thursday and it would be hard to motivate them to go on friday

10 if they have any extra activity it can be on friday and thsy are not missing school

11 We like this because it gives the kids a day to relax.

12 students are in school

13 The students that are gone for Friday activities don't miss as much class time. I also wonder how much the students that would remain in school could accomplish with such small classes.

14 Great family opportunities on Fridays

15 allows older students time for employment opportunities or outside of school

activities
16 My children are very successful academically, and the schedule works for our family, so why change it?
17 My children seemed to stay more focused.
18 As much time learning as the longer week, but have time for family and sports activities
19 More rest time
20 If done they way it way intended very good--not as good now
21 T
22 Academically-socially-emotionally
23 Allows for family time as well.
24 With such a small student base Friday activities that pull kids from school make the classroom ineffective for thsoe who stay behind.
25 Friday can be utilized for extra help and fun activities

Response 4 1/2 day

1 KIDS STILL HAVE A LONGER WEEKEND BUT CONTINUE MORE SO ON THEIR EDUCATIONAL SKILLS
2 child will learn that a week consist of 5 days and sometimes more for the working class
3 Kids would have more scheduling choices
4 More consistant class time.
5 Totally useless time of the 1/2 day...been there tried that

Response 5 day

1 it seems like on a 4 day week there is still a waste day. It just occurs on /thursday instead of Friday.
2 more time in academics and more days off for the summer
3 More time to learn the skills needed to pursue a higher education and be proficient in the work force.
4 less stress, 4day feels like rushed thru curriculum
5 Fine...students in activities will still miss and we will take our kids out to do activities so doesn't really matter to us
6 Academics, not athletics should be the priority. Prepare students for college.
7 I feel that we cannot compete as a whole on the same level as other schools in the nation. Growing up in a large school myself, I embrace the benefits of having more teacher/student contact, but....

Please select the school-week format that you believe is the best educational option for your child(ren): 4, 4.5, or 5	Please list the single most important reason for your choice
4	less driving
4	Family time
4	Family Time
4	Family Time
4	Family Time
4	Academics

4	Less Absence
4	Excellent Education
4	Have not seen any negativies of 4 day
4	Give them more time outside of school
4	Schedule that we are used to already
4	Gone for Activities = minimal class sizes
4	Kids will be able to work (life-skills)
4	Missing Fridays
4	More family time; rural enrichment; Friday School option
4	Gives the families more 'family time'; helps the kids w/ burnout
4	Faster week and attention span
4	Keeps the students focused throughout week; Family time
4	Kids not in school on Friday; Grades went up after switching
4	Interruption on the additional days beyond 4 school days
4	Haven't been convinced it would be better with 4.5 or 5 day week
4	Sports involved on weekends; Mirror work day; Fridays for help
4	Gives the students more of a break
4	Kids have that Friday to relax (3 day weekend with family); shorten bus time
4	Need activites along with academics; if kids are pulled you lose academic time
4	Time structure with the students in school; increased activities
4	Student Morale; Re-energize students
4	Kids are in school more (not missing for other activities or appts)
4	In school long enough to get in-depth; extra day to recharge
4	Three day weekend; more family time
4	Kids home on Friday
4	Given a day off for extra-curricular activities on Friday
4	Longer classes help with instruction; incentive to get caught up (not attend Fri)
4.5	Rest, family time
4.5	Need to be in school
4.5	More times to meet
4.5	More meeting days
4.5	Give the best opportunity to learn (limited time off)
4.5	Need extra help on Fridays (on consistent basis); lose info over weekend
4.5	Options of classes with longer week
4.5	Easier for working parents
4.5	More accustomed to a five day week (added extra day of learning)
4.5	Benefit from a more time in core subjects
4.5	Five day into three days (Monday is make-up day); More time
4.5	Shows laziness (students) in work ethic and show up for 5 days

4.5	Wonder if there would more time in that last morning?
4.5	1/2 day on Friday give them a part of school;
4.5	Bored over weekend; Five days is too long; 1/2 day to unwind
5	less pressure
5	engaged in School
5	Rigor
5	Not finishing curriculum
5	Limited, not hindered
5	Educational Need
5	Pain to have them off on Fri; loses attention span w/ 3 days off
5	Increased classroom hours
5	More study time; less goof-off time
5	Contact time with teachers
5	Thursdays turn into a Friday (play day)
4 (NOT 4.5)	Using every minute of every period;
5 Elem 4 JH/HS	EL doesn't have enough time to learn what they need

PUBLIC COMMENTS COMMUNITY

Response 4 day

1 school time isn't taken away due to sports, field trips, or if the child needs counciling more one on one time could be used.
2 my grandchildren(3) benefit from this schdule-acedemics/sports/ffa
3 longer class periods, less people miss school(i.e. sports) and time specifically for tutoring/catching up
4 With such small classes, if any students are gone for activities, having one or two students that don't participate in sports would be the only students left.
5 Kids are gone on activities
6 Gives everyone a better break
7 Academic, emotion, social
8 ideal for very small schools
9 It is not the responb'lty of a public school to meet social & emotional needs ~ not a first priority ~ parents must accept these as their responsibility and 1st priority
10 Seems to work
11 Weather
12 I think a four day week makes the four days more productive and gives kids more time to re group on the weekends with their families.
13 More rest for children

Response 4 1/2 day

1 There would be more effective teacher/student contact, which would increase learning.
2 The Extra half day could be a extra time for students to get additional homework done or help from teachers to explain certain aspects of the class that they do not understand
3 There are currently too many 4 day weekends. This is too long of a break away from instruction for students.

4 small school sports on Friday few kids, but continuality reviews catch up on Friday
5 Still gives time for sports & teacher training
6 This school has too many 4 day weekends which is too long away from class for retention.
7 I think this would provide students, especially elementary students with more continuity in their instruction, and still preserve time for sports and families.
8 little or no benefit
9 release for sports travel
10 More structured class time
11 More class time for students

Response 5 day

1 Students recieve more instruction
2 More instructional time for the students
3 More time to learn
4 More contact hours, emphasis on learning as a more full-time activity
5 Student teacher contact, better chance for electives, better use of time.
6 Kids need more education... less fluff.
7 A year's Math, Science, or English course cannot be taught in a six month school year.
8 More Teacher-Student contact
9 They will learn more and get ready for the work force.
10 More Learning
11 Utilize time to actually educate
12 I think our kids need 5 days of instruction a week so that they are better prepared for college requirements.
13 due to extracurricular activities fridays are a waste academically, especially for high school
14 Teachers have a full 5 days to instruct & not try to cram it all in in 4 days. 4 longer days doesn't seem to equal 5 full days. Kids get too tired on the 4 day schedule & don't have time for homewor
15 More time to test students to see if they are learning what was taught during the week. By taking away the fifth day, it has shown up in school rating, testing and what our students take on to higher
16 My opinion is based on my observation that children don't retain information when they are not in school. Although three days is not a long time, I imagine that time on Mondays is spent reviewing.
17 Three day week ends destroy the continuity of the learning process
18 The little guys would be less tired at night
19 more time for academics
20 More regular/standardized "work" week
21 More time for education

Also, please see written public comments as submitted at the open public meetings.

LENGTH OF WAIVER

Park County School District #16 is requesting a waiver for the following school-years:

- **2011-2012**
- **2012-2013**

EVIDENCE OF MEETING REQUIRED HOURS

The requested calendar and daily schedule will result in the following yearly meeting/contact hours:

- **ELEMENTARY--** 962 hrs. (+62 over minimum)
- **JUNIOR HIGH--** 1,128 hrs. (+78 over minimum)
- **HIGH SCHOOL--** 1,128 hrs. (+28 over minimum)

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Sheridan County School District #1

DISTRICT CONTACT: Sue Belish (until June 30); Marty Kobza (7/1/11

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	✓
Education objectives (How will students benefit from this alternative schedule?)	in letter
Description of the schedule(s) and a copy of the calendar(s)	in letter; attached
Method of evaluating how student learning has improved	Progress meeting Board Student Achievement goals
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	Board Agendas
Copy of public comment records	Comments from Surveys; Bd minutes
Length of waiver (circle one) • 1 year • (2) years	
Evidence of meeting required hours: • Elementary 900 hours 984 • Mid/Jr. High 1050 1110 • High School 1100 1110	 8:00 - 3:40 X 148 days - 1 hr lunch + recess 8:00 - 4:00 X 148 days - 30 minutes lunch 8:00 - 4:00 X 148 days - 30 minutes lunch

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

Sheridan County School Dist. #1
Sue Belish, Superintendent
P.O. Box 819, Ranchester, WY 82839
Phone: 307/655-9541 Ext. 132 Fax: 307/ 655-9477
belish@sheridan.k12.wy.us

April 18, 2011

Dianne Frazer
Wyoming Department of Education
Standards, Assessment, and Accountability Unit
2020 Grand Avenue, Suite 500
Laramie, WY 82070

Dear Dianne,

On April 12, 2011, the Board of Trustees of Sheridan County School District #1 unanimously voted to submit a request for the approval of our alternative schedule for both the 2011-2012 and 2012-2013 school years. At the end of 2011, SCSD#1 will have operated on an alternative schedule for almost 27 years! It is part of our culture as a district and as a community.

Our plan for the next two years includes 148 student contact days and the equivalent of 16 Education Days for staff. Students at the high school and middle school level will attend school each day from 8:00-4:00, while students at the elementary level will attend from 8:00-3:40 each day. When we subtract a daily 30 minute lunch period for all students and a daily 30 minute recess block for elementary students, this translates into 1110 hours of instruction for secondary students and 987 hours of instruction for elementary students each year.

We are requesting to continue our alternative schedule because we believe it best fits our needs and it enables us to:

- Provide a quality education for all students in our district
- Provide fewer disruptions to the instructional day
- Provide opportunities for staff to be involved in meaningful curriculum development, professional training, and collaboration
- Provide time for additional remediation and enrichment opportunities for students

Students benefit by having the finest trained educators teaching and helping them to learn during productive, uninterrupted days. Students have opportunities to participate in extra – curricular, remedial, and enrichment activities while not missing regular class time. We evaluate the success of this schedule by examining progress on Board Goals and by reviewing student achievement based on PAWS, common assessment, Measures of Academic Progress tests, and ACT results.

Data contained in the WDE 2010 Education Summary indicate that students in Sheridan County School District #1 are doing well academically:

- ⇒ 2nd in the state for ACT composite average
- ⇒ 1st in the state for ACT math average
- ⇒ 92% graduation rate
- ⇒ 1.3% drop-out rate

In addition, our Annual Report Card to the Community for 2009-2010, posted on our district website (http://www.sheridan.k12.wy.us/) provides evidence of the many accomplishments of our students and staff.

The Board of Trustees of Sheridan County School District #1 held two public meetings, March 8 and April 12, encouraging community to provide input about the schedule. Although the meetings were widely publicized, few patrons or staff chose to testify. Comments given during the hearings were positive in nature. One staff member suggested that we should investigate ways to offer more enrichment and remediation opportunities for students on Fridays. We also provided students, parents, and employees the opportunity to comment on the alternative schedule via a survey. Of the 596 responses we received, 93% of the staff, 95% of our parents, and 96% of our students were in favor of continuing the alternative schedule, feeling that they received a good education in Sheridan County School District #1.

I believe that the information included in survey results, the Wyoming Education Summary, and our Annual Report supports the quality education offered in Sheridan County School District #1. We have solid evidence that students are learning, teachers are teaching, and the community is pleased with our schools.

Please do not hesitate to contact me if you require additional information about our program.

Respectfully,

Sue Belish

Sue Belish, Superintendent

Sheridan County School District #1
2011-12 Student Year

Legend:	Yellow - School in Session	Lt. Blue - Vacation Days

Summary: Begin August 29, off Labor Day: September 5 (in school Friday, September 9), Thanksgiving Break: November 23 - 25, Christmas Break: December 22 - January 2, Spring Break: March 12 - 16, Memorial Day: May 28, Last Day: June 1

MONTH	Number of Instructional Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
		M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
JUL						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
AUG	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
SEPT	17				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2
OCT	17	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
NOV	16		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
DEC	12				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1
JAN	17	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
FEB	17			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29				
MAR	13				1	2	3	4	5	6	7	8	9	10	11	*12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1
APR	17	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
MAY	18		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
JUNE	1					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1
TOTAL	148																																			

NOTE: The school calendar must include 148 instructional school days.

SHERIDAN COUNTY SCHOOL DISTRICT ONE
REGULAR BOARD MEETING

March 8, 2011 6:00 P.M.
Big Horn High School
Big Horn, Wyoming

AGENDA

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Roll Call

4. Approval of Agenda

5. Presentations/Recognitions
   a) Presentation to Brent Caldwell, Wyoming National Distinguished Principal of the year
   b) BHMS Teton Science

6. Public Hearing – Comments from Big Horn Patrons **6:15 pm**
   a) Alternative Schedule

7. Visitors

8. Student Ambassador Report

9. West Sheridan County Education Association Report

10. Administrators' Reports

11. Business Manager's Report

12. Superintendent's Report

13. Consent Agenda
    A. Approval of Open and Executive Session Minutes
    B. Approval of Bills and Salaries
    C. Approval of Classified Position
    D. Approval of Extra Duty Position

14. Old Business
    A. Facilities Update

15. New Business
    A. Approval of Policies – 1st Reading
    B. Bus Purchase and Financing Authorization
    C. Principal Position Recommendation
    D. Correspondence
    E. Early Retirement Request
    F. Renewal of Administrators

16. Executive Session
    A. Personnel

17. Board Member Reports

18. Board Signatures

19. Adjournment

SHERIDAN COUNTY SCHOOL DISTRICT ONE
REGULAR BOARD MEETING

April 12, 2011 **5:30 P.M.**
Central Office
Ranchester, Wyoming

AGENDA

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Roll Call

4. Approval of Agenda

5. Executive Session
   A. Confidential Student Issue

6. Presentations/Recognitions
   A. Certificate

7. Public Hearing – Comments from Tongue River Patrons **6:15 pm**
   A. Alternative Schedule

8. Visitors

9. Student Ambassador Report

10. West Sheridan County Education Association Report

11. Administrators' Reports

12. Business Manager's Report

13. Superintendent's Report

14. Consent Agenda
    A. Approval of Open and Work Session Minutes
    B. Approval of Bills and Salaries
    C. Approval of WSBA Yearly Dues
    D. Acceptance of Resignations
    E. Acceptance of Retirement Request
    F. Approval of Extra Duty Positions
    G. Approval of Classified Position
    H. Related Service Agreement
    I. Approval of Policies KJ and KI – 2nd Reading
    J. Appointment to SCSD #1 Recreation Board

15. Old Business
    A. Facilities Update
    B. TRMS Principal Selection Process
    C. Board Goals

16. New Business
   A. Approval of Special Education Policies – 1st Reading
   B. Approval of Teacher and Principal Evaluation Systems
   C. Early Retirement Request
   D. Exception to Graduation Requirements
   E. Renewal of Staff
   F. Track Meet Request
   G. Ranchester Centennial Request
   H. Four Day Week Application
   I. Preliminary Budget Meeting
   J. Contract Forms for Initial and Continuing Contract Teachers
   K. Support for Students National Competitions
   L. Correspondence

17. Board Member Reports

18. Board Signatures

19. Adjournment

Public Hearing

JOHANN NIELD MADE A MOTION TO GO INTO THE PUBLIC HEARING AT 6:25 PM. KRISTI VON KROSIGK SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

There was a public hearing to hear comments and concerns regarding the alternative schedule. Patrons and staff were notified of the hearing via the district/school websites, flyers in buildings and email. Parents, students, and staff have also been asked to complete a survey about the schedule to provide us with additional input. Rebecca Gilbert, BHMS student feels that the 4 day week has had a positive effect on her academically, commenting that Fridays can be used to receive additional help from teachers. Bruce Gilbert, Rebecca's father, feels that his children have adapted well to the alternative schedule. Having the alternative schedule allows classroom time to be uninterrupted by extra-curricular events. Becky Burtis, TRE teacher, and Bret Burtis, BHMS teacher, feel that the schedule allows students to excel academically as well as gives opportunity to give/receive additional help on Fridays. Sara McGinnis added that Fridays allow for professional development opportunities.

KRISTI VON KROSIGK MADE A MOTION TO COME OUT OF THE PUBLIC HEARING AT 6:30 PM. CAROL GARBER SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

STUDENT AMBASSADOR REPORT

No Report.

VISITORS

None.

WSCEA REPORT

No Report.

ADMINISTRATORS' REPORTS

Written reports were handed out prior to the meeting. The Board thanked Brent for his opinions on the new grading policy. Congratulations to the State Champion BHHS Boys. TRHS Girls placed 3rd and BHHS girls took 4th place at the state tournament. The Board gave Terry permission to pursue a Hunter's Safety program at TRMS. The Board congratulated Becky Burtis for winning $5,000 from the Qwest Technology in Education grant.

BUSINESS MANAGER'S REPORT

Jeremy Smith's written report was distributed prior to the meeting along with supporting documents.

SUPERINTENDENT'S REPORT

Sue Belish's written report was distributed prior to the meeting. Sue thanked George and Carol Webb for dinner. Congratulations to the Basketball teams. Sue emailed a summary report of the legislative session. The Board congratulated Sue for being elected to the State Board of Education. Assessment results by grade and school were distributed at the meeting for the Board to review.

CONSENT AGENDA

A. Approval of Open and Executive Session Minutes
B. Approval of Bills and Salaries
C. Approval of Classified Position
D. Approval of Extra Duty Position

JOHANN NIELD MADE A MOTION TO APPROVE THE CONSENT AGENDA. CAROL GARBER ABSTAINED FROM WARRANT #116048, KRISTI VON KROSIGK ABSTAINED FROM WARRANT #116148. KRISTI VON KROSIGK SECONDED THE MOTION. IT CARRIED UNANIMOUSLY.

Alternative Schedule Survey Results
April 2011

The 4-Day week schedule has:	A positive effect on learning	No effect on learning	A negative effect on learning	Total Responses
Students	272	38	5	315
Staff	100	9	5	114
Parents	152	10	5	167

The 4-Day week schedule has:	A positive effect on family life	No effect on family life	A negative effect on family life	Total Responses
Students	269	37	9	315
Staff	105	6	3	114
Parents	158	7	2	167

The 4-Day week schedule has:	A positive effect on me	No effect on me	A negative effect on me	Total Responses
Students	279	30	6	315
Staff	109	0	5	114
Parents	159	4	4	167

I am satisfied with the way the 4-Day week schedule operates:	Yes	No	Partially	Total Responses
Students	298	6	11	315
Staff	100	4	10	114
Parents	158	3	6	167

I would like the district to continue the 4-Day week schedule:	Yes	No	Perhaps	Total Responses
Students	301	6	8	315
Staff	106	4	4	114
Parents	159	5	3	167

Alternative Schedule Preliminary Results

4/5/11

I am satisfied with the way the 4-day week schedule operates comments:
• getting home by 4:45 and trying to do homework, dinner, chores, family time and bed isn't helpful
• I hate the ridiculously short break for Christmas
• Positive: enrichment activities on Fridays; Negative: children often learn more efficiently with more days of exposure vs. less days of exposure to material.
• Well, selfishly, I think it works well for me; it worked well for my family. However, sometimes I wonder if it is not so good for low socioeconomic children? Could a possible half day of reading/math be offered to children at least at the elementary level
• It's helpful if kids are able to come in for re-teach sessions on Friday schools.
• I think the 4-day school week is good, but sometimes I feel that schools such as Sheridan will get more education then we will through all 12 years of schooling.
• I think after a certain amount of time, we lose interest in learning in the long days but it also helps those of us who have jobs. We get more work time in.
• It is nice to have a 4-day week because you then have 3 days for the weekend, more time to work on weekend homework and relax. But, only a 4-day week gives you less learning time and a short amount of time to get in-class work done.
• I like the idea! But not satisfied
• We have to go longer than the people in Sheridan.
• I wish that we had two weeks for Christmas vacation.
• It is good but days seem to drag on.
• I don't feel I have enough time with the teachers to complete the course correctly
• It would be nice to have a couple 1/2 Mandatory Fridays
• I wouldn't mind having school two Fridays a month. I think I could get more taught with more school days. Longer school days, doesn't always increase learning.
• We need to either move to a 5-day week for lengthen class times so all content can be taught to proficiency.
• I think Fridays should be used more effectively. More tutoring for kids with needs. More teacher centered needs based meetings.
• Students, parents, and staff need to use the Fridays more effectively for student activities and learning. Quite often teachers will try to get students in on Fridays for enrichment or remediation, but they or their parents have other plans.
• very satisfied
• I think it's good for families if they are able to be home, together, for the three day weekend. It's hard if the family has to pay for daycare on Fridays, or the kids have to stay home by themselves.
• I think that the school day is really long for the primary grades. By the end of the week, they are exhausted.
• I believe that days become too long for students.
• I would like to see more academic activities and club activities available for students on Fridays.
• has morphed into a five day week with longer days. Principal wants staff to meet every Friday. I want to go back to 5 day week
• Fridays are underutilized. They could be a great opportunity for intervention, enrichment, and professional development if staff worked a 4 1/2 day work week.
• My child is able to complete assignments within this schedule as well as extracurricular activities.

Alternative Schedule Preliminary Results

4/5/11

I would like the district to continue the 4-day week schedule comments:
• If a few snow days and slightly longer breaks were put into place then yes
• 4 1/2 days of learning would benefit children. As they get to HS, they could start the year with 4 1/2 days. If they complete assignments and are passing with C or better, they could earn the Friday away from school
• If the days were shorter, I wouldn't mind too much going to school on Friday, but like I said, some of us have jobs that help us get into the working world.
• Students need more time in an educational setting
• We miss out on a day of learning every week, while every other school get's one more day of education.
• Its nice to have longer weekends but shorter days would be nice
• With the understanding that some Fridays be used for IEP meetings and a back-up snow-days done early
• I would not be opposed to having students come in two Fridays a month.
• I don't think our school is running the 4-day week like originally intended. With 55 minute classes, teachers are able to get through one lesson per day (like-a 5-day week). This does not allow teachers to cover all the material at a proficient level.
• We love the 4 day school week schedule! We moved into the school district a year ago, and previously had a 5 day school week. It works well for our family.
• To know what is going on
• The district should consider and 4.5 day school week. Shorten Monday-Thursday even a half hour and use Friday as remedial, enrichment, or a block schedule of sorts.
• I would be interested in a 4.5 day schedule; I sometimes feel our students don't receive enough instruction in 4 days.

Additional Comments:
• As a BHHS parent, with a child actively involved in sports, the ability for them NOT to miss school and continually be making up time is a huge benefit from a learning perspective.
• As a BHHS parent, with a child actively involved in sports, the ability for them NOT to miss school and continually be making up time is a huge benefit from a learning perspective.
• If there was a Friday school, so we could retake tests or also having lessons. Thanks for listening!
• it is the smartest thing since fuzz on a tennis ball
• Love the 4 day week! It helps with my kids' not missing school for dr. appointments. Any other school activities they can go without missing out. Please keep the 4 day week.
• Four day school week is AMAZING!!!
• With children involved in athletics we appreciate the 4 day week because there are no missed classes due to missed Friday's athletic events.
• This 4 day schedule is amazing for myself and my family. I feel it works for us as well as many parents in our community!
• the 4-Day week is one of the main reasons I go to Big Horn
• Its the reason I am here
• This scheduled allows us to miss less school or work. We schedule all our most of our appointments on Fridays. It allows us to catch up on routine things and spend the weekend doing family activities. This is a wonderful schedule!
• Yaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaay!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
• no Fridays please Fridays are great for work, family time, sports, vacations, etc and a time to recharge

Alternative Schedule Preliminary Results

4/5/11

Additional Comments Continued:
• A 4-Day week schedule in beneficial to the students because we are allowed Fridays to come in if needed for extra help from teachers.
• The four day week may give parents a hard time because they have to work on Fridays. Other than that....no big deal.
• 4-Day a week schedule rocks! It gives us less time to catch up on homework, yes, but it also gives us an extra day to relax and let go of the stress of school, and do other things...
• I don't know if this is because of the 4-Day school week or what, but Sheridan has Spring Break, as long as us, but they start later, and end earlier.
• The school day week has been awesome and please continue it
• I love four day school weeks because we get three day weekends.
• I am from Alabama and learn way more here in 4 days than i did there in 5 days, so keep the 4 day week.
• It is nice to have a 4-day week.
• It is nice to have an extra day to do something on the weekend
• I think that the 4-Day week schedule is very nice. We get more time over the weekend to study and sports are easy to do. I strongly think they shouldn't change the 4-Day week schedule.
• Having four days of school is very cool.
• Kids who have bad grades should have to go to school on Friday and kids who don't shouldn't have to.
• I love four day school weeks because we get three day weekends.
• I like the way Tongue River High School runs their school. The staff help and most continue to help us outside of school hours and offer to talk anytime. It's good to have such caring staff.
• One of the main advantages for a staff member is that in service days can be scheduled on open Fridays. These times do not require teachers to be out of the classroom. Some Fridays are used for field trips. Again not taking away from the school day.
• There are actually more classroom hours with the 4 day week and it is apparent in how well our students do. With so many students gone on Fridays for sports, doctors, travel, etc it only makes sense.
• if Big Horn went to a five day school week i would most likely transfer to Sheridan
• keep 4 day week
• The four day week benefits students in many ways. Students are able to work on Fridays or use that time to complete homework that they were not able to finish during the school week.
• the four day school week also allows for one good work day at our jobs out of school
• Please keep the current schedule.
• Don't change it or there will be riots
• DO NOT GET RID OF THE 4 DAY WEEK OR PEOPLE WILL HATE YOU FOREVER!!!!!!!!!!!!
• Don't change the 4 day week
• Keep the 4 day school week it helps when I want to go visit my mom in Casper for an extra day on the weekends.
• gives a good start to weekends/short vacations
• I believe that the 4-day week should stay. I honestly think that no learning time is lost during the 4-day, though others might think different. Even if there is no school on Fridays, I can still come in for extra help and extra lessons etc.
• Please don't change the four day school week!
• The 4-day school week is a great system because it gives students more time to work on weekend homework and it gives teachers an extra day off.
• The 4 day school week does work for the kids that come to school for the total week but if they miss school it's doesn't help them learn or catch up on what they need to learn.
• Please keep the four day school week.
• KEEP THE FOUR DAY SCHOOL WEEK!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
• I love the four day school week, and we only go 3 hours less than other schools.

Alternative Schedule Preliminary Results

4/5/11

Additional Comments Continued:
• The four day school week is very cool. It kind of makes me want to come to school more because I know its not going to be a long week. Come for the new week i am all rested and ready
• The four day school week is great because it gives us enough time for the weekends to travel. PLEASE don't change it to a five day week.....Thank you.
• I like the 4 day week because it gives the people more time home and with family and friends
• The four day school week is great because it gives us enough time for the weekends to travel. PLEASE don't change it to a five day week.....Thank you.
• The Four Day week is so nice. It gives you time to rest over the weekend. Please do not change the schedule. I can go do something over the weekend. And when I get back to school, i am rested and ready to learn for the week.
• I think the 4 day week is a good thing we should keep it
• Maybe if we had a five day week, we could at least get out like at lunch or something on Fridays. that way we would still have more education.
• Please remain with 4 day week. I truly feel this has been a wonderful experience for my child 3rd grade child!
• I feel that the days are too long and do not allow for additional help for children not meeting curriculum standards. No time for afterschool tutoring and homework help. Too long of a day in general. Our experience with Fridays off has been a negative one
• Can be hard on families with parent dependent children of parents who work. Younger children would probably be better served in a 5 day week. Middle school to high school students do better in the 4 day week due to other activities that are offered.
• It works
• The four day school week is amazing so please DON'T get rid of it!!!
• the 4 day school week is great because it is different from any other kind of school. I also like it because we continue to work just as hard or harder than any other school. KEEP THE FOUR DAY SCHOOL WEEK!!!!!!!!!!!!!!!!!!!
• It works wonderfully!!!!!
• Please keep the four day week schedule.
• Please, please keep the four day week schedule. It is so nice!!!
• I love the four day school week because I get to spend more time with my family.
• I don't like having to go longer hours and I think it's not fair that we don't celebrate holidays like Martin Luther King Jr. day. It's rude.
• Please don't take the 4-day school week away! I really love it, and it gives me time for family and sports. The 4-day school week makes BHMS fun and unique. It also makes me not hate school. If you made a 5-day school week... I just really hope you don't.
• I would really like a four day school week to continue because it gives us enough time to do our homework and so we can have time for family on our three-day weekend. So please don't change it!
• I love the 4 day school week and it gives me more time to study for important tests and get prepared for certain events.
• We need two weeks for Christmas vacation.
• I like the 4 day week schedule!!!!!!!!!!!!!!!!!!!
• My son has been a success in school and even on Fridays he does homework, reading etc. Please keep the 4-Day week!
• I think it's important to have the students (middle school and high school) HERE in class, not missing Tues and Thurs afternoons and most of Fri. for competitions and other activities.
• I think it is a great schedule, so why fix something that isn't broken?
• I think it is a great schedule, so why mess with something that doesn't need fixed?

Alternative Schedule Preliminary Results

4/5/11

Additional Comments Continued:
• Having Fridays gives us a chance to schedule activities and enrichments. The students miss very little school for school activities
• 4-Day week increases attendance due to extracurricular activities taking place on Fri/Sat
• I have taught in four different districts and know that the 4-day week has a positive effect of student learning! Kids and teachers are more engaged because you only have 4 days to get the work done. There is not Friday wasted time either.
• I WOULD BE VERY DISAPOINTED IF YOU WERE TO DISCONTINUE THE FOUR DAY WEEK! WE WOULD CONSIDER HOME SCHOOLING AS AN ALTERNATIVE IF THIS WERE TO TAKE PLACE. THANK YOU!
• The 4-day week schedule has been very nice for working around appointments, activities, and family interaction
• like the four day school week because I work on fridays.
• The four day week allows us to avoid week night sporting events and allows kids to schedule appointments without missing school. I think the 4 day week works.
• On the 4-Day week schedule, as a staff, we are very focused, purposeful, and effective.
• I think classes need to be at least an hour and 15 minutes long for teachers to get through at least one and a half lessons. Only then would a 4-day week work the way it's supposed to. I believe kids are suffering because of our short classes.
• Not school prob. but getting to some activities @ the Y-ie. Swim Camp starts @4:30 but bus arrives @ 4:45 min.
• This schedule allows students to participate in sports and not get behind on their work due to other students behind in class who do not participate in sports. We love this schedule.
• I would like it to be District policy that if a student was not passing they would be required to go on Friday until noon.
• I would like to see Friday School reinstated for those who are not completing their work on time or need remedial help.
• It's good for students in sports because they don't miss as much school. It's hard for students who need extra intervention because maybe with another day of instruction they would catch up quicker. Friday school is good, but there isn't always money...
• I think if we need to make up a snow that might happen in May, we should make it up the following week not on the last day week of school.
• The 4 day school week enables our dentist, doctor and hair appointments to be scheduled without a conflict to the school day. For athletic programs scheduled on Friday's I feel the 4 day week is a necessity.
• Would like to see a longer Christmas break than we had this year. And please, don't go back the day after New Years
• We have family that lives 5 hours away. This schedule allows us to maintain a rich interaction with our family. It also allows us to create additional opportunities for building background for my kids' growth & development.
• This schedule is perfect for a working parent. It allows for time to take care of family/home needs as well as dedicate the necessary time to teaching students.
• Saves money for the school district also
• This schedule allows us to have more time as a family. It gives our children the downtime necessary to continue learning and loving school.
• Kids will adapt no matter what. The four day school week does not enrich my child's time in school. SCSD #1's content and staff is the reason for a positive effect.
• It is important to sync our calendar with that of Sheridan College to ensure common vacation times.
• I'd like to better understand the issues with the 4 day week and why considerations about changing it are taking place.

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Sheridan County School District #3

DISTRICT CONTACT: John A. Baule, District Superintendent

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 2, 2011. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

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

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

Sheridan County School District #3

P.O. Box 125 / 1601 Meade Avenue
Clearmont, WY 82835

(307) 758-4411
www.sheridan3.com

April 13, 2011

Dianne Frazer
Wyoming Department of Education
Educational Quality and Accountability
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002 – 0050

Dear Ms. Frazer:

The Board of Trustees of Sheridan County School District #3 is requesting an Alternative Schedule (in accordance with Chapter 21 and 22 of the State Board of Rules and Regulations), for the 2011-2012 and 2012-2013 school years. Our district has been previously approved for alternative schedules in two year increments, beginning with the 2001-2002 school year, and continuing on through the current school year.

We are requesting approval of an Alternative Schedule that provides 148 days (4 day school week) of student instruction; 16 days for professional development and in service training; and 5 flex days for the faculty.

Enclosed with this cover letter are:

- Education objectives (how the students will benefit from this alternative schedule);
- Description of the schedules and a copy of the calendar;
- Method of evaluating how student learning has improved;
- Evidence that at least 2 advertised public meetings were held prior to the submission of the proposal;
- Copy of public comment records; and
- Evidence of meeting the required hours.

Thank you for your time and assistance with our district's request for an Alternative Schedule. If you need additional information, please call my office at (307) 758-4412.

Sincerely,

John A. Baule, District Superintendent

Education Objectives (how students will benefit from the alternative schedule).

- Protect instructional time, and minimize interruptions and lost time.

  The 4 day week reduces or eliminates interruptions of instruction, and loss of classroom time, caused by co-curricular activities that require students to leave before the end of the normal school day. This is especially important for the junior high school and high school students.

- Provide high quality, on-going professional development that improves instruction.

  The 4 day week, coupled with the days of professional development and in-service, make it possible to have high quality, on-going professional development that does not disrupt or interfere with normal classroom schedules. An example would be the K-6 literacy improvement project that our administration and elementary faculty members are currently doing.

- Improve student attendance and reduce absenteeism.

  We believe the 4 day school week encourages better student attendance and less absenteeism, and that the small percentage of days absent reflect that.

- Maintain a graduate rate that is at or near 100% of each Senior Class.

  Our graduation rate remains high; dropout rates are very minimal. The 4 day week is a factor.

- Maintain high test scores and other measurements of student achievement.

  Text scores (MAP, ACT, EXPLORE, etc.) continue on an upward trend. The 4 day week / alternative calendar is a factor.

Arvada-Clearmont Jr/Sr. High School

2011-2012 Master Schedule

Elementary Lunch 11:05 – 11:25
High School Lunch 11:29 - 11:55

Teacher	1st Period 8:00 – 8:50	2nd Period 8:53 – 9:43	3rd Period 9:46 – 10:36	4th Period 10:39 – 11:29	5th Period 11:58 – 12:48	6th Period 12:51 – 1:41	7th Period 1:44 – 2:34	8th Period 2:37 – 3:27	9th Period 3:30 – 4:00
Betz	WY History 7	US History 10	Geog 9	Govt 11	Civics 8	Online?	PREP	Study Skills 7	STUDY HALL
Crawford	Eng 11	College Eng 12	Eng 10	Eng 8	Eng 9	PREP	Eng 12	Read/Write 9-12	STUDY HALL
Harman	Sci 8	Biol II 11-12	Eng 7	Phy Sci 9	Sci 7	Biol 10	Read/Write 7-8	PREP	STUDY HALL
Perry	Adv Math 12	Alg I 9	Math 8	Math 7	Geom 10	Alg II 11-12	Stand Math 9-12	PREP	STUDY HALL
Clements	PREP		Elem Band	Elementary Music			Band 7-12	Choir 7-12	STUDY HALL
Wagner	Tier 3 Reading		PREP	Span II	Span III	Span I	Intro to Span 7-8	Span II	ELEMENTARY
Clabaugh	PE/Health 9-10	PE/Health 7-8	Elementary PE			Health 7/8	PREP	Weights 11-12	STUDY HALL
Latham	Ag Shop	Ag Shop	Ag Shop	Divers Ag 10	Ag Record	PREP	Adv Ag	Intro to Ag 9	STUDY HALL
Knudsvig	PREP	Art 9-12	Yearbook	Elementary Art			Art 7-12	Art 7-12	STUDY HALL
Rohrer	Elementary	Technology		PREP	Tech 7-12	Keyboard 7/Careers 8	Tech 7-12 Desktop Pub?	Tech 5-6	STUDY HALL
Ellingrod				Careers					
Marton									

Elementary	Junior High 7th & 8th	High School 9th – 12th	Junior High School 7th – 12th	PREP – Planning	Study Hall

Sheridan County School District #3
School Calendar Summary
2011-2012

August 15	First Practice for HS Volleyball, Golf, Football
August 15-19	Faculty & Staff Inservice 8:00-4:00 PM
August 22	**First Day of School for all K-12 Students**
September 5	**Labor Day (No School)**
September 6	**Classes Resume**
September 9	**School in Session**
September 15	Meet the Teachers Dinner 5:00 PM & Teacher Inservice 4-8:00 PM
September 30	Teacher Inservice 8:00-4:00 PM
October 18	End of 1st Qtr
October 19	Beginning of 2nd Qtr
October 21	Teacher Inservice 8:00-4:00 PM
November 3	Parent Teacher Conf/Teacher Inservice 4:00-8:00 PM
November 4	Parent Teacher Conf 8:00-12:00 PM
November 18	**School in Session**
November 23-27	**Thanksgiving Break (No School)**
November 28	**Classes Resume**
December 2	Teacher Inservice 8:00-4:00 PM
December 16	**School in Session - Early Dismissal 1:00 PM** End of 2nd Qtr & 1st Semester Teacher Inservice 1:00-5:00 PM
December 19	**Christmas Break Begins (No School)**
January 2	**Classes Resume** Beginning of 3rd Qtr/2nd Semester
January 13	Teacher Inservice 8:00-4:00 PM
February 10	Teacher Inservice 8:00-4:00 PM
March 7	**Early Dismissal @ 1:00 PM Winter Break** Parent Teacher Conf 1:00-5:00 PM End of 3rd Qtr
March 8	**No School**
March 12	**Classes Resume** Beginning of 4th Qtr
March 23	Teacher Inservice 8:00-4:00 PM
April 9	**No School Easter Break**
April 10	**Classes Resume**
April 13	**School in Session**
April 27	Teacher Inservice 8:00-4:00 PM
May 18	**Last Day of School-Early Dismissal @ 1:00 PM** Teacher Inservice 1:00-5:00 PM End of 4th Qtr/2nd Semester
May 22	Senior Graduation 2:00 PM

Sheridan County School District #3
Classroom Schedule
2010-2011

Teacher: Jan Gibbs
Grade: K-1

Monday	**8:00-9:00** Opening/Calendar Spelling/Journal	**9:00-10:00** Reading/ Language Arts	**11:00-11:30** Math	**12:30-1:00** Health	**1:00-2:00** Power Hour	**2:30-3:30** Speech/Language	**3:30-4:00** Clean up, Planners, free time, dismiss	**10:00-10:15** Recess **10:25-11:00** PE **11:30-12:15** Lunch **2:00-2:20** Recess
Tuesday	**8:00-9:00** Opening/Calendar Spelling/Journal	**9:00-10:00** Reading/ Language Arts	**10:30-11:00** Math	**11:40-12:45** Music/Art	**1:00-2:00** Power Hour	**2:30-3:30** Science	**3:30-4:00** Clean up, Planners, free time, dismiss	**10:00-10:15** Recess **11:00-11:40** Lunch **2:00-2:20** Recess
Wednesday	**8:00-9:00** Opening/Calendar Spelling/Journal	**9:00-9:30** Math	**9:30-10:00** Speech/Language	**10:30-11:30** Reading/ Language Arts	**12:30-1:00** Power Hour	**1:15-4:00** PE, Library and Spanish		**10:00-10:15** Recess **11:30-12:15** Lunch
Thursday	**8:00-9:00** Opening/Calendar Spelling/Journal	**9:00-10:00** Reading/ Language Arts	**10:30-11:00** Math	**11:40-12:45** Music/Art	**1:00-2:00** Power Hour	**2:30-3:30** Social Studies	**3:30-4:00** Clean up, Planners, free time, dismiss	**10:00-10:15** Recess **11:00-11:40** Lunch **2:00-2:20** Recess

Mrs. Lyon

2010 / 2011 Schedule

2nd, 3rd, 4th grades

	Monday	Tuesday	Wednesday	Thursday
7:45 - 8:00	Flag Raising + citizenship	Flag Raising + citizenship	Flag Raising + citizenship	Flag Raising + citizenship
8:00 - 8:15	Calendar	Calendar	Calendar	Calendar
8:15 - 8:30	Everyday Math	Everyday Math	Spelling	Everyday Math
8:30 - 8:45			Communications Lab (Bev - Speech / Behavior)	
8:45 - 9:00			Everyday Math / Study Hall (Randy - counselor)	
9:00 - 9:15	Guidance			
9:15 - 9:30		Science / Social Studies	Keyboarding	Science / Social Studies
9:30 - 9:45	Keyboarding			
9:45 - 10:00				
10:00 - 10:15	RECESS	RECESS	RECESS	RECESS
10:15 - 10:30	Spelling	Spelling & Writing	Reading, Writing, & Grammar	Spelling - Test Character Education
10:30 - 10:45				
10:45 - 11:00				
11:00 - 11:15	PE	LUNCH / RECESS		LUNCH / RECESS
11:15 - 11:30			LUNCH / RECESS	
11:30 - 11:45	LUNCH / RECESS			
11:45 - 12:00		Art		Art
12:00 - 12:15			Read Aloud	Music
12:15 - 12:30	Read Aloud	Music		
12:30 - 12:45	Accelerated Reader / Study Hall		POWER HOUR - Reading Interventions & DIBELS Progress Monitoring	Read Aloud
12:45 - 1:00		Read Aloud		
1:00 - 1:15	POWER HOUR - Reading Interventions & Explorations	POWER HOUR - Reading Interventions & Explorations		POWER HOUR - Reading Interventions & Explorations
1:15 - 1:30				
1:30 - 1:45			Planners / Clean Up / Flags	
1:45 - 2:00			PE	RECESS
2:00 - 2:15	RECESS	RECESS		SNACK
2:15 - 2:30	SNACK	SNACK		
2:30 - 2:45	Reading (Bev - Speech)	Reading	Library	Reading
2:45 - 3:00				
3:00 - 3:15				
3:15 - 3:30			Spanish	
3:30 - 3:45				Planners / Clean Up / Flags
3:45 - 4:00	Planners / Clean Up / Flags	Planners / Clean Up / Flags		

CLEARMONT KINDERGARTEN SCHEDULE 2010-2011
MRS. AUZQUI

8:00-8:30 Morning Routines/Calendar
8:30-9:55 Language Arts Block

9:55-10:10 Recess
10:10-10:20 Restroom/change into PE shoes
10:20-10:55 Specials M/W=Music T/TH= PE
10:55-11:35 Lunch/Recess

11:35-12:55 Math

1:00-1:40 Specials M/W=Art, T=Sharing, TH=Library

1:45-2:15 Recess
2:15-2:30 Wash Hands/Snack time/Read Aloud

2:30-3:00 Technology

3:00-3:30 Science, Social Studies, Health

3:30-4:00 Free Time T=Spanish, W= Guidance

John Baule

From: "Shelley Baumgartner" <sbaumgartner@shr3.k12.wy.us>
Date: Monday, April 04, 2011 1:22 PM
To: "Mr. Baule" <jbaule@shr3.k12.wy.us>
Subject: Schedule for Shelley Baumgartner

First and Second Grade Schedule 2010-2011 Shelley Baumgartner

	8:00-10:10	10:10-10:25	10:25-1:00
Monday	AR Reading Spelling Library Recess 9:55-10:10	Story Time	10:25-11:00 MUSIC 11:00-11:35 LUNCH/RECESS 11:40-1:00 MATH
Tuesday	AR Reading Spelling Library Recess 9:55-10:10	Story Time	10:25-11:00 PE 11:00-11:35 LUNCH/RECESS 11:40-1:00 MATH
Wednesday	AR Reading Spelling Library Recess 9:55-10:10	Story Time	10:25-11:00 MUSIC 11:00-11:35 LUNCH/RECESS 11:40-1:00 MATH
Thursday	AR Reading	Story Time	10:25-11:00 PE 11:00-11:35

	Spelling Library Recess 9:55-10:10		LUNCH/RECESS 11:40-1:00 MATH

	1:00-2:00	2:00-2:35	2:40-3:55
Monday	1:00-1:35 ART SOCIAL STUDIES	Snack, Read Aloud RECESS D'Nealian 2:40-3:30 Power Hour-JOURNAL WRITING	Compass Learning Planners Free Time Dismiss 4:00
Tuesday	1:00-1:20 HEALTH Grammar	Snack, Read Aloud RECESS 2:40-3:30 Power Hour-STEP UP TO WRITING	Guided Reading Planners Spanish 3:30-4:00 Dismiss 4:00

Wednesday	1:00-1:35 ART 1:35-2:05 LIBRARY	Snack, Read Aloud RECESS D'Nealian 2:40-3:30 Power Hour-JOURNAL WRITING	Compass Learning D'Nealian-1 page Planners-3:30 Free Time Dismiss 4:00
Thursday	1:00-2:00 SCIENCE D'Nealian Show and Tell	Snack, Read Aloud RECESS 2:40-3:30 Power Hour-STEP UP TO WRITING	Guided Reading Planners Tech Time 3:30-3:55 Dismiss 4:00

Paula Brown

Schedule for 3rd and 4th Grade

8:00-8:30 DOL (Mon.) Writing assignment
8:30-9:00 Reading
9:00-9:30 Spelling
9:30-9:55 Keyboarding Tuesday and Thursday
Grammar Monday and Wednesday
9:55-10:10 Recess
10:10-10:55 Math
10:55-11:25 Lunch
11:25-11:35 Lunch recess
11:25- 12:00 PE on Tuesday and Thursday
11:40-12:20 Music on Monday and Wednesday
12:25-12:55 Art on Monday and Wednesday
12:00-1:00 Science Tuesday and Thursday
1:00-2:00 Math
2:00-2:30 Wyoming History Monday-Wednesday
Science Thursday
2:00 PM snacks from Debbie
2:30-2:40 Recess
2:40-3:30 Power Hour
3:00 Monday Library
3:30 3:55 DEAR time / Study Hall Monday – Wednesday
3:00-3:30 Tuesday Guidance
3:00-3:30 Health Wednesday
3:30-3:55 Thursday Spanish

Annette Graham
Clearmont Elementary School
5th and 6th Grade Daily Schedule
2010-2011 School Year

8:00-8:15
Class business, handwriting practice, class economy, math fact practice
8:15-9:30
Language Arts, Writing Block
Includes: Vocabulary, spelling, grammar, fluency, writing workshop, Step-Up-To-Writing.
9:30-9:55
Band (some students)
Intensive, individual spelling & other individual instruction for some students, while other work on Compass (alternating math & language arts).
9:55-10:10
Recess
10:15-11:00
Math
11:00-11:40
Lunch
11:40-1:00 (Mon. & Wed)
Art and Music
11:40-12:00 (Tues. & Thurs.)
Teacher read-aloud (fluency modeling/concepts of reading discussions- extension of reading block)
12:00-12:40 (Tues. & Thurs.)---P.E.
12:40-1:00
Tues. - Library
Thurs. – Weekly Reader- Nonfiction reading strategies.
1:00-1:45
Reading Block
1:45-2:15
Nonfiction reading strategies in content areas- Social Studies & Science
2:15- 2:30- Recess
2:35-3:25
RTI Power Hour
Mrs. Graham- Works with Tier 3 reading students
5th-6th graders go to technology (Mr. Rohr)
3:30-4:00
Mon.-Spanish
Tues. –Guidance
Wed.-Geography/Science/Study Hall
Thurs. Geography/Science/Study Hall

METHODS OF EVALUATING HOW STUDENT LEARNING HAS IMPROVED

- **Sheridan County School District has made Adequate Yearly Progress (AYP) every year since the No Child Left Behind (NCLB) Act was adopted by the US Congress and signed into law. So long as making AYP remains as a requirement, it will continue to be an indicator of student learning in our district.**

- **Beginning with the 2002-2003 school year, until the present, Arvada / Clearmont High School has had four (4) students drop out of high school. There have been two students who joined the Camp Guernsey program, and finished high school with that program (although we had to list them at the time, as drop outs).**

- **Beginning with the 2002-2003 school year, Arvada / Clearmont High School has since had a 100% graduation rate of the senior class. All students who started their senior year, graduated.**

- **The 16 days of staff development and in service have been essential to providing time for the administration and faculty to receive in service training which in turn has led to improved instruction, meeting and maintaining the accreditation standards, preparation for required testing, and for training to improve student skills in reading, writing, and math. PAWS test scores have shown improvement, as well as student scores on the ACT, PLAN, and EXPLORE tests. The percentage of our graduates who qualify for the top level of the Hathaway Scholarship continues to improve.**

  Sheridan County School District #3 has only two administrators (Superintendent an K-12 Principal), has no instructional facilitators, no curriculum director, etc. The alternative schedule allows considerably more involvement of the faculty, which is important and necessary for helping our students improve.

- **The district's guidance counselor tracks our high school students after graduation. We are able to generate some data that reflects their success in post-high school education, and also gain insight as to what changes the distric should consider in our instructional programs.**

- **Student learning is monitored by the data generated from the PAWS tests, ACT scores of high school Juniors and Seniors, PLAN scores at the 10th grade level, and the EXPLORE scores of the 8th and 9th grade students. We also keep track of the number of students who make the honor rolls each quarter of the academic year, weekly academic checks for student eligibility for participation in co-curricular activities, etc.**

Sheridan County School District #3
P.O. Box 125 / 1601 Meade Avenue
Clearmont, WY 82835
(307) 758-4411
www.sheridan3.com

PUBLIC MEETING NOTICE
March 7, 2011
Arvada Elementary School
7:00 P.M.
&
March 8, 2011
Clearmont Elementary School
7:00 P.M.

A public meeting will be held at the Arvada Elementary School on Monday, March 7, 2011 for the purpose of discussion about the Alternative Schedule (4 day school week) used by the Arvada / Clearmont Schools.

All Wyoming School Districts that have an approved four day week school calendar have to submit a new application after each two year cycle to the Wyoming Department of Education. The Arvada / Clearmont Schools began using the four day week school calendar during the 2001-2002, and are currently in the 10th year of using an alternative schedule.

Part of the application process requires holding at least two public meetings, to hear comments from parents and district residents as to whether the four day school week should continue, or if the school district should go back to having a traditional, five day school week. Each meeting requires that sign in sheets be kept, and that notes and public comments are also kept as part of the documentation need for the application to the Wyoming Department of Education.

Anyone interested in discussing the alternative 4 day school week and school calendar, whether in support, or in opposition is encouraged to attend the meetings either at Arvada, or at Clearmont. You are welcome to attend at both locations, if you choose to do so.

Summary of notes from public meetings about the alternative school calendar / 4 day school week at the Arvada / Clearmont Schools.

Two public meetings were scheduled and advertised. Each family with children enrolled in the district received a copy of the notice through the US Mail. The same notice was posted at the Post Office in Clearmont, Leiter and Arvada, and at local business locations. A copy of the meeting notice is enclosed.

The Arvada meeting was held during the evening of March 7, with six people in attendance representing parents, grandparents, and school administration. The total student enrollment at Arvada (K-6) is small, with 11 students in grades K-5, so a larger turn out of people wasn't expected. Parents who were not in attendance did complete and return the survey sent by mail.

The discussion at the Arvada meeting was about the merits of the alternative, four day school week. No one spoke in opposition to the current arrangement of a school week that consisted of four days per week. There were no objections to the somewhat longer school day, due to the four day school week, and those present who had students in high school at Clearmont, said the four day week worked well for the athletic programs, etc.

All who attended the meeting at the Arvada School were in favor of the alternative / four day school week continuing for the next two years.

SHERIDAN COUNTY SCHOOL DISTRICT #3

Sign In Sheet

Meeting: 4-day School Week / Online Ed @ Arvada School

Date: March 7th 2011 7:00 p.m. - 7:30 p.m.

1. John Bode
2. Charles Anzgeni
3. Barbara Carlscott
4. B Cammond
5. Terri Armstrong
6. Andrea Bode
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.

Summary of notes from public meetings about the alternative school calendar / 4 day school week at the Arvada / Clearmont Schools

Two public meetings were scheduled and advertised. Each family with children enrolled in the district received a copy of the notice through US Mail. The same notice was posted at the Post Office in Clearmont, Leiter and Arvada, and at local business locations. A copy of the meeting notice is enclosed.

The Clearmont meeting was held during the evening of March 8, with 28 people in attendance representing parents, grandparents, teachers, and school district employees. The enrollment at Clearmont is larger, because it includes grades K though 12 with 88 students at the Clearmont schools, thus accounting for the larger number of people in attendance. Most parents who were not in attendance did complete and return the survey sent by mail.

The discussion at the Clearmont meeting brought constructive comments and suggestions about the four day school week, and possible changes or additions to consider. No one in attendance wanted the district to go back to a five day week. The parents in attendance spoke in support of the four day school week, with no one in opposition. Several said they appreciated the alternative calendar, because they lived a long way from town on ranches. One family with children in school at Clearmont has two grade school age children who travel round-trip each day approximately 94 miles, with most of that being on secondary roads. Having Fridays without school is important to them, in order to spend more family time together and for their kids to have the three day week end for other things.

Some suggestions included keeping school holiday breaks a bit shorter, in order to have more days in the summer break. One parent asked that more enrichment activities (field trips, etc.) be added on Fridays. Attendance would be optional, so no one would be compelled to take part. One family has two daughters who participate in rodeo and barrel racing events, which are on weekends. Since they travel as far as South Dakota, Montana and Colorado to compete, the three day weekend works well for them. Most people who attended the meeting thought the faculty use the four days well, and that their kids do not lose anything to the four day week. The four day week made student participation in school athletic programs easier, according to some of those in attendance. It was also pointed out that the majority of the students currently enrolled in the Arvada / Clearmont Schools haven't attended schools with a five day school week, yet our graduates are doing well in colleges and universities both in Wyoming, and out of state.

Several out of district families said the purposely chose to enroll their students at Arvada / Clearmont because of the four day school week.

This was a productive meeting, with a good exchange of comments and suggestions about the alternative school calendar.

SHERIDAN COUNTY SCHOOL DISTRICT #3

Sign In Sheet

Meeting: 4-day School Week / Calendar @ Clearmont & Leiter & A/C HS

Date: March 8th, 2011 7:00 p.m. – 8:30 p.m.

1. [illegible]
2. Guy M. [illegible]
3. Connie Moore
4. Debbie Gorzelka
5. Tom Gorzelka
6. Bud Bush
7. Nonie Bush
8. Greg Rohm
9. Anne-Marie Tennyson
10. Carol A. Perry
11. Jan Cole
12. Beth Harman
13. Jane Campion
14. Paula Brown
15. Kyle Swecland
16. [illegible]
17. Shelley Baumgartner
18. Kathleen Ornetz

Dawn Landsvig

John Baule
Andrea Baule
Gary Rocklein
Jay Byler
Shirley Korp
Richard Bell
Randy J. Ellingrod
Estella J Sonnenberg
Cheryl L Rocklein
Joyce Ellingrod

Description of the schedule(s) and a copy of the calendar (s)
SHERIDAN COUNTY SCHOOL DISTRICT #3
4-DAY WEEK

ARVADA ELEMENTARY SCHOOL and CLEARMONT ELEMENTARY SCHOOL

The elementary schools will operate from 8:00 A.M. to 4:00 P.M. with a 30-minute lunch break. The schools will operate for 148 student contact days. This will exceed the 900 hours required for K-6 students.

ARVADA CLEARMONT JUNIOR HIGH

Period	Time	Hours
1st	8:00 – 8:50	50 minute class + 3 minutes passing
2nd	8:53 – 9:43	50-minute class
3rd	9:46 – 10:36	50-minute class
4th	10:39 – 11:29	50-minute class
LUNCH	11:29 – 11:58	
5th	11:58 – 12:48	50-minute class
6th	12:51 – 1:41	50-minute class
7th	1:44 – 2:34	50-minute class
8th	2:37 – 3:27	50-minute class
9th	3:30 – 4:00	30-minute class
		Total: 1135 hours

ARVADA CLEARMONT SENIOR HIGH

Period	Time	Hours
1st	8:00 – 8:50	50-minute class + 3 minutes passing
2nd	8:53 – 9:43	50-minute class
3rd	9:46 – 10:36	50-minute class
4th	10:39 – 11:29	50-minute class
LUNCH	11:29 – 11:58	
5th	11:58 – 12:48	50-minute class
6th	12:51 – 1:41	50-minute class
7th	1:44 – 2:34	50-minute class
8th	2:37 – 3:27	50-minute class
9th	3:30 – 4:00	30-minute class
		Total: 1135 hours

ALTERNATIVE SCHEDULE REQUEST
Please Return this Page with Your Documentation

DISTRICT: Sweetwater CSD #1

DISTRICT CONTACT: Gwen Allgaier

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

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

PLEASE NOTE: If you applied for a **two-year** alternative schedule last year and you are making **no changes** to your approved schedule, you only need to submit a letter notifying the department of your intention to continue the alternative schedule for the second year.

Sweetwater County School District Number One
2011-2013 Alternative Schedule

Rationale

School improvement needs identified in the coordinated NCA improvement process in Sweetwater County School District Number One necessitate an alternative schedule for 2011-2012 and 2012-2013. For the past twenty years, the district has used an alternative schedule to provide professional development time to support the improvement of teaching and learning. The need for professional development, more focused assessment and collaboration among teachers have become more evident as the district implements its NCA action plans designed to improve student performance throughout the district. This proposal is consistent with research, best practice and the National Staff Development Council guidelines. The proposal provides for time for school improvement activities, professional development and collaboration time at grade level and subject level. The action is to continue the alternative schedule for 2011-2013 with one more day (from 169-170) added to instructional time in 2011-2012 and one more day (from 170-171) added to instructional time in 2012-2013. The action also moves one of the rural schools in Sweetwater School District #1 to a four day schedule for the two years to reduce student and teacher absenteeism due to school activities.

Both schedules exceed the minimum hour requirements for elementary, middle school/junior high, and high schools.

Educational Objectives

The alternative schedule provides additional time for the district to implement the NCA action plans that support and improve student learning by:

1. Revising curriculum to eliminate gaps and unintended duplication;
2. Developing instructional expertise based upon research and best practice;
3. Developing and implementing classroom assessment tools aligned with the new district curriculum maps;
4. Collaborating to provide more timely and more powerful interventions to support student learning;
5. Planning, revising and assessing NCA action plans and;
6. Integrating technology to support student learning.

Staff development during alternative schedule time will include, but not be limited to, the following focused areas:

- support for developing common assessments at grade or subject level;
- reading, thinking strategies for all students, in all subjects and at all grade levels;
- strategies to support second language learners;
- support for the integration of technology into classrooms;
- cooperative learning;
- social skill support for students;

- writing strategies for students;
- functioning as Professional Learning Communities;
- analyzing student data/student work and;
- leadership/facilitation training.

Sweetwater County School District Number One
Proposed Alternative Schedule

Level/School	Time/Day (Excluding Lunch)	Days	Hours/Year
Kindergarten (in town) 9:30-3:33	328 min.	170	929.3 hrs.
Elementary (in town) 8:40-3:33	378 min.	170	1071.0 hrs.
White Mountain Elem. 8:20-3:10	380 min.	170	1076.7 hrs.
East Junior High 7:45-2:40	395 min.	170	1119.2 hrs.
Rock Springs High 7:45-2:49	405 min	170	1147.5 hrs.
Independence High 7:45-3:11	404 min.	170	1144.7 hrs.
Wamsutter (K-8) 8:20-3:30	388 min.	170	1099.3 hrs.
Farson-Eden (K-5) 7:50-3:05			
Elementary	395 min.	146	954.5 hrs.
Farson-Eden (6-12) 7:50-3:58			
Middle School	456 min.	146	1106.8 hrs.
High School	456 min.	146	1106.8 hrs.

Alternative Schedule Proposed Days for 2011-2012
for all schools

Monday, August 29
Tuesday, August 30
Wednesday, August 31
Thursday, September 1
Friday, September 2
Friday, October 21
Friday, November 4 (0.5day)
Monday, January 16
Friday, January 20 or Friday, January 27 (0.5 day)
Friday, February 10
Thursday, March 23 or Friday, March 30 (0.5 day)
Friday, April 5 or Friday, April 20

Program Evaluation

The district will monitor all activities occurring during alternative schedule time. Multi-level evaluative data will be gathered regarding professional development activities, including student performance data in the district goal areas. Teacher implementation of new strategies will be assessed, as well as the confidence level of teachers and students to use the strategies. Instructional coaches support the implementation of the new strategies. The district's Comprehensive Assessment Plan will provide student data to guide both school improvement and professional development activities.

Summary

The professional development activities of the last two years have been favorably rated by teachers with positive ratings primarily in the 80%-95% range. The schedule has provided for team-based and building-based SMART goals for professional development.

The proposed Alternative Schedule allows Sweetwater School District Number One to more than meet the required contact hours for students. Each building in the district will participate in jointly-planned professional development during time provided by the schedule.

Surveys were distributed to teachers and parents regarding support for the proposed Alternative Schedule. Sixty-eight percent of teachers and 88 percent of parents supported the proposed schedule.

In addition, two public hearings were announced in the local newspaper and held on March 14, 2011 and on March 28, 2011. Any public concerns were taken into account. The School Board approved the proposal on April 11, 2011.

SCHOOL BOARD MINUTES
CENTRAL ADMINISTRATION BUILDING
APRIL 11, 2011
PAGE 1

MEMBERS PRESENT: Robert J. Ramsey, Brady Baldwin, Justin Spicer, Lenny Hay, Dr. LaWana Sweet, Mindy Hixon and Robert Parton

ALSO PRESENT: Paul Grube, Jack Adams, Mike Lopiccolo, Dr. Kalicki, Chase Hafner, Curt Barker, Dan Keck, Jason Heustis and Dave Rose. Also in attendance were staff members, students, parents, members of the media and constituents of the District.

CALL MEETING TO ORDER – Mr. Robert Ramsey, Chairman of the Board, led the Board members and audience in the Pledge of Allegiance and called the meeting to order at 7:00 p.m.

APPROVAL OF AGENDA – Motion by Mr. Parton, seconded by Dr. Sweet and carried to approve the agenda with the following modifications: Personnel Item #2, administrative staff rehire for 2011-2012 school year, each administrator will be voted upon individually by ballot and tallied by Mr. Brady Baldwin, Clerk with results being released to each individual administrator by Superintendent Grube, before being made public.

Motion by Mr. Spicer, seconded by Mr. Hay, and carried to amend the agenda to include the addendum.

APPROVAL OF MINUTES – Motion by Mr. Parton, seconded by Mrs. Hixon and carried that the minutes for the Public Meeting and Regular Meeting of March 28, 2011 be approved.

TREASURER'S REPORT – Motion by Mr. Hay, seconded by Mr. Parton and carried that the Treasurer's Report for the General Fund, School Lunch Program and Head Start Program be approved as presented.

APPROVAL OF WARRANTS – Motion by Mr. Hay, seconded by Mr. Spicer and carried that the bills for March 29, 2011 to April 6, 2011 be approved as presented.

District Warrants were as follows: Net Payroll Nos. 110574 to 110605, 554387 to 554814 in the amount of $864,847.35, Transfers No. 82627 to 82629 in the amount of $2,025,000.00, General Warrants Nos. 36607 to 37015 in the amount of $3,369,855.29.

COMMUNICATIONS AND/OR CORRESPONDENCE

1. Cindy Smith, parent and Farson/Eden community member addressed the Board regarding numerous issues including the four day school week for Farson/Eden School, alternative schedule and State Superintendent of Public Instruction, Cindy Hills' remarks on January 18, 2011.

2. Chelsey Sleight, Farson/Eden student stated that she has enjoyed her time at Farson/Eden School and that High School has been a very good experience for her. She feels that the four day school week will be beneficial for the students due to the small class sizes and the fact that the students wear many hats and play multiple roles with education, athletics and extracurricular activities.

3. John Seppie, parent of past Rock Springs High School student spoke to the Board regarding an unfavorable experience his son had with a football coach from Black Hills State University.

4. Margaret Bath, Farson/Eden Instructor spoke to the Board regarding the four day school week for Farson/Eden School. She stated that she feels even though the school has met AYP, the five day week is working at mediocrity and students are at the bottom end of proficiency and they need to move all students to the high end of proficiency and into advanced. She feels that the four day week will be in the best interest of students. Margaret thanked the Board for the opportunity to share her concerns with them.

5. Gene Legerski, parent and resident of Rock Springs thanked the Board Members for speaking with him recently and explaining the hiring process in the District. He asked the Board to please take into consideration an individual as a whole when making hiring decisions. Gene stated that he is completely at ease with the selection of John Scott for the Rock Springs High School Football Coach position.

6. Parent, Leo Gray, thanked the Board for listening to him the past two weeks. He stated that he agrees with the views of Gene Legerski and noted that he feels a coach has a big impact on students, in addition to teaching them life lessons on the field. Leo personally knows John Scott and believes in him. He feels this issue is more than just hiring a teacher.

7. Parent, Darren Scheer, told the Board that he feels the four day school week for Farson/Eden is a win, win situation for the Board, students, parents and teachers. He asked the Board to trust the input and research done by the teachers, parents and community members of Farson/Eden and give them a chance to discuss and debate any concerns the Board may have.

8. Karen Zahn-Anderson, Farson/Eden Instructor addressed the Board regarding the controversial four day school week issue. She stated that it is important to consider all sides including scheduling issues, no flexibility in curriculum and extracurricular activities, in-service issues as well as the fact that research into the four day school week in the state does not show gains in student test scores. She asked the Board to consider declining the four day week as proposed and perhaps look into modifications to the current five day schedule.

9. Scott Reed, Farson/Eden Advisory Board Member reminded the Board that the four day school week is only adding 8-10 additional minutes to the elementary students day and approximately 50 minutes to the secondary students day.

BUILDING AND GROUNDS

1. Representatives from AP Wyoming, Jason Heustis, Project Manager and Dave Rose, Project Superintendent updated the Board on the progress of Pilot Butte Elementary School. They thanked the Board for the opportunity to build such a wonderful building and stated that the local contractors have been great to work with and have an understanding of how to work in the windy Wyoming conditions. Friday, August 5, 2011 is still the scheduled date for completion, which would mean the building would be ready for occupancy on that date. Chairman Ramsey accepted their offer to report to the Board on a monthly basis. Mr. Parton expressed his concern about not meeting the August 5th completion date and Mr. Rose assured him that in 35 years in this line of work, he has never missed a completion date.

AMEND AGENDA

1. Motion by Mr. Hay, seconded by Dr. Sweet and carried to modify the Agenda by moving the two curriculum action items next on the order, following Building and Grounds.

CURRICULUM

1. Motion by Mr. Spicer, seconded by Mr. Parton and carried with a no vote from Mr. Parton to accept the Alternative Schedule for 2011-2012 with 170 student contact days and 2012-2013 with 171 student contact days. Mr. Parton stated that the Board has discussed the alternative schedule for a considerable amount of time and this is the same schedule as usual. He proposed a new schedule earlier in the year and feels this schedule, as presented and acted upon, has the same old problems.

2. Ms. Hixon asked for clarification on the approval process regarding the four day school week. Discussion was held and Dr. Kalicki noted that the District will have to meet Carnegie Units and institution hours as required by the State of Wyoming. The proposed four day week will begin with the 2011-2012 school year. Motion by Mr. Hay, seconded by Mr. Parton to approved the four day school week request from Farson/Eden. At this time, a roll call vote was asked for by Mr. Parton. Motion carried with five yes votes and two no votes. Vote was as follows:

Mr. Baldwin – Yes	Mr. Hay – Yes
Ms. Hixon – Yes	Mr. Parton – Yes
Mr. Ramsey – Yes	Mr. Spicer – No
Dr. Sweet - No	

TECHNOLOGY

1. Motion by Mr. Parton, seconded by Dr. Sweet and carried to award the bid for the needed components in the Vocational Tech Lab, as listed on the quote recap sheet, to Career and Technical Training LLC of Windsor, CO for a total of $44,312.00.

2. Motion by Mr. Spicer, seconded by Mr. Parton and carried to award the bid for Computer Reconfiguration & Imaging Software solution to FileWave of Fishers, Indiana in the amount of $20,147.20

POINT OF ORDER

1. Mr. Parton called for a Point of Order. Motion by Mr. Parton, seconded by Ms. Hixon and carried with a no vote from Mr. Baldwin that action item #13 under Personnel, the hire of John Scott, is taken by ballot vote.

STUDENTS

1. Motion by Mr. Parton, seconded by Dr. Sweet and carried to approve the request of Cathleen Metz, Fifth Grade Instructor at Lincoln Elementary School for her class to travel to Yellowstone National Park. Departure date will be May 23, 2011 at 8:00 a.m. and returning on May 25, 2011 at approximately 6:00 p.m.

PERSONNEL

1. Motion by Dr. Sweet, seconded by Mr. Spicer and carried that the certified staff recommended for rehire by the principals and immediate supervisors be hired for the 2011-2012 school year.

2. At this time, a ballot vote was taken individually by administrator. The ballots were held by Clerk, Mr. Baldwin, to be tallied following the Board Meeting, with the results being released to each individual administrator by Superintendent Grube, before being made public. The administrator names were read and ballot vote was taken in the following order:

CENTRAL ADMINISTRATION BUILDING ADMINISTRATORS

John P. "Jack" Adams – Director of Business and Finance
Curtis Barker – Director of Buildings and Grounds
Scot Duncan – District Accountant
Chase Hafner – Director of Technology
Dr. Ronald Kalicki – Director of Curriculum
Brian Kaumo – Coordinator of District Assessment
Dan Keck – Director of Special Services
Michael Lopiccolo – Director of Human Resources/Elementary-Secondary Education
Pete Rust – Director of Transportation
Donna Toly – Director of Food Services
Shelly Wall – Special Services Coordinator

SECONDARY ADMINISTRATORS

Todd Bennett – Assistant Principal – Rock Springs Junior High School
Kelly Boren – Principal – Rock Springs Junior High School
Tracy Clark – Principal – Independence High School
Joanne Lane – ½ time Assistant Principal – Rock Springs Junior High School
½ time Counselor – Rock Springs Junior High School
Michael Maloney – Assistant Principal/Activities Director – Rock Springs High School
Matthew Mikkelsen – Assistant Principal – Rock Springs High School
Darrin Peppard – Assistant Principal – Rock Springs High School
Dr. Randal Wendling – Principal – Rock Springs High School

ELEMENTARY ADMINISTRATORS

Richard Edwards – Principal – Westridge Elementary School
James Etherington – Principal – Desert View Elementary School
Steven Hutchison – Principal – Desert School/Wamsutter
Tina Johnson – Principal – Walnut Elementary School
Wanda Maloney – Principal – Pilot Butte Elementary School
Kelly McGovern – Principal – Northpark Elementary School
Brent McMurtrey – Principal – Lincoln Elementary School
Tina Searle – Principal – Sage Elementary School

3. Motion by Dr. Sweet, seconded by Mr. Parton and carried to approve the resignation of Kimberly Shanklin, Fifth Grade Instructor at White Mountain Elementary School effective at the end of the 2010-2011 school year.

4. Motion by Mr. Spicer, seconded by Mr. Parton and carried to accept the hire of Erin Steinbacher for the Spanish Instructor position at Rock Springs High School.

5. Motion by Mr. Parton, seconded by Mr. Hay and carried to accept the hire of Kenneth Dietz for the Fourth Grade Instructor position at Sage Elementary School.

6. Motion by Mr. Parton, seconded by Ms. Hixon and carried to accept the hire of Rena Harrison for the Kindergarten Instructor position at Westridge Elementary School.

7. Motion by Mr. Hay, seconded by Mr. Spicer and carried to accept the hire of Christine Ramker for the Instructional Facilitator position.

8. Motion by Mr. Parton, seconded by Ms. Hixon and carried to accept the hire of Troy Phillips for the Fifth Grade Instructor position at Pilot Butte Elementary School.

9. Motion by Mr. Parton, seconded by Mr. Spicer and carried to accept the hire of Brittany Wonnacott for the Sixth Grade Instructor position at Pilot Butte Elementary School.

10. Motion by Mr. Parton, seconded by Ms. Hixon and carried to accept the hire of Kimberley Keslar for the School Nurse position.

11. Motion by Mr. Parton, seconded by Mr. Spicer and carried to accept the hire of Amanda Kreiger for the Instructional Facilitator position.

12. Mr. Parton called for a Point of Order. At this time the Board felt no action needed to be taken on removing the hire of John Scott from the table due to the Action that was taken on the previous Point of Order, called for by Mr. Parton, to vote by ballot on this item.

13. Ballot vote was taken for the hire of John Scott for the Physical Education/Health Instructor position at Rock Springs Junior High School. The ballots were held by Clerk, Mr. Baldwin, to be tallied following the Board Meeting, with the results being released to Mr. Scott, before being made public.

14. Motion by Mr. Parton, seconded by Mr. Spicer and carried to accept the resignation of Ann Geike, Kindergarten Instructor at Westridge Elementary School- effective at the end of the 2010-2011 school year.

15. Motion by Mr. Parton, seconded by Mr. Hay and carried to accept the hire of Cara Hofeldt for the Speech Language Pathologist position.

16. Motion by Mr. Parton, seconded by Ms. Hixon and carried to accept the hire of Brad Neuendorf for the Social Studies Instructor position at Rock Springs Junior High School.

17. Motion by Mr. Parton, seconded by Mr. Hay and carried to accept the hire of MacKay Olson for the Social Studies Instructor position at Rock Springs High School

18. Motion by Mr. Parton, seconded by Ms. Hixon and carried to accept the hire of Dylan Bear for the Physical Education/Health Instructor position at Sage Elementary School.

19. Motion by Mr. Parton, seconded by Mr. Hay and carried to accept the hire of N. Joleen Porter for the Vocal Music Instructor position at Rock Springs Junior High School.

GENERAL BOARD BUSINESS

1. Motion by Mr. Baldwin, seconded by Mr. Parton and carried that Policy GCBE (Professional Staff Vacations and Holidays) be approved as presented.

2. Motion by Dr. Sweet, seconded by Mr. Baldwin and carried that Policy GDBE (Support Staff Vacations and Holidays) be approved as presented.

3. Mr. Lopiccolo announced that Rhonda Gamble, Social Studies Instructor at Rock Springs High School has been selected as the 2011 4A Wyoming High School Forensics Association Coach of the Year.

POINTS OF INFORMATION

1. Each member of the Board received a copy of the following:

   a. Vacancy Notice as of April 11, 2011
   b. Calendar for the months of April, May, June and July, 2011

There being no further business to come before the Board, the meeting was adjourned at 8:35 p.m.

_____
Chairman

_____
Clerk

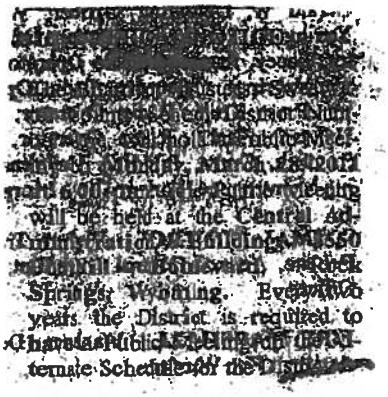
Sweetwater County School District Number One
P. O. Box 1089
Rock Springs, WY 82902-1089
Phone 307-352-3400 Fax 307-352-3411

LEGAL NOTICE

The Board of Trustees, Sweetwater County School District Number One, will hold a Public Meeting on **Monday, March 28, 2011 at 6:00 p.m.** The Public Meeting will be held at the **Central Administration Building, 3550 Foothill Boulevard, Rock Springs, Wyoming.** . Every two years the District is required to have a Public Meeting on the Alternate Schedule for the District.

PUBLISH: TUESDAY, MARCH 22, 2011
LEGAL NOTICES

FAX: ROCKET MINER
382-2763



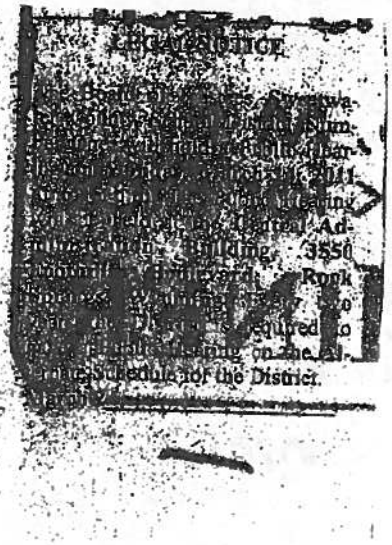
Sweetwater County School District Number One
P. O. Box 1089
Rock Springs, WY 82902-1089
Phone 307-352-3400 Fax 307-352-3411

LEGAL NOTICE

The Board of Trustees, Sweetwater County School District Number One, will hold a Public Hearing on **Monday, March 14, 2011 at 6:15 p.m.** The Public Hearing will be held at the **Central Administration Building, 3550 Foothill Boulevard, Rock Springs, Wyoming**. Every two years the District is required to have a Public Hearing on the Alternate Schedule for the District.

PUBLISH: WEDNESDAY, MARCH 2, 2011
LEGAL NOTICES

FAX: ROCKET MINER
382-2763


LEGAL NOTICE

The Board of Trustees, Sweetwa-
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at 6:15 p.m. The Public Hearing
will be held at the Central Ad-
ministration Building, 3550
Foothill Boulevard, Rock
Springs, Wyoming. Every two
years the District is required to
have a Public Hearing on the Al-
ternate Schedule for the District.

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE
ROCK SPRINGS & WAMSUTTER 2011-2012 SCHOOL CALENDAR
Option A 170 Student Contact Days

Teacher Workshops	(M-F) August 29-September 2, 2011
Labor Day	(M) September 5, 2011
School Begins	(T) September 6, 2011
Parent/Teacher Conferences	
Evening (Students in school)	(Th) October 6, 2011
Morning (Students not in school)	(F) October 7, 2011
Professional Development	(F) October 21, 2011
End of 1st Quarter	
Professional Development/Grade Preparation	(F) November 4, 2011
Thanksgiving Vacation	(Th-F) November 24-25, 2011
Christmas Vacation	
Last day of school	(W) December 21, 2011
First day of school	(T) January 3, 2012
Professional Development	(M) January 16, 2012
End of 1st Semester	
Professional Development/Grade Preparation	(F) January 20, 2012
Professional Development	(F) February 10, 2012
Presidents' Day	(M) February 20, 2012
Parent/Teacher Conferences	
Evening (Students in school)	(Th) February 23, 2012
Morning (Students not in school)	(F) February 24, 2012
End of 3rd Quarter	
Professional Development/Grade Preparation	(F) March 23, 2012
Spring Break	
Last day of school for students	(W) April 4, 2012
First day of school	(T) April 10, 2012
Professional Development	(Th) April 5, 2012
Memorial Day	(M) May 28, 2012
Last day for students	(Th) May 31, 2012
Last day for teachers	(F) June 1, 2012

Thanksgiving Break 2 days	1st Quarter	41 days
Christmas Break 8 days	2nd Quarter	43 days
Christmas and New Year's-Sunday	3rd Quarter	41 days
Spring Break 2 days	4th Quarter	45 days
Easter-April 8		

4/12/11

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE
ROCK SPRINGS & WAMSUTTER 2011-2012 SCHOOL CALENDAR
Option B 170 Student Contact Days

Teacher Workshops	(M-F) August 29-September 2, 2011
Labor Day	(M) September 5, 2011
School Begins	(T) September 6, 2011
Parent/Teacher Conferences	
Evening (Students in school)	(Th) October 6, 2011
Morning (Students not in school)	(F) October 7, 2011
Professional Development	(F) October 21, 2011
End of 1st Quarter	
Professional Development/Grade Preparation	(F) November 4, 2011
Thanksgiving Vacation	(W-F) November 23 - 25, 2011
Christmas Vacation	
Last day of school	(T) December 20, 2011
First day of school	(T) January 3, 2012
Professional Development	(M) January 16, 2012
End of 1st Semester	
Professional Development/Grade Preparation	(F) January 27, 2012
Professional Development	(F) February 10, 2012
Presidents' Day	(M) February 20, 2012
Parent/Teacher Conferences	
Evening (Students in school)	(Th) February 23, 2012
Morning (Students not in school)	(F) February 24, 2012
End of 3rd Quarter	
Professional Development/Grade Preparation	(F) March 30, 2012
Spring Break	
Last day of school for students	(F) March 30, 2012
First day of school	(M) April 9, 2012
Professional Development	(F) April 20, 2012
Memorial Day	(M) May 28, 2012
Last day for students	(Th) June 7, 2012
Last day for teachers	(F) June 8, 2012

Thanksgiving Break 3 days
Christmas and New Year's-Sunday
Christmas Break 9 days
Spring Break 5 days
Easter-April 8

1st Quarter	41 days
2nd Quarter	46 days
3rd Quarter	41 days
4th Quarter	42 days

4/12/11

Farson-Eden Schedule

MS Period	Start	End	HS Period	Start	End
1st	7:50 AM	8:40 AM	1st	7:50 AM	8:40 AM
2nd	8:44 AM	9:34 AM	2nd	8:44 AM	9:34 AM
3rd	9:38 AM	10:28 AM	3rd	9:38 AM	10:28 AM
4th	10:32 AM	11:22 AM	4th	10:32 AM	11:22 AM
5th	11:26 AM	12:16 PM	5th	11:26 AM	12:16 PM
Lunch	12:16 PM	12:46 PM	6th	12:20 PM	1:10 PM
6th	12:46 PM	1:36 PM	Lunch	1:10 PM	1:40 PM
7th	1:40 PM	2:30 PM	7th	1:40 PM	2:30 PM
8th	2:34 PM	3:24 PM	8th	2:34 PM	3:24 PM
Intervention	3:28 PM	3:58 PM	Intervention	3:28 PM	3:58 PM

Class	0:50 (Block 104)	Class	0:50 (Block 104)
Passing	0:04	Passing	0:04
Lunch	0:30	Lunch	0:30
Intervention	0:30	Intervention	0:30

Elementary

Elem Start 7:50

Elem Lunch 11:30-12:10

Elem Release 3:05

Tab S

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Approval of BOCES/BOCHES Agreements as stated in Wyoming State Statute §21-20-104(a).

BACKGROUND: The Wyoming State Board of Education ("State Board"), pursuant to Wyo. Stat. Ann. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." Wyo. Stat. Ann. §21-20-104(a).

SUGGESTED MOTION/RECOMMENDATION:

To approve the following agreements.

SUPPORTING INFORMATION ATTACHED:

- Sublette County School District #1 BOCES
- Region V BOCES
- Big Horn County School District #2 BOCES
- Northwest Wyoming BOCES
- Casper BOCES
- Sweetwater BOCES

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

CERTIFICATE OF ORGANIZATION

I hereby certify that on June 13, 1996, the Board of Trustees of Sublette County School District #1 and the Board of Trustees of Western Wyoming Community College agreed to establish a Sublette Board Of Cooperative Educational Services as authorized in Wyoming Statutes Section 21-20-101 et. Seq. (1977 Repub. Ed.) and have adopted the attached agreement and have elected the following officers:

Chair - Judy Martin
Vice Chair - Rhonda Bennett
Secretary - Claire Faler
Treasurer - Ann Fear

Certified: Jim Malkowski 1/14/97
Chairman, Board of Trustees *Date*
Sublette County School District #1

Attest: Rhonda Bennett 1-14-97
Clerk, Board of Trustees *Date*
Sublette County School District #1

Notary Statement:
Sate of Wyoming)
S.S.
County of Sublette)

On this 14 day of January, 1997, before me appeared Jim Malkowski and Rhonda Bennett personally known to me to be the persons whose names are subscribed on this Certificate of Organization. I acknowledge that they executed the same.

SEAL Sharon L. Zier
Notary Public - My Commission Expires on 10-25-97

2/4/2011

JUDY CATCHPOLE
Superintendent of Public Instruction

Wyoming
Department of Education

September 16, 1996

Dr. Gerald Wilson
Sublette County School District #1
PO Box 549
Pinedale, Wyoming 82941

Dear Dr. Wilson:

The Wyoming State Board of Education approved the BOCES agreement between Sublette County School District #1 and Western Wyoming Community College on September 11, 1996.

Sincerely,

Jim Lendino

JL:slb

cc: Tex Boggs
Western Wyoming Community College
PO Box 428
Rock Springs, WY 82902

Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

Phone 307-777-7673
FAX 307-777-6234
Internet JCATCH@EDUC.STATE.WY.US

Sublette County School District #1

Pinedale, Wyoming 82941
Board of Trustees

Special Meeting / Joint Meeting
MINUTES

June 13, 1996 -- 7:00 PM -- Board Room

ATTENDANCE: Western Wyoming Community College Board Members: Dr. John Pembroke, Chairman; Karen Malicoat; Mike Green; Bob Gordon; Dr. Tex Boggs, WWCC President.

Sublette County School District #1 Board Members: Jim Malkowski, Chairman; Claire Faler; Rhonda Bennett; Lenny Campbell; Judy Martin; Courtney Skinner; Ann Fear; Dr. Gerald Wilson, Superintendent.

Others: Kelly Pearson,Tom Burns, Sharron Ziegler, Mike Vassallo.

CALL TO ORDER: Board President Jim Malkowski called the Special Meeting to order at 7:00 PM.

BOARD RESOLUTION TO FORM BOCES: Courtney Skinner moved and Ann Fear seconded to approve the Board Resolution for the district to form a Board of Cooperative Educational Services (BOCES) with Western Wyoming Community College. Ann Fear seconded and the motion carried unanimously.

JOINT MEETING WITH WESTERN WYOMING COMMUNITY COLLEGE: At 7:03 PM Mr. Malkowski called a recess to the Special Meeting and convened a Joint Meeting of the Board of Trustees of Western Wyoming Community College and the Board of Trustees of Sublette County School District #1.

AGREEMENT BETWEEN WESTERN WYOMING COMMUNITY COLLEGE AND SUBLETTE COUNTY SCHOOL DISTRICT #1: Judy Martin moved to approve the BOCES Agreement with Western Wyoming Community College and Sublette County School District #1 as presented. Mike Green seconded and the motion carried unanimously. A roll call vote was taken with aye votes from Courtney Skinner, Ann Fear, Judy Martin, Claire Faler, Dr. John Pembroke, Karen Malicoat, Mike Green, Bob Gordon, Rhonda Bennett, Lenny Campbell, and Jim Malkowski.

ADJOURNMENT: Chairman Malkowski adjourned the Joint Meeting and the Special Meeting at 7:44 PM.

Jim Malkowski
Chairman

Claire A. Faler
~~Clerk~~ Vice Chairman

RESOLUTION

WHEREAS, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services including, but not limited to, vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF SUBLETTE COUNTY SCHOOL DISTRICT #1:

That the Board of Trustees of Sublette County School District #1 desires to establish a Board of Cooperative Educational Services to provide cooperative services including, but not limited to, distance learning, adult education, high school concurrent enrollment, establishing a regional Wide Area Network, and teacher inservice and training, and therefore will join Western Wyoming Community College in a joint meeting for the purpose of proposing said Board of Cooperative Educational Services.

APPROVED this 13th day of June, 1996.

Sublette County School
District #1, State of Wyoming

Jim Malkowski
President, Board of Trustees

Rhonda Bennett
Clerk, Board of Trustees

R E S O L U T I O N

WHEREAS, Wyoming Statutes Section 21-20-101 et.seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

NOW, THEREFORE, BE IT RESOLVED BY THE WESTERN WYOMING COMMUNITY COLLEGE BOARD OF TRUSTEES:

That the Western Wyoming Community College Board of Trustees desires to establish a Board of Cooperative Educational Services to provide cooperative services including, but not limited to, distance learning, adult education, high school concurrent enrollment, establishing a regional Wide Area Network, and teacher inservice and training, and therefore will join Sublette County School District #1 in a joint meeting for the purpose of proposing said Board of Cooperative Educational Services.

APPROVED this 13th day of June, 1996.

Western Wyoming Community College
District, State of Wyoming

John Crumbliss
President, Board of Trustees

Robert L. Gordon
Secretary, Board of Trustees

SUBLETTE BOARD OF COOPERATIVE SERVICES AGREEMENT

This agreement entered into by and between the Board of Trustees, Sublette School District Number One (hereinafter referred to as "District No. 1) and Board of Trustees, Western Wyoming Community College (hereinafter referred to as "Western Wyoming Community College").

WITNESSETH

WHEREAS, Wyoming Statutes Section 21-20-101 et seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, District No. 1 and Western Wyoming Community College have each passed resolutions indicating a desire to establish a board of cooperative education services for the purpose of providing cooperative educational services and finding that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, a joint meeting was called by the chair of the boards of trustees of both District No. 1 and Western Wyoming Community College which was held on the 13TH day of JUNE, 1996 after proper legal notice had been given; and

WHEREAS, at the joint meeting held by District No. 1 and Western Wyoming Community College, a majority of the members of the respective boards voted in favor of entering into an agreement to form a board of cooperative educational services and directed that an agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. Creation of Board of Cooperative Educational Services.

The Board of Trustees for Sublette County School District Number One and the Board of Trustees of Western Wyoming Community College, hereby form the "Sublette County Board of Cooperative Educational Services," (hereinafter referred to as "Sublette BOCES"), to conduct a joint or cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. Length of Term of Agreement.

The duration of this agreement shall be perpetual subject to the provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of each District.

Each district shall have an equal right of access, benefit and use of materials and services provided by Sublette BOCES. In addition, each district shall have all rights, responsibilities and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub. Ed.) as amended from time to time.

4. Types of Services to be Rendered.

The education services to be provided by Sublette BOCES may include, but will not be limited to adult education, distance learning, high school concurrent enrollment, establishing a regional Wide Area Network, and teacher inservice and training.

5. Procedure for Establishment of Additional Services.

When either of the districts determine there is an additional service that could be provided more effectively through a cooperative effort, the chair of that board shall call a joint meeting of the boards of trustees. At the joint meeting, if a majority of those members of the respective boards vote in favor of doing so, additional services may be performed by Sublette BOCES. The addition of such services shall be reduced to writing.

6. Members of Sublette BOCES Board.

The Sublette BOCES board shall be composed of five members. Four members shall be elected from District #1 and one member shall be elected from Western Wyoming Community College. The election shall be held by secret ballot. In the event one additional district shall be included, each school district shall be entitled to two members on Sublette BOCES. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective terms of office upon their boards of trustees. As the terms of office expire, or as vacancies occur, new members of the board of cooperative educational services shall be elected by the members of the participating boards of trustees.

7. Procedure for the Inclusion of Additional Members.

Whenever an outside board of trustees as allowed by statute desires to join with District No. 1 and Western Wyoming Community College for the purpose of providing the cooperative educational services which are provided by Sublette BOCES created hereunder, the chair of the board of trustees of the outside district shall request a joint meeting with the boards of trustees of School District No. 1 and Western Wyoming Community College. At the meeting held in accordance with state law, it will be incumbent upon the board seeking to join Sublette BOCES to establish that the inclusion of the outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of Sublette BOCES. At the conclusion of the joint meeting, the boards of trustees of District No. 1 and Western Wyoming Community College shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. If a third district is added to the agreement, the terms of office of all members of the existing board shall expire. Thereafter, the chairs of the boards

of trustees agreeing to participate in the Sublette BOCES shall call a meeting of the members of the participating boards of trustees for the purpose of electing members to Sublette BOCES in conformity with the provisions of this agreement. Board membership will continue to be five persons.

8. Organizational Meeting.

Promptly upon election of its members, the Sublette BOCES shall meet, organize and elect from its membership a chair, vice-chair, secretary and treasurer. The secretary of the board shall notify the parties hereto of the board's organization and file a certificate showing its organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk and the Secretary of State of the State of Wyoming.

9. Powers Vested in Sublette BOCES.

Sublette BOCES is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. Sublette BOCES shall have such powers and duties as prescribed by the Cooperative Educational Services Act, Wyoming Statute 21-20-101 et. seq. (1977 Repub. Ed.) as amended from time to time.

10. Liability.

No individual member of the Sublette BOCES shall be personally liable for any action or procedure of the Sublette BOCES.

11. Meetings.

Meetings of the board of cooperative educational services shall be called, held and conducted as provided by law for the meeting of the boards of trustees of school districts within this state. A majority of the duly appointed and acting Sublette BOCES members shall constitute a quorum for the transaction of business. No action shall be valid unless such action shall receive the approval of a majority of the members elected to Sublette BOCES.

12. Fiscal Year.

Sublette BOCES shall operate on a fiscal year, July 1 to June 30.

13. Information, Statistics, and Reports.

Upon request of Sublette BOCES and approval of the respective boards of trustees, elected and appointed officers and employees of the parties hereto shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with Sublette BOCES.

14. Reports to Member Boards.

Sublette BOCES shall make regular reports to the member boards. Upon request of one or more member boards, Sublette BOCES shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

15. Financing of Facilities, Equipment and Services; Inventory of Sublette BOCES Equipment and Property.

Sublette BOCES shall be financed by the participating districts on a basis agreed upon by the boards of the participating districts which shall include but not be limited to the levy of a special school district tax not to exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (1977 Repub. Ed.) as may be amended from time to time. The amount of the mill levy shall be determined in accordance with the provisions of W.S. 21-20-109(b) (1977 Repub. Ed.) as may be amended from time to time.

16. Withdrawal or Termination of Agreement.

One (1) year advance notice shall be given by any participating board of trustees before withdrawing from the funding of the cooperative education services. Property shall be redistributed to participating districts in the respective proportion in which it was contributed by each participating district during the term of this agreement.

17. Authorization.

District No. 1 and Western Wyoming Community College each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

18. Effective Date.

This agreement shall become effective on the date when both parties have executed the agreement and written approval of the agreement has been received from the State Board of Education, the Wyoming community College Commission, and the Wyoming Attorney General.

BOARD OF TRUSTEES
SUBLETTE SCHOOL DISTRICT NUMBER ONE
STATE OF WYOMING

By: _____
Chairman

ATTEST:

_____
Secretary

Date: _____

BOARD OF TRUSTEES
WESTERN WYOMING COMMUNITY COLLEGE
STATE OF WYOMING

By: _____
Chairman

ATTEST:

Robert L. Sorden
Secretary

Date: 6/27/96

APPROVED: FOR THE WYOMING COMMUNITY COLLEGE COMMISSION

By: _____
Thomas Henry, Executive Director

Date: 7/19/96

2/4/2011

APPROVED: Wyoming Attorney General

By Rowena L. Heckert
for William Hill
Attorney General

Date: 16 July 1996

APPROVED: Wyoming Department of Education

By: _____

Joe Simpson,
Deputy State Superintendent

Date: 9/11/96

State Board approval of BOCES agreement 9/11/96

RESOLUTION

WHEREAS, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services including, but not limited to, vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF SUBLETTE COUNTY SCHOOL DISTRICT #1:

That the Board of Trustees of Sublette County School District #1 desires to establish a Board of Cooperative Educational Services to provide cooperative services including, but not limited to, distance learning, adult education, high school concurrent enrollment, establishing a regional Wide Area Network, and teacher inservice and training, and therefore will join Western Wyoming Community College in a joint meeting for the purpose of proposing said Board of Cooperative Educational Services.

APPROVED this 13th day of June, 1996.

Sublette County School
District #1, State of Wyoming

Jim Malkowski
President, Board of Trustees

Rhonda Bennett
Clerk, Board of Trustees

SUBLETTE BOARD OF COOPERATIVE SERVICES AGREEMENT

This agreement entered into by and between the Board of Trustees, Sublette School District Number One (hereinafter referred to as "District No. 1) and Board of Trustees, Western Wyoming Community College (hereinafter referred to as "Western Wyoming Community College").

WITNESSETH

WHEREAS, Wyoming Statutes Section 21-20-101 et seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, District No. 1 and Western Wyoming Community College have each passed resolutions indicating a desire to establish a board of cooperative education services for the purpose of providing cooperative educational services and finding that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, a joint meeting was called by the chair of the boards of trustees of both District No. 1 and Western Wyoming Community College which was held on the 13th day of June, 1996 after proper legal notice had been given; and

WHEREAS, at the joint meeting held by District No. 1 and Western Wyoming Community College, a majority of the members of the respective boards voted in favor of entering into an agreement to form a board of cooperative educational services and directed that an agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. Creation of Board of Cooperative Educational Services.

The Board of Trustees for Sublette County School District Number One and the Board of Trustees of Western Wyoming Community College, hereby form the "Sublette County Board of Cooperative Educational Services," (hereinafter referred to as "Sublette BOCES"), to conduct a joint or cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. Length of Term of Agreement.

The duration of this agreement shall be perpetual subject to the provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of each District.

Each district shall have an equal right of access, benefit and use of materials and services provided by Sublette BOCES. In addition, each district shall have all rights, responsibilities and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub. Ed.) as amended from time to time.

4. Types of Services to be Rendered.

The education services to be provided by Sublette BOCES may include, but will not be limited to adult education, distance learning, high school concurrent enrollment, establishing a regional Wide Area Network, and teacher inservice and training.

5. Procedure for Establishment of Additional Services.

When either of the districts determine there is an additional service that could be provided more effectively through a cooperative effort, the chair of that board shall call a joint meeting of the boards of trustees. At the joint meeting, if a majority of those members of the respective boards vote in favor of doing so, additional services may be performed by Sublette BOCES. The addition of such services shall be reduced to writing.

6. Members of Sublette BOCES Board.

The Sublette BOCES board shall be composed of five members. Four members shall be elected from District #1 and one member shall be elected from Western Wyoming Community College. The election shall be held by secret ballot. In the event one additional district shall be included, each school district shall be entitled to two members on Sublette BOCES. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective terms of office upon their boards of trustees. As the terms of office expire, or as vacancies occur, new members of the board of cooperative educational services shall be elected by the members of the participating boards of trustees.

7. Procedure for the Inclusion of Additional Members.

Whenever an outside board of trustees as allowed by statute desires to join with District No. 1 and Western Wyoming Community College for the purpose of providing the cooperative educational services which are provided by Sublette BOCES created hereunder, the chair of the board of trustees of the outside district shall request a joint meeting with the boards of trustees of School District No. 1 and Western Wyoming Community College. At the meeting held in accordance with state law, it will be incumbent upon the board seeking to join Sublette BOCES to establish that the inclusion of the outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of Sublette BOCES. At the conclusion of the joint meeting, the boards of trustees of District No. 1 and Western Wyoming Community College shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. If a third district is added to the agreement, the terms of office of all members of the existing board shall expire. Thereafter, the chairs of the boards

of trustees agreeing to participate in the Sublette BOCES shall call a meeting of the members of the participating boards of trustees for the purpose of electing members to Sublette BOCES in conformity with the provisions of this agreement. Board membership will continue to be five persons.

8. Organizational Meeting.

Promptly upon election of its members, the Sublette BOCES shall meet, organize and elect from its membership a chair, vice-chair, secretary and treasurer. The secretary of the board shall notify the parties hereto of the board's organization and file a certificate showing its organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk and the Secretary of State of the State of Wyoming.

9. Powers Vested in Sublette BOCES.

Sublette BOCES is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. Sublette BOCES shall have such powers and duties as prescribed by the Cooperative Educational Services Act, Wyoming Statute 21-20-101 et. seq. (1977 Repub. Ed.) as amended from time to time.

10. Liability.

No individual member of the Sublette BOCES shall be personally liable for any action or procedure of the Sublette BOCES.

11. Meetings.

Meetings of the board of cooperative educational services shall be called, held and conducted as provided by law for the meeting of the boards of trustees of school districts within this state. A majority of the duly appointed and acting Sublette BOCES members shall constitute a quorum for the transaction of business. No action shall be valid unless such action shall receive the approval of a majority of the members elected to Sublette BOCES.

12. Fiscal Year.

Sublette BOCES shall operate on a fiscal year, July 1 to June 30.

13. Information, Statistics, and Reports.

Upon request of Sublette BOCES and approval of the respective boards of trustees, elected and appointed officers and employees of the parties hereto shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with Sublette BOCES.

14. Reports to Member Boards.

Sublette BOCES shall make regular reports to the member boards. Upon request of one or more member boards, Sublette BOCES shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

15. Financing of Facilities, Equipment and Services; Inventory of Sublette BOCES Equipment and Property.

Sublette BOCES shall be financed by the participating districts on a basis agreed upon by the boards of the participating districts which shall include but not be limited to the levy of a special school district tax not to exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (1977 Repub. Ed.) as may be amended from time to time. The amount of the mill levy shall be determined in accordance with the provisions of W.S. 21-20-109(b) (1977 Repub. Ed.) as may be amended from time to time.

16. Withdrawal or Termination of Agreement.

One (1) year advance notice shall be given by any participating board of trustees before withdrawing from the funding of the cooperative education services. Property shall be redistributed to participating districts in the respective proportion in which it was contributed by each participating district during the term of this agreement.

17. Authorization.

District No. 1 and Western Wyoming Community College each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

18. Effective Date.

This agreement shall become effective on the date when both parties have executed the agreement and written approval of the agreement has been received from the State Board of Education, the Wyoming community College Commission, and the Wyoming Attorney General.

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES
P.O. BOX 240
WILSON WYOMING 83014
307-733-8210

April 15, 2011

Joe Reichardt, Chair
Wyoming State Board Of Education
Cheyenne, Wyoming

Dear Mr. Reichardt,

Enclosed you should find the Region V BOCES/C-V Ranch 'agreements' that you have requested. They are in chronological order beginning in 1972 up to the last amended Constitution in 2006. I have also included a copy of the last time the State Board of Education approved an amended constitution (1990).

If you have any questions or concerns or need further information and/or find us to be derelict in having not sought State Board of Education approval for the last amended constitution please let me know and I will take whatever action is required.

Sincerely,

Kevin P. Garvey

Kevin P. Garvey, Executive Director
Region V BOCES

307-733-8210(w) 307-730-8293(c) kgarvey@boces5.org

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

February 1, 2011

Kevin Garvey, Superintendent
Region V BOCES
P.O. Box 240
Wilson, WY 83014

Dear Mr. Garvey:

The Wyoming State Board of Education ("State Board") is requesting all Wyoming Boards of Cooperative Educational Services ("BOCES") to provide a copy of their agreement or agreements between the participating districts and boards of trustees to the State Board by May 31, 2011. The State Board is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

The Wyoming legislature enacted this requirement for State Board approval of BOCES agreements in 1969 under Wyoming Session Laws Chapter 105 § 4. Any BOCES agreement or amendment that was created after 1969 would require approval of the State Board.

Each BOCES agreement is required to include all six (6) elements under Wyo. Stat. Ann. section 21-20-104(a). The six elements include the following:

1. Length of agreement;
2. Rights, responsibilities and obligations of each participating district;
3. Types of services to be rendered;
4. Procedure for establishment of additional services;
5. Procedure for inclusion of additional districts; and
6. Method for amendment and dissolution of the agreement.

If you have any questions or concerns please contact Teresa Canjar at 307-777-6503.

Sincerely,

Joe Reichardt

Joe Reichardt, Chair

EXECUTIVE BOARD MEETING
November 16, 2006
8:30 a.m.
at Best Western Ramkota Inn, Casper, WY

AGENDA

A. Call to order
   1. Approval of Agenda (Action)
   2. Correspondence

B. Action Items
   1. Approval of the Minutes of the October 21, 2006 Executive Board Meeting (pg. 1)
   2. Approval of the Minutes of the Executive Session of the Executive Board Meeting on October 21, 2006 (pg. 3)
   3. Bills Payable/Check Register (pg. 4)
   4. 2006-2007 WDE 413 Contracts (pg. 27)
   5. 2006-2007 WDE 406 Contracts (pg. 28)
   6. Revision to the Compensatory Time Provision of the Non-Certified Staff Compensation and Benefits Policy (Code DL) – Second Reading (pg. 29)
   7. Amendment to Region V BOCES Constitution and By-Laws (pg. 32)

C. December 2006 Executive Board Meeting (Action)

D. Adjourn (Action)

CONSTITUTION AND BY-LAWS
REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section I. Name. The name of this organization shall be Region V Board of Cooperative Educational Services.

Section 2. Location. The Region V Board of Cooperative Educational Services shall be located in Wilson, Wyoming 83014.

ARTICLE II

As used in this constitution and the By-Laws appended hereto, and unless otherwise specifically noted, the following terms shall have the meanings given herein.

A. "Member Districts" shall mean those individual school districts named in Article VI of this constitution or added at some later date.

B. "Executive Board Member" shall mean the individual selected by the member district to serve on the Region V Board of Cooperative Educational Services.

C. "Executive Board" shall mean the board comprised of members selected to represent local districts according to Article III, Section 4 of this constitution. This board shall be composed of one member from each Member District.

D. "Executive Director" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Region V Board of Cooperative Educational Services.

ARTICLE III

Section 1. Voluntariness. The decision to participate in the Region V Board of Cooperative Educational Services is a voluntary one.

Section 2. Relation to Local Board. The Region V Board of Cooperative Educational Services is an extension of each local board and in no way supersedes it.

Section 3. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative Educational Services shall determine participating districts' prorated share of costs of the cooperative programs and assess such costs against each

participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters into a contract for such services.

Section 4. Voting on Policy. Each Executive Board Member shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Region V Board of Cooperative Educational Services and shall abide by the dictate of the member district he/she represents.

Section 5. Additional Services. No service concerning the education of children shall be furnished by the Region V Board of Cooperative Educational Services until a majority of all Executive Board members attending a meeting of the board shall approve additions or changes in the scope and policies concerning the cooperative activities to be furnished under this constitution and By-Laws.

ARTICLE IV
Powers

The Board shall have all the powers and duties granted by the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended, and shall have perpetual existence. In the event of dissolution of the Region V Board of Cooperative Educational Services, all assets shall be divided among member districts on a prorated basis to be determined by the board.

ARTICLE V
Purposes

The purpose of the Region V Board of Cooperative Educational Services shall be to maintain and offer and continue to offer all of the services requested by member districts and approved by a majority vote of the Executive Board. Through cooperative enterprise, Region V Board of Cooperative Educational Services shall facilitate the provision of easily accessible, definite, and largely self-determined supplemental and supportive services to member districts as well as contribute to the equalization of educational opportunity for students of the districts.

ARTICLE VI
Membership

Membership in the Region V Board of Cooperative Educational Services shall be in accordance with the provisions of The Boards of Cooperative Educational

Services Act of 1969, as amended, and shall be by school district. Each district shall be entitled to at least one voting member of the Executive Board. Member districts are:

Carbon #2	Saratoga
Fremont #14	Ethete
Fremont #21	Fort Washakie
Lincoln #1	Kemmerer
Lincoln #2	Afton
Sublette #1	Pinedale
Sublette #9	Big Piney
Sweetwater #1	Rock Springs
Sweetwater #2	Green River
Teton #1	Jackson
Uinta #1	Evanston
Uinta #4	Mountain View
Uinta #6	Lyman

list updated 11/8/2006

Terms of office of all Executive Board Members shall be coterminous with their respective terms of office on their local boards of trustees. As the Executive Board Members' terms of office expire, new Executive Board Members shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

ARTICLE VII
Election, Voting Rights

Section 1. Election. Executive Board Members shall be elected by the membership of the Board of Trustees of the district that they represent and pursuant to W.S. 21-20-104(b).

Section 2. Voting Rights. Each member district shall have one (1) vote in determining policies and scope of cooperative activities among school districts to be conducted by the Region V Board of Cooperative Educational Services.

Section 3. Termination of Membership. The Board of Cooperative Educational Services by affirmative vote of two-thirds (2/3) of all members of the board may suspend or expel any member district who shall default of contractual obligations.

Section 4. Resignation. Any member district may withdraw from Region V Board of Cooperative Educational Services by filing a letter of withdrawal with the clerk, but such resignation shall be one year in advance of the withdrawal of the member district, and such withdrawal shall not relieve the member so withdrawing of the obligation to pay encumbrances, assessments, or other charges theretofore assumed and unpaid.

Section 5. Reinstatement. The Region V Board of Cooperative Educational Services may by affirmative vote of two-thirds (2/3) of the board reinstate a

former member district to membership upon such terms as the Board of Cooperative Educational Services may deem appropriate.

Section 6. New Membership. Any district which has not joined the Region V Board of Cooperative Educational Services prior to August 1, 1971, may submit an application for membership with the clerk of the board and by affirmative vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Region V Board of Cooperative Educational Services. Membership shall be upon such terms as the Region V Board of Cooperative Educational Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

Section 7. Seal. The Directors of the Region V Board of Cooperative Educational Services shall adopt and approve a seal.

Section 8. Amendment or Repeal. The board shall have the right to amend or repeal by a unanimous vote of all members of the Region V Board of Cooperative Educational Services any of the provisions obtained in this constitution except that no such changes may be enacted which would violate the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended. Executive Board Members shall abide by the dictate of the member district they represent.

ARTICLE VIII
Member Obligations

The contractual obligation imposed under this constitution and these By-Laws shall be binding on member districts until their successors in reorganization shall notify the clerk of the Region V Board of Cooperative Educational Services. Successor districts shall be responsible for the assessments set by the Region V Board of Cooperative Educational Services when member districts cease to exist as a result of school district reorganization pursuant to Chapters 6 and 7 of the Wyoming Education Code of 1969, as amended.

ARTICLE IX

Only the Region V Board of Cooperative Educational Services shall have the power to decrease, change or add the services presently offered Wyoming school districts. Policy decisions relating solely to the everyday operation shall be entrusted to the Executive Director.

ARTICLE X - The Board of Directors

Officers

In accordance with The Boards of Cooperative Educational Services Act of 1969, as amended, officers of the board shall be chairman, vice-chairman, clerk, and treasurer elected from board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire. ***The Executive Board may appoint a special advisor to the board who shall serve at the discretion of the board and as an ex-officio member of the board.***

Powers and Duties

Duties of the chairman, vice-chairman, clerk and treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969, as amended.

Chairman

The chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. The chairman shall preside at all regular and special meetings of the board. He/She shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall be authorized by the board and shall execute all official reports of the districts except when otherwise provided by law.

Vice-Chairman

The vice-chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. In the absence or inability of the chairman to perform said duties, the vice-chairman shall have and assume all of the powers and duties of the chairman. If neither the chairman nor vice-chairman is present at any meeting of the board, the members who are present shall elect a temporary chairman for the purposes of the meeting.

Clerk

The clerk shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the clerk shall be the same as those set forth for similar officers in Chapter 3 of the Wyoming Education Code of 1969, as amended, except where inappropriate. In the absence or inability of the clerk to perform said duties, any officer of the board designated by the chairman shall assume the duties of the clerk.

Treasurer

The treasurer shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the treasurer shall be the same as those set forth for similar officers in Chapter 3 of the Wyoming Education Code of 1969, as amended, except where inappropriate. In the absence or inability of the treasurer to perform said duties, any officer of the board designated by the chairman shall assume the duties of the treasurer.

Special Advisor

The Executive Board may appoint a special advisor to the board who shall serve as an ex-officio of the board and for a period of time established by the board. The special advisor shall be a past member of the Executive Board and shall be from a district that is a current member of Region V Board of Cooperative Educational Services. The special advisor may consult with the Executive Board on issues pertaining to the board and may execute special assignments as directed by the board. The special advisor will be compensated for only travel and incidental expenses associated with activities associated with the board.

ARTICLE XI

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. Regular meetings shall be held prior to the last working Friday of each month. Special meetings may be called by the chairman at any time, and shall be called upon written request of a majority of the Executive Board Members. The clerk of the board shall cause written notice of any special meeting to be mailed or delivered to each Executive Board Member stating the time, place and purpose of the meeting; if the notice is to be delivered, it shall be in the hands of the Executive Board Member no later than 24 hours prior to the hour set for the meeting, or if it is to be mailed, it shall be mailed no later than 72 hours prior to the hour set for the meeting.

Quorum

A quorum of Executive Board Members necessary for transacting business shall be (5) five.

Vacancies

A vacancy on the Executive Board shall be filled by the member district.

Policies

The Executive Board of the Board of Cooperative Educational Services shall provide policies and procedures for all programs in writing and in individual form. Each form will specify the exceptionality and/or the service to be rendered and provide a time for the evaluation of the program.

Minutes

The clerk, or his/her designee shall send out, following each meeting, a copy of the minutes of said meeting to each Board Member and to the superintendent of schools of each participating district.

Administration

The Board of Cooperative Educational Services shall select and hire an Executive Director of the program and any other personnel that are necessary to provide the desired services. The Executive Director shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be a formula agreed upon by participating districts.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Educational Services, the acquisition of equipment, space and personnel. All expenditures shall be according to the requirements set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended.

Services

A new program or service should be undertaken by the Board of Cooperative Educational Services only if it promises to improve the quality of opportunities for students in member districts or if the service can benefit students statewide. A cooperative program or service should be considered as having matured and is ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Educational Services.

Contracts

The Board of Cooperative Educational Services may authorize any designated officer or officers, or the Executive Director, in addition to the officers so authorized by these By-Laws, to execute or deliver any instrument in the name of and on behalf of the board after they have the approval of the board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

CONSTITUTION AND BY-LAWS
REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section I. Name. The name of this organization shall be Region V Board of Cooperative Educational Services.

Section 2. Location. The Region V Board of Cooperative Educational Services shall be located in Wilson, Wyoming 83014.

ARTICLE II

As used in this constitution and the By-Laws appended hereto, and unless otherwise specifically noted, the following terms shall have the meanings given herein.

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B. "Executive Board Member" shall mean the individual selected by the member district to serve on the Region V Board of Cooperative Educational Services.

C. "Executive Board" shall mean the board comprised of members selected to represent local districts according to Article III, Section 4 of this constitution. This board shall be composed of one member from each Member District.

D. "Executive Director" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Region V Board of Cooperative Educational Services.

ARTICLE III

Section 1. Voluntariness. The decision to participate in the Region V Board of Cooperative Educational Services is a voluntary one.

Section 2. Relation to Local Board. The Region V Board of Cooperative Educational Services is an extension of each local board and in no way supersedes it.

Section 3. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative Educational Services shall determine participating districts' prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters into a contract for such services.

Fremont #2	Dubois
Fremont #14	Ethete
Lincoln #1	Kemmerer
Lincoln #2	Afton
Park #16	Meeteetse
Sublette #1	Pinedale
Sublette #9	Big Piney
Sweetwater #1	Rock Springs
Sweetwater #2	Green River
Teton #1	Jackson
Uinta #1	Evanston
Uinta #4	Mountain View
Uinta #6	Lyman

list updated 10/21/98

Terms of office of all Executive Board Members shall be coterminous with their respective terms of office on their local boards of trustees. As the Executive Board Members' terms of office expire, new Executive Board Members shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

ARTICLE VII
Election, Voting Rights

Section 1. Election. Executive Board Members shall be elected by the membership of the Board of Trustees of the district that they represent and pursuant to W.S. 21-20-104(b).

Section 2. Voting Rights. Each member district shall have one (1) vote in determining policies and scope of cooperative activities among school districts to be conducted by the Region V Board of Cooperative Educational Services.

Section 3. Termination of Membership. The Board of Cooperative Educational Services by affirmative vote of two-thirds (2/3) of all members of the board may suspend or expel any member district who shall default of contractual obligations.

Section 4. Resignation. Any member district may withdraw from Region V Board of Cooperative Educational Services by filing a letter of withdrawal with the clerk, but such resignation shall be one year in advance of the withdrawal of the member district, and such withdrawal shall not relieve the member so withdrawing of the obligation to pay encumbrances, assessments, or other charges theretofore assumed and unpaid.

ARTICLE X - The Board of Directors

Officers

In accordance with The Boards of Cooperative Educational Services Act of 1969, as amended, officers of the board shall be chairman, vice-chairman, clerk, and treasurer elected from board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the chairman, vice-chairman, clerk and treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969, as amended.

Chairman

The chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. The chairman shall preside at all regular and special meetings of the board. He/She shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall be authorized by the board and shall execute all official reports of the districts except when otherwise provided by law.

Vice-Chairman

The vice-chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. In the absence or inability of the chairman to perform said duties, the vice-chairman shall have and assume all of the powers and duties of the chairman. If neither the chairman nor vice-chairman is present at any meeting of the board, the members who are present shall elect a temporary chairman for the purposes of the meeting.

Clerk

The clerk shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the clerk shall be the same as those set forth for similar officers in Chapter 3 of the Wyoming Education Code of 1969, as amended, except where inappropriate. In the absence or inability of the clerk to perform said duties, any officer of the board designated by the chairman shall assume the duties of the clerk.

Administration

The Board of Cooperative Educational Services shall select and hire an Executive Director of the program and any other personnel that are necessary to provide the desired services. The Executive Director shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be a formula agreed upon by participating districts.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Educational Services, the acquisition of equipment, space and personnel. All expenditures shall be according to the requirements set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended.

Services

A new program or service should be undertaken by the Board of Cooperative Educational Services only if it promises to improve the quality of opportunities for students in member districts or if the service can benefit students statewide. A cooperative program or service should be considered as having matured and is ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Educational Services.

Contracts

The Board of Cooperative Educational Services may authorize any designated officer or officers, or the Executive Director, in addition to the officers so authorized by these By-Laws, to execute or deliver any instrument in the name of and on behalf of the board after they have the approval of the board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

REGION V BOARD OF COOPERATIVE SERVICES
P.O. BOX 240
WILSON, WYOMING 83014
307-733-8212

EXECUTIVE BOARD MEETING
August 16, 1994
8:30 p.m.
at C-V Ranch and via
telephone conference call

AGENDA

Minutes of the July 12, 1994 Executive Board Meeting (Action)

Bills Payable/Check Register (Action)

Contracts (Action)
Student
Staff
Other

Amendment to the Region V BOCES Constitution and By-Laws
Article IV-Quorum (Action)

Policies- Second Reading (Action)
Seclusion/Time Out
Probationary Period/Employee Benefits

Policies - First Reading (Action)
Seclusion/Time Out
Probationary Period/Employee Benefits

Miscellaneous

September Meeting

Adjourn (Action)

CONSTITUTION AND BY-LAWS

REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

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Section 2. Location. The Region V Board of Cooperative Educational Services shall be located in Wilson, Wyoming 83014.

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Section 1. Voluntariness. The decision to participate in the Region V Board of Cooperative Educational Services is a voluntary one.

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Section 4. Voting on Policy. Each Executive Board Member shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Region V Board of Cooperative Educational Services and shall abide by the dictate of the member district he/she represents.

Section 5. Additional Services. No service concerning the education of children shall be furnished by the Region V Board of Cooperative Educational Services until a majority of all Executive Board members attending a meeting of the board shall approve additions or changes in the scope and policies concerning the cooperative activities to be furnished under this constitution and by-laws.

ARTICLE IV

Powers

The Board shall have all the powers and duties granted by the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended, and shall have perpetual existence. In the event of dissolution of the Region V Board of Cooperative Educational Services, all assets shall be divided among member districts on a prorated basis to be determined by the board.

ARTICLE V

Purposes

The purpose of the Region V Board of Cooperative Educational Services shall be to maintain and offer and continue to offer all of the services requested by member districts and approved by a majority vote of the Executive Board. Through cooperative enterprise, Region V Board of Cooperative Educational Services shall facilitate the provision of easily accessible, definite, and largely self-determined supplemental and supportive services to member districts as well as contribute to the equalization of educational opportunity for students of the districts.

ARTICLE VI

Membership

Membership in the Region V Board of Cooperative Educational Services shall be in accordance with the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended, and shall be by school district. Each district shall be entitled to at least one voting member of the Executive Board. Member districts are:

School District #1,	Evanston
School District #6,	Lyman
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School District #2,	Dubois
School District #9,	Big Piney
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Terms of office of all Executive Board Members shall be coterminous with their respective terms of office on their local boards of trustees. As the Executive Board Members' terms of office expire, new Executive Board Members shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

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Section 1. Election. Executive Board Members shall be elected by the membership of the Board of Trustees of the district that they represent and pursuant to W.S. 21-20-104(b).

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Section 4. Resignation. Any member district may withdraw from Region V Board of Cooperative Educational Services by filing a letter of withdrawal with the clerk, but such resignation shall be one year in advance of the withdrawal of the member district, and such withdrawal shall not relieve the member so withdrawing of the obligation to pay encumbrances, assessments, or other charges theretofore assumed and unpaid.

Section 5. Reinstatement. The Region V Board of Cooperative Educational Services may by affirmative vote of two-thirds (2/3) of the board reinstate a former member district to membership upon such terms as the Board of Cooperative Educational Services may deem appropriate.

Section 6. New Membership. Any district which has not joined the Region V Board of Cooperative Educational Services prior to August 1, 1971, may submit an application for membership with the clerk of the board and by affirmative vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Region V Board of Cooperative Educational Services. Membership shall be upon such terms as the Region V Board of Cooperative Educational Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

Section 7. Seal. The Directors of the Region V Board of Cooperative Educational Services shall adopt and approve a seal.

Section 8. Amendment or Repeal. The board shall have the right to amend or repeal by a unanimous vote of all members of the Region V Board of Cooperative Educational Services any of the provisions obtained in this constitution except that no such changes may be enacted which would violate the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended. Executive Board Members shall abide by the dictate of the member district they represent.

ARTICLE VIII

Member Obligations

The contractual obligation imposed under this constitution and these by-laws shall be binding on member districts until their successors in reorganization shall notify the clerk of the Region V Board of Cooperative Educational Services. Successor districts shall be responsible for the assessments set by the Region V Board of Cooperative Educational Services when member districts cease to exist as a result of school district reorganization pursuant to Chapters 6 and 7 of the Wyoming Education Code of 1969, as amended.

ARTICLE IX

Only the Region V Board of Cooperative Educational Services shall have the power to decrease, change or add the services presently offered Wyoming school districts. Policy decisions relating solely to the everyday operation shall be entrusted to the Executive Director.

ARTICLE X - The Board of Directors

Officers

In accordance with The Boards of Cooperative Educational Services Act of 1969, as amended, officers of the board shall be chairman, vice-chairman, clerk, and treasurer elected from board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

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The chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. The chairman shall preside at all regular and special meetings of the board. He/She shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall be been authorized by the board and shall execute all official reports of the districts except when otherwise provided by law.

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The treasurer shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the treasurer shall be the same as those set forth for similar officers in Chapter 3 of the Wyoming Education Code of 1969, as amended, except where inappropriate. In the absence or inability of the treasurer to perform said duties, any officer of the board designated by the chairman shall assume the duties of the treasurer.

ARTICLE XI

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. Regular meetings shall be held prior to the last working Friday of each month. Special meetings may be called by the chairman at any time, and shall be called upon written request of a majority of the Executive Board Members. The clerk of the board shall cause written notice of any special meeting to be mailed or delivered to each Executive Board Member stating the time, place and purpose of the meeting; if the notice is to be delivered, it shall be in the hands of the Executive Board Member no later than 24 hours prior to the hour set for the meeting, or if it is to be mailed, it shall be mailed no later than 72 hours prior to the hour set for the meeting.

Quorum

A quorum of Executive Board Members necessary for transacting business shall be (5) five.

Vacancies

A vacancy on the Executive Board shall be filled by the member district.

Policies

The Executive Board of the Board of Cooperative Educational Services shall provide policies and procedures for all programs in writing and in individual form. Each form will specify the exceptionality and/or the service to be rendered and provide a time for the evaluation of the program.

Minutes

The clerk, or his/her designee shall send out, following each meeting, a copy of the minutes of said meeting to each Board Member and to the superintendent of schools of each participating district.

Administration

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Finance

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EXECUTIVE BOARD MEETING

Tuesday, April 17, 1990
9:00 p.m.
C-V Ranch, Wilson, WY
and Telephone Conference Call

AGENDA

Minutes of March 20, 1990 Meeting

Bills Payable

Contracts - Students

1989-90 Budget Revision

1990-91 School Calendar

Policy on the Use of C-V Ranch Facilities
Final Approval

Action by the State Board of Education
on Constitution and By-Laws

Miscellaneous

May Meeting

EXECUTIVE BOARD OF DIRECTORS
REGION V BOCES
MINUTES OF MEETING
Tuesday, March 20, 1990
9:00 p.m.
Telephone Conference Call

MEMBERS PRESENT: Sharon Nethercott, Tom Jackson, Margaret Brandner, Nord Wilkes, Bob Lonzo, Bob Ramsey, Wayne Steinert, Donald George, and Butch Moretti.

ALSO PARTICIPATING: Dennis Donohue, Lynn Coale and Noreen Callaghan

Tom Jackson/Margaret Brandner moved and seconded the motion to approve the minutes of the February 21, 1990 meeting. Unanimous approval.

Wayne Steinert/Butch Moretti moved and seconded the motion to approve the Check Register and Bills Payable. Unanimous approval.

Wayne Steinert/Tom Jackson moved and seconded the motion to approve the following student contracts:

STUDENT CONTRACTS

Lincoln County School District No. 2

33,370	34,60	Tuition
32,763	35,005	Room and Board
31,774		
33,370		TOTAL = $200,882.00

Unanimous approval.

Butch Moretti/Bob Lonzo moved and seconded the motion to offer contracts to the following staff for the 1990-91 school year:

Lynn Coale - Program Director
Patty Talley - Ed. Resource Specialist
Janice Baker - Teacher
Sarah Neibuhr - Teacher
DarleneCarr-Teacher
Amy Halsey - Teacher
Matthew Hirsch - Teacher
Julia Goldensohn - Psychologist
Cindy Peterson - Occupational Therapist
Cindy Kaylor - Teacher
Gina Lipp - Teacher
Karen Menendez - Teacher
Marge Halstrom- Nurse
KevinGarvey -Ed. Diagnostician
Patty Drui - Speech Therapist
Vicky Bates - Speech Therapist
Sandy Strout - Social Worker

Unanimous approval.

Butch Moretti/Donald George moved and seconded the motion to accept the audit report from the State Examiner and the corrective action plan from Region V Board of Cooperative Educational Services. Unanimous approval.

Dennis Donohue reported on action taken by the Wyoming Insurance Trust relative to medical insurance for Region V BOCES employees. He noted that the board can expect a 20% increase in premiums. He also reported that Region V BOCES residual debt of about $48,000 remains from the previous self-insurance part of the Insurance Trust. This self-insurance program ended effective July 1, 1989. Since that time Region V's indebtedness has declined $7,000, from $55,000, and the balance must be paid by December 31, 1990. He advised the board that the Trust is exploring other administrative options for the future. Dennis further noted that the staff is exploring other insurance options to possibly reduce costs.

Nord Wilkes/Bob Lonzo moved and seconded the motion to approve the Policy on Non-Certified Personnel Salary Increases Upon Anniversary of Employment. Unanimous approval.

Dennis Donohue reported the final legislative action relative to BOCES.

Members of the board agreed to hold the April meeting on the 17th via a 9:00 p.m. telephone conference call. They further agreed to hold the May meeting on the 19th and at C-V Ranch. The board will examine the preliminary budget for Region V BOCES on May 19.

Bob Ramsey/Margaret Brandner moved and seconded the motion to adjourn. The meeting adjourned at 9:40 p.m.

Sharon K. Netherwatt — 4-17-90

Signature of Board President — Date

Tom Jackson — 4-17-90

Signature of Board Clerk — Date

State of Wyoming
Department of Education

Lynn Simons
Superintendent of Public Instruction

Hathaway Building • 2300 Capitol Avenue • Cheyenne, Wyoming 82002

March 30, 1990

Dennis Donohue, Executive Director
Region V BOCES
P.O. Box #240
Wilson, WY #83014-0240

Dear Mr. Donohue:

The State Board of Education approved your update of the constitution and bylaws of the Region V BOCES on March 26, 1990.

Sincerely,

Audrey M. Cotherman, Ed.D.
Deputy State Superintendent
of Public Instruction

AMC:JL:mhg

1890-1990 WYOMING CENTENNIAL A LASTING LEGACY

EXECUTIVE BOARD MEETING

Wednesday, February 21, 1990
9:30 p.m. Telephone Conference Call

AGENDA

Minutes of January 16, 1990 Meeting

Bills Payable

Contracts - Students
Contracts - Personnel
Revision of Constitution and By-Laws

Bond Renewal

Very Special Arts Gift

Miscellaneous

March Meeting

CONSTITUTION AND BY-LAWS

REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section I. Name. The name of this organization shall be Region V Board of Cooperative Educational Services.

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Powers

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Purposes

The purpose of the Region V Board of Cooperative Educational Services shall be to maintain and offer and continue to offer all of the services requested by member districts and approved by a majority vote of the Executive Board. Through cooperative enterprise, Region V Board of Cooperative Educational Services shall facilitate the provision of easily accessible, definite, and largely self-determined supplemental and supportive services to member districts as well as contribute to the equalization of educational opportunity for students of the districts.

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ARTICLE VIII

The contractual obligation imposed under this constitution and these by-laws shall be deemed to continue as to a members district until their successors in reorganization shall notify the clerk of the Region V Board of Cooperative Educational Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Region V Board of Cooperative Educational Services when member districts cease to exist as a result of school district reorganization pursuant to Chapters 6 and 7 of the Wyoming Education Code of 1969, as amended.

ARTICLE IX

Only the Region V Board of Cooperative Educational Services shall have the power to decrease, change or add the services presently offered Wyoming school districts. Policy decisions relating solely to the everyday operation shall be entrusted to the Executive Director.

BY-LAWS
REGION V BOARD OF COOPERATIVE SERVICES

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ARTICLE I

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The treasurer shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the treasurer shall be the same as those set forth for similar officers in Chapter 3 of the Wyoming Education Code of 1969, as amended, except where inappropriate. In the absence or inability of the treasurer to perform said duties, any officer of the board designated by the chairman shall assume the duties of the treasurer.

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. Regular meetings shall be held prior to the last working Friday of each month. Special meetings may be called by the chairman at any time, and shall be called upon written request of a majority of the Executive Board Members. The clerk of the board shall cause written notice of any special meeting to be mailed or delivered to each Executive Board Member stating the time, place and purpose of the meeting; if the notice is to be delivered, it shall be in the hands of the Executive Board Member no later than 24 hours prior to the hour set for the meeting, or if it is to mailed, it shall be mailed no later than 72 hours prior to the hour set for the meeting.

Quorum

A quorum of Executive Board Members necessary for transacting business shall be a simple majority.

Vacancies

A vacancy on the Executive Board shall be filled by the member district.

Policies

The Executive Board of the Board of Cooperative Educational Services shall provide policies and procedures for all programs in writing and in

individual form. Each form will specify the exceptionality and/or the service to be rendered and provide a time for the evaluation of the program.

Minutes

The clerk, or his/her designee shall send out, following each meeting, a copy of the minutes of said meeting to each Board Member and to the superintendent of schools of each participating district.

Administration

The Board of Cooperative Educational Services shall select and hire an Executive Director of the program and any other personnel that are necessary to provide the desired services. The Executive Director shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be a formula agreed upon by participating districts.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Educational Services, the acquisition of equipment, space and personnel. All expenditures shall be according to the requirements set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended.

Services

A new program or service should be undertaken by the Board of Cooperative Educational Services only if it promises to improve the quality of opportunities for students in member districts or if the service can benefit students statewide. A cooperative program or service should be considered as having matured and is ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Educational Services.

ARTICLE IV

Contracts

The Board of Cooperative Educational Services may authorize any designated officer or officers, or the Executive Director, in addition to the officers so authorized by these by-laws, to execute or deliver any instrument in the name of and on behalf of the board after they have the approval of the board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the board at any regular or special meeting, provided that such change shall not violate provision of The Cooperative Educational Services Act of 1969, as amended.

CONSTITUTION AND BY-LAWS

REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section I. Name. The name of this organization shall be Region V Board of Cooperative Educational Services.

Section 2. Location. The Region V Board of Cooperative Educational Services shall be located in Wilson, Wyoming 83014.

ARTICLE II

As used in this constitution and the by-laws appended hereto, and unless otherwise specifically noted, the following terms shall have the meanings given herein.

A. "Member Districts" shall mean those individual school districts named in Article VI of this constitution or added at some later date.

B. "Executive Board Member" shall mean the individual selected by the member district to serve on the Region V Board of Cooperative Educational Services.

C. "Executive Board" shall mean the board comprised of member selected to represent local districts according to Article III, Section 4 of this constitution. This board shall be composed of one member from each Member District.

D. "Executive Director" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Region V Board of Cooperative Educational Services.

ARTICLE III

Section 1. Voluntariness. The decision to participate in the Region V Board of Cooperative Educational Services is a voluntary one.

Section 2. Relation to Local Board. The Region V Board of Cooperative Educational Services is an extension of each local board and in no way supersedes it.

Section 3. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative Educational Services shall determine participating districts' prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district

for cooperative programs unless the member district enters into a contract for such services.

Section 4. Voting on Policy. Each Executive Board Member shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Region V Board of Cooperative Educational Services and shall abide by the dictate of the member district he/she represents.

Section 5. Additional Services. No service concerning the education of children shall be furnished by the Region V Board of Cooperative Educational Services until a majority of all Executive Board members attending a meeting of the board shall approve additions or changes in the scope and policies concerning the cooperative activities to be furnished under this constitution and by-laws.

ARTICLE IV

Powers

The Board shall have all the powers and duties granted by the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended, and shall have perpetual existence. In the event of dissolution of the Region V Board of Cooperative Educational Services, all assets shall be divided among member districts on a prorated basis to be determined by the board.

ARTICLE V

Purposes

The purpose of the Region V Board of Cooperative Educational Services shall be to maintain and offer and continue to offer all of the services requested by member districts and approved by a majority vote of the Executive Board. Through cooperative enterprise, Region V Board of Cooperative Educational Services shall facilitate the provision of easily accessible, definite, and largely self-determined supplemental and supportive services to member districts as well as contribute to the equalization of educational opportunity for students of the districts.

ARTICLE VI

Membership in the Region V Board of Cooperative Educational Services shall be in accordance with the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended, and shall be by school district. Each district shall be entitled to at least one voting member of the Executive Board. Member districts are:

School District #1,	Evanston
School District #6,	Lyman
School District #4,	Mountain View
School District #1,	Rock Springs
School District #1,	Kemmerer
School District #2,	Afton
School District #1,	Jackson
School District #1,	Pinedale
School District #2,	Dubois
School District #9,	Big Piney
School District #2,	Green River

Terms of office of all Executive Board Members shall be coterminous with their respective terms of office on their local boards of trustees. As the Executive Board Members' terms of office expire, new Executive Board Members shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

ARTICLE VII

Section 1. Election. Executive Board Members shall be elected by the membership of the Board of Trustees of the district that they represent and pursuant to W.S. 21-20-104(b).

Section 2. Voting Rights. Each member district shall have one (1) vote in determining policies and scope of cooperative activities among school districts to be conducted by the Region V Board of Cooperative Educational Services.

Section 3. Termination of Membership. The Board of Cooperative Educational Services by affirmative vote of two-thirds (2/3) of all members of the board may suspend or expel any member district who shall default of contractual obligations.

Section 4. Resignation. Any member district may withdraw from Region V Board of Cooperative Educational Services by filing a letter of withdrawl with the clerk, but such resignation shall be one year in advance of the withdrawl of the member district, and such withdrawl shall not relieve the member so withdrawing of the obligation to pay encumbrances, assessments, or other charges theretofore assumed and unpaid.

Section 5. Reinstatement. The Region V Board of Cooperative Educational Services may by affirmative vote of two-thirds (2/3) of the board reinstate a former member district to membership upon such terms as the Board of Cooperative Educational Services may deem appropriate.

Section 6. New Membership. Any district which has not joined the Region V Board of Cooperative Educational Services prior to August 1, 1971, may submit an applicatic n for membership with the clerk of the board and by affirmative

vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Region V Board of Cooperative Educational Services. Membership shall be upon such terms as the Region V Board of Cooperative Educational Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

Section 7. Seal. The Directors of the Region V Board of Cooperative Educational Services shall adopt and approve a seal.

Section 8. Amendment or Repeal. The board shall have the right to amend or repeal by a unanimous vote of all members of the Region V Board of Cooperative Educational Services any of the provisions obtained in this constitution except that no such changes may be enacted which would violate the provisions of The Boards of Cooperative Educational Services Act of 1969, as amended. Executive Board Members shall abide by the dictate of the member district they represent.

ARTICLE VIII

The contractual obligation imposed under this constitution and these by-laws shall be deemed to continue as to a members district until their successors in reorganization shall notify the clerk of the Region V Board of Cooperative Educational Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Region V Board of Cooperative Educational Services when member districts cease to exist as a result of school district reorganization pursuant to Chapters 6 and 7 of the Wyoming Education Code of 1969, as amended.

ARTICLE IX

Only the Region V Board of Cooperative Educational Services shall have the power to decrease, change or add the services presently offered Wyoming school districts. Policy decisions relating solely to the everyday operation shall be entrusted to the Executive Director.

BY-LAWS
REGION V BOARD OF COOPERATIVE SERVICES

Officers

In accordance with The Boards of Cooperative Educational Services Act of 1969, as amended, officers of the board shall be chairman, vice-chairman, clerk, and treasurer elected from board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the chairman, vice-chairman, clerk and treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969, as amended.

ARTICLE I

Chairman

The chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. The chairman shall preside at all regular and special meetings of the board. He shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall be been authorized by the board and shall execute all official reports of the districts except when otherwise provided by law.

ARTICLE II

Vice-Chairman

The vice-chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. In the absence or inability of the chairman to perform said duties, the vice-chairman shall have and assume all of the powers and duties of the chairman. If neither the chairman nor vice-chairman is present at any meeting of the board, the members who are present shall elect a temporary chairman for the purposes of the meeting.

Clerk

The clerk shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the clerk shall be the same as those set forth for similar officers in Chapter 3 of the Wyoming Education Code of 1969, as amended, except where inappropriate. In the absence or inability of the clerk to perform said duties, any officer of the board designated by the chairman shall assume the duties of the clerk.

ARTICLE IV

Treasurer

The treasurer shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the treasurer shall be the same as those set forth for similar officers in Chapter 3 of the Wyoming Education Code of 1969, as amended, except where inappropriate. In the absence or inability of the treasurer to perform said duties, any officer of the board designated by the chairman shall assume the duties of the treasurer.

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. Regular meetings shall be held prior to the last working Friday of each month. Special meetings may be called by the chairman at any time, and shall be called upon written request of a majority of the Executive Board Members. The clerk of the board shall cause written notice of any special meeting to be mailed or delivered to each Executive Board Member stating the time, place and purpose of the meeting; if the notice is to be delivered, it shall be in the hands of the Executive Board Member no later than 24 hours prior to the hour set for the meeting, or if it is to mailed, it shall be mailed no later than 72 hours prior to the hour set for the meeting.

Quorum

A quorum of Executive Board Members necessary for transacting business shall be a simple majority.

Vacancies

A vacancy on the Executive Board shall be filled by the member district.

Policies

The Executive Board of the Board of Cooperative Educational Services shall provide policies and procedures for all programs in writing and in individual form. Each form will specify the exceptionality and/or the service to be rendered and provide a time for the evaluation of the program.

Minutes

The clerk, or his/her designee shall send out, following each meeting, a copy of the minutes of said meeting to each Board Member and to the superintendent of schools of each participating district.

Administration

The Board of Cooperative Educational Services shall select and hire an Executive Director of the program and any other personnel that are necessary to provide the desired services. The Executive Director shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be a formula agreed upon by participating districts.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Educational Services, the acquisition of equipment, space and personnel. All expenditures shall be according to the requirements set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended.

Services

A new program or service should be undertaken by the Board of Cooperative Educational Services only if it promises to improve the quality of opportunities for students in member districts or if the service can benefit students statewide. A cooperative program or service should be considered as having matured and is ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Educational Services.

ARTICLE IV

Contracts

The Board of Cooperative Educational Services may authorize any designated officer or officers, or the Executive Director, in addition to the officers so authorized by these by-laws, to execute or deliver any instrument in the name of and on behalf of the board after they have the approval of the board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the board at any regular or special meeting, provided that such change shall not violate provision of The Cooperative Educational Services Act of 1969, as amended.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Region V Board of Cooperative Educational Services, hereby assent to the foregoing Agreement and By-Laws as the Agreement and By-Laws of the Region V Board of Cooperative Educational Services.

DISTRICTS:	EXECUTIVE BOARD MEMBERS:
Lincoln County School District #2	Ford Wilkes (Signature)
Sublette County School District #1	Tom Jackson (Signature)
Sweetwater County School District #1	Henry F. Chadey (Signature)
Sweetwater County School District #2	Margaret S. Brandner (Signature)
Teton County School District #1	Sharon K. Nethercott (Signature)
Uinta County School District #1	Donald R. Burgess (Signature)
Uinta County School District #4	Colleen Burgess (Signature)
Uinta County School District #6	C. M. Josetti (Signature)
Sublette County School District #9	Robert J. Lonz (Signature)
Fremont County School District #2	Wayne Stewart (Signature)
Lincoln County School District #1	(Signature)
Fremont County School District #1	Ruby Bartholomew (Signature)

AGREEMENT
REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section 1. Agreement. This agreement entered into on the day of first (1st) day of July, 1988 pursuant to W.S. 21-20-101 to 21-20-109 supercedes any and all previous agreements among school districts participating in Region V Board of Cooperative Educational Services and shall be inforce through June 30, 1991. This agreement shall be renewable by any or all districts prior to expiration date.

Section 2. Name. The name of entity shall be Region V Board of Cooperative Educational Services.

Section 3. Location. Region V Board of Cooperative Educational Services shall maintain offices in Jackson Hole, Wyoming.

Section 4. Purpose. The purpose of the Region V Board of Cooperative Educational Services shall be to maintain and offer and continue to offer all of the services for handicapped children presently offered by that agency. If and when a majority of the entire board votes to do so, additional services may be offered through the Region V Board of Cooperative Educational Services.

ARTICLE II

Definitions. For the purpose of this document, the following have the meanings given herein.

A. "Member Districts" shall mean those individual school districts names in Article V of this agreement or added at some later date.

B. "Executive Board Member" shall mean the individual selected by the member district to serve on the Region V Board of Cooperative Educational Services.

C. "Executive Board" shall mean the board selected by the directors to serve on their behalf and according to Article III, Section 4 of this agreement. This board shall be composed of one member from each Member District.

D. "Executive Director" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Region V Board of Cooperative Educational Services.

ARTICLE III

Section 1. Voluntariness. The decision to participate in Region V Board of Cooperative Educational Services is a voluntary one.

Section 2. Relationship of Member Districts. Member districts shall not be responsible for liability of Region V Board of Cooperative Educational Services.

Section 3. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative Educational Services shall determine participating districts' prorated, share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters in a contract for such services.

Section 4. Voting on Policy. Each Executive Board Member shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Region V Board of Cooperative Educational Services and shall abide by the dictate of the member district he represents.

Section 5. Additional Services. No service concerning the education of children shall be furnished by the Region V Board of Cooperative Educational Services until and unless a majority of all Executive Board members attending a meeting of the board shall approve additions or changes in the scope and policies concerning the cooperative activities to be furnished under this agreement and by-laws.

ARTICLE IV

Powers. The Board shall have all the powers and duties granted by the provisions of the Wyoming Cooperative Services Act of 1969 and shall have perpetual existence. In the event of dissolution of the Region V Board of Cooperative Educational Services, all assets shall be divided among member districts on a pro-rata basis to be determined by the board.

ARTICLE V

Membership. Membership in the Region V Board of Cooperative Educational Services shall be in accordance with the provisions of the Cooperative Services Act of 1969 and shall be by school district whereby each member district is entitled to at least one director. Member districts are:

Uinta County School District #1, Evanston
Uinta County School District #6, Lyman
Uinta County School District #4, Mountain View
Sweetwater County School District #1, Rock Springs
Sweetwater County School District #2, Green River
Lincoln County School District #2, Afton
Teton County School District #1, Jackson
Sublette County School District #1, Pinedale

Terms of office of all Executive Board Members shall be coterminous with their respective terms of office on their local boards of trustees. As the Executive Board Members' terms of office expire, new Executive Board Members shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

ARTICLE VI

Section 1. Election. Executive Board Members shall be elected by the membership of the Board of Trustees of the district that they represent.

Section 2. Voting Rights. Each member district shall have one (1) vote in determining policies and scope of cooperative activities among school districts to be conducted by the Region V Board of Cooperative Educational Services. Each member district board of trustees may designate an alternate representative to vote in the event the duly appointed member is unable to attend a meeting or meetings.

Section 3. Termination of Membership. The Board of Cooperative Educational Services by affirmative vote of two-thirds (2/3) of all members of the board may suspend or expel any member district who shall default of contractual obligations.

Section 4. Resignation. Any member district may resign by filing a written resignation with the clerk, but such resignation shall not relieve the member so resigning of the obligation to pay encumberances, assessments, or other charges theretofore assumed and unpaid.

Section 5. Reinstatement. The Board of Cooperative Educational Services may by affirmative vote of two-thirds (2/3) of the board reinstate a former member district to membership upon such terms as the Board of Cooperative Educational Services may deem appropriate.

Section 6. New Memberships. Any district which has not joined the Region V Board of Cooperative Educational Services prior to August 1, 1971, may submit an application for membership with the clerk of the board and by affirmative vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Region V Board of Cooperative Educational Services. Membership shall be upon such terms as the Board of Cooperative Educational Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

Section 7. Seal. The Directors of the Region V Board of Cooperative Educational Services shall adopt and approve a seal.

Section 8. Amendment or Repeal. The Board shall have the right to amend or repeal by a unanimous vote of all directors of the

Region V Board of Cooperative Educational Services any of the provisions obtained in this agreement except that no such changes may be enacted which would violate the provisions of the Cooperative Services Act of 1969 or any subsequent legislation. Executive Board Members shall abide by the dictate of the member district they represent.

ARTICLE VII

Only the Region V Board of Cooperative Educational Services shall have the power to decrease, change or add the services presently offered for children. Policy decisions relating solely to the everyday operation shall be entrusted to the Executive Director.

BY-LAWS
REGION V BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Officers

In accordance with the Cooperative Services Act of 1969, officers of the Board shall be chairman, vice-chairman, clerk, and treasurer elected from Board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the Chairman, vice-chairman, clerk and treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969.

ARTICLE I

Chairman

The chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. The chairman shall preside at all regular and special meetings of the Board. He shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall have been authorized by the Board and shall execute all official reports of the districts except when otherwise provided by law.

ARTICLE II

Vice-Chairman

The vice-chairman shall be an Executive Board Member of the Board of Cooperative Educational Services. In the absence or inability of the chairman, the vice-chairman shall have and perform all of the powers and duties of the chairman.

ARTICLE III

Clerk

The clerk shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the clerk will be the same as those set forth for similar officers in W.S. 21-3-117 except where inappropriate. In the absence or inability of the clerk, any officer of the Board designated by the chairman shall perform the duties of the clerk.

ARTICLE IV

Treasurer

The treasurer shall be an Executive Board Member of the Board of Cooperative Educational Services. The duties of the treasurer will be the same as those set forth for the similar officer in W.S. 21-3-118 except where inappropriate. In the absence or inability of the treasurer, any officer of the Board designated by the chairman shall perform the duties of the treasurer.

Meetings

Meetings shall be called, held, and conducted as set forth in W.S. 16-4-406. Regular meetings shall be held prior to the last working Friday of each month. Special meetings may be called by the chairman at any time, and shall be called upon written request of a majority of the Executive Board Members. The Clerk of the Board shall cause written notice of any special meetings to be mailed or delivered to each Executive Board Member stating the time, place and purpose of the meeting; if the notice be delivered, it shall be in the hands of the Executive Board Member no later than twenty-four (24) hours prior to the hour set for the meeting, or if it be mailed, it shall be mailed no later than seventy-two (72) hours prior to the hour set for the meeting.

Quorum

A quorum of Executive Board Members necessary for transacting business shall be simple majority. Alternate representatives of each district shall be designated in writing and submitted to the clerk of the Board of Cooperative Educational Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Educational Services.

Vacancies

A vacancy on the Executive Board shall be filled by the member district.

Minutes

The clerk, or some person designated by him, shall send out, following each meeting, a copy of the minutes of said meeting to

each Board Member and to the superintendent of schools of each participating district.

Administration

The Board of Cooperative Educational Services shall select and hire an Executive Director of the program and any other personnel that are necessary to provide the desired services and shall share in the expense of administration, on a formula to be designed by members of said board. The Executive Director shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be by contribution from the participating districts on the basis of a proportionality agreed upon by the board of trustees of the participating school districts.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Educational Services, the acquisition of equipment, space and personnel.

Services

A new program or service should be undertaken by the Board of Cooperative Educational Services only if it promises to improve the quality of opportunities for children. A Cooperative program or service should be considered as having matured and ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Educational Services.

ARTICLE IV

Contracts

The Board of Cooperative Educational Services may authorize any designated officer or officers, or Executive Director of the Board, in addition to the officers so authorized by these by-laws, to execute or deliver any instrument in the name of and on behalf of the Board after they have the approval of the Board and is so stated in the minutes of the Executive Board meeting and such authority may be general or confined to specific instances.

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, provided that such change shall not violate provision of the Cooperative Services Act of 1969, or subsequent legislation.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Region V Board of Cooperative Educational Services, hereby assent to the foregoing Agreement and By-Laws as the Agreement and By-Laws of the Region V Board of Cooperative Educational Services.

DISTRICTS:	EXECUTIVE BOARD MEMBERS:
Lincoln County School District #2	Joe Buckley (Signature)
Sublette County School District #1	[illegible] (Signature)
Sweetwater County School District #1	Henry F. Chadey (Signature)
Sweetwater County School District #2	Jo Lyn Reeves (Signature)
Teton County School District #1	Sharon K. Nethercott (Signature)
Uinta County School District #1	Kim N. Martin (Signature)
Uinta County School District #4	Jack Hamblin (Signature)
Uinta County School District #6	[illegible] (Signature)

STATE OF WYOMING
FILED
At. 3:22 pm
DEC 26 1978
155125
THOMSON
SECRETARY OF STATE

ARTICLES OF INCORPORATION

OF

C-V RANCHES, INC.

The undersigned, a natural person over the age of nineteen (19) years, acting as an incorporator of a corporation under the provisions of Sections 17-6-101 through 17-6-109, Wyoming Statutes, 1977, relating to the organization of non-profit corporations does hereby adopt the following Articles of Incorporation:

FIRST: The name of the corporation is C-V RANCHES, INC.

SECOND: The term of existence of the corporation is perpetual.

THIRD: The corporation shall have unlimited power to engage in and do any lawful act concerning any and all lawful activities for which corporations may be organized under Sections 17-6-101 through 17-6-109, Wyoming Statutes, 1977.

FOURTH: The purposes for which the corporation is organized are to provide for the education of handicapped children and adults by engaging in fund raising activities, assisting and augmenting other organizations and political subdivisions or boards in the delivery of educational and vocational services and training to such handicapped persons, the establishment of schools, sheltered workshops and the necessary physical facilities necessary to said schools and sheltered workshops and by doing all other things which are necessary and proper to accomplish the purposes stated herein. Notwithstanding anything contained in these articles to the contrary, the corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Internal Revenue Code of 1954 and the Regulations promulgated thereunder as the same now exist or as they may be hereafter amended from time to time, and of the purposes for which non-profit corporations may be organized in Wyoming.

FIFTH: The organization and control of the internal affairs of the corporation shall be governed by the by-laws of the corporation duly adopted in accordance with Wyoming law.

SIXTH: In the event of dissolution, all of the remaining assets and property of the corporation shall, after the payment of all legal obligations and the necessary expenses of disolution, be distributed to such organizations as shall qualify

R. MICHAEL MULLIKIN
ATTORNEY AT LAW
265 EAST KELLY
JACKSON, WYOMING 83001

under Section 501(c)(3) of the Internal Revenue Code of 1954, as shall have the same or similar purposes as the corporation, the selection of which shall be determined by the then existing Board of Directors.

SEVENTH: The address of the initial registered office of the corporation is 265 East Kelly, Jackson, Wyoming 83001 and the name of the initial registered agent at such address is R. Michael Mullikin.

EIGHTH: The number of directors constituting the initial Board of Directors shall be nine (9) and the names and addresses of the persons who are to serve as such directors are:

Maurice Campbell
P. O. Box 1204
Jackson, Wyoming 83001

Richard M. Ehrbright
P. O. Box 568
Jackson, Wyoming 83001

A. Rodgers Everett
P. O. Box AB
Jackson, Wyoming 83001

Kurtis L. Hiltbrunner, II
1125 Sorensen Drive
Kemmerer, Wyoming 83101

Henry F. Chadey
413 Fremont Avenue
Rock Springs, Wyoming 82901

Felix Buchenroth
P. O. Box 1765
Jackson, Wyoming 83001

Spike Jorgensen
449 South Tyler
Pinedale, Wyoming 82941

Happy Weston
P. O. Box 851
Jackson, Wyoming 83001

Marcia Marple
P. O. Box 2260
Jackson, Wyoming 83001

NINTH: The interests in the corporation shall be represented by membership and provisions for membership in the corporation shall be determined by the by-laws. The corporation shall not have capital stock and no dividends of any kind shall be paid to any member in any event. All distributions of corporate assets upon dissolution shall be in accordance with Article SIXTH.

TENTH: No officer, director or member of the corporation shall be paid or receive directly or indirectly, any profit or pecuniary advantage.

ELEVENTH: The corporation is constituted so as to attract substantial support from contributions, directly or indirectly, from a representative number of persons located within Sweetwater, Uinta, Lincoln, Sublette and Teton Counties, State of Wyoming, in furtherance of the education and training of severely handicapped children and adults.

THIRTEENTH: The sole incorporator hereunder is the undersigned, R. Michael Mullikin.

DATED at Jackson, Wyoming this 22nd day of December, 1978.

R. MICHAEL MULLIKIN

THE STATE OF WYOMING)
) SS
COUNTY OF TETON)

I, Karen M. Rubenstein, a Notary Public, hereby certify that on the 22nd day of December, 1978, personally appeared before me, R. Michael Mullikin, who, being by me first duly sworn upon oath, did declare that he is the person who signed the foregoing document as incorporator, and that the statements therein contained are true.

Karen M. Rubenstein
Notary Public

My commission expires: Feb. 26, 1980.

BY-LAWS OF

C-V RANCHES, INC.

A Wyoming Nonprofit Corporation

ARTICLE I

OFFICES

The principal office of the corporation shall be located at 160 North Glenwood Town of Jackson, County of Teton, State of Wyoming. The corporation shall have such other offices as the Board of Directors may determine from time to time.

ARTICLE II

MEMBERS AND MEMBERSHIP CERTIFICATES

Section 1. MEMBERSHIP. The corporation shall consist of members. Any individual who subscribes to the purposes of the corporation may become a member of the corporation upon complying with the provisions of these by-laws and such other requirements as the Board of Directors may establish, which shall be generally applicable to all prospective members.

Section 2. QUALIFICATION FOR CORPORATE OFFICE. Only members in good standing of the corporation shall be eligible to serve in any of its elective or appointive positions.

Section 3. DUES. Each member of the corporation shall pay annual dues in an amount which shall be set by Board resolution.

Section 4. CERTIFICATES OF MEMBERSHIP. The Board of Directors shall provide for the issuance of certificates evidencing membership of the Corporation, which certificates shall be in such form as may be determined by the Board. When a member has been accepted for membership and has paid the required membership dues, a certificate of membership shall be issued in his name and delivered to him by the secretary.

Section 5. MEETINGS OF MEMBERSHIP. Members shall be entitled to attend the annual meeting of the Board of Directors, and at such meeting, may be recognized and heard with respect to the conduct of the business of the corporation. There shall be no annual meetings of membership as such, and members shall have no right to elect directors of the corporation.

Section 6. TRANSFER OF MEMBERSHIP. Membership in this corporation is not transferable or assignable.

ARTICLE III

BOARD OF DIRECTORS

Section 1. GENERAL POWERS. The affairs of the corporation shall be managed by its Board of Directors. The right to elect successor directors is hereby reserved to the Board of Directors as it may be constituted from time to time.

Section 2. NUMBER, TENURE AND QUALIFICATIONS. The number of directors shall be nine (9), and unless provision is made hereinafter for staggered terms, all directors will be elected at the annual meeting of directors, and the term of office of each director shall be until the next annual meeting of directors and the election and qualification of successor directors.

Section 3. ANNUAL AND REGULAR MEETINGS. The annual meeting of the Board of Directors shall be held at the principal office of the corporation on the last Tuesday in the month of June in each year, beginning with the year 1980 at the hour of 4:00 p.m. o'clock, for the purpose of electing directors and for the transaction of such other business as may come before the meeting. If the day fixed for the annual meeting is a legal holiday in the State of Wyoming, such meeting shall be held on the next succeeding business day. The annual meeting shall be held without any other notice than this by-law at the time and place aforesaid. If the election of directors is not held on the day designated herein for the annual meeting, or any adjournment thereof, the Board of Directors shall cause the election to be held at a special meeting of the Board as soon thereafter as is convenient. The Board of Directors

may provide, by resolution, the time and place for holding additional regular meetings without other notice than such resolution.

Section 4. SPECIAL MEETINGS AND NOTICE THEREOF. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors, and shall be held at the principal office of the corporation or at such other place as the directors may determine. Notice of any special meeting of the Board of Directors shall be given at least five (5) days previously thereto by written notice delivered personally or sent by mail or telegram to each director at his address as shown by the records of the corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted at the meeting need not be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these by-laws.

Section 5. QUORUM. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the board; but if less than a majority of the directors are present at any meeting, a majority of the directors present may adjourn the meeting from time to time without further notice. A quorum shall consist of five (5) of the members of the board of directors.

Section 6. BOARD DECISIONS. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these by-laws.

Section 7. VACANCIES. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors, shall be filled by the Board of Directors. A director appointed to fill a vacancy shall serve for the unexpired term of his predecessor in office.

Section 8. COMPENSATION. Directors as such shall not receive any stated salaries for their services, but if authorized by resolution of the Board may receive expenses of attendance, if any, actually incurred for attendance at any regular or special meeting of the board.

ARTICLE IV

OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, one vice-president, a secretary, a treasurer and such other officers as may be elected in accordance with the provisions of this article. The Board of Directors may elect or appoint such other officers, including one or more assistant secretaries and one or more assistant treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and secretary/treasurer.

Section 2. ELECTION AND TERM OF OFFICE. The officers of the corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as is convenient. New officers may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor has been duly elected and qualifies.

Section 3. REMOVAL. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. The Board of Directors shall have the right to call a seat[illegible]cant after the member misses three consecutive meetings wit[illegible] [illegible]reason.

Section 4. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. POWERS AND DUTIES. The several officers shall have such powers and shall perform such duties as may from time to time be specified in resolutions or other directives of the Board of Directors. In the absence of such specifications, each officer shall have the powers and authority and shall perform and discharge the duties of officers of the same title serving in nonprofit corporations having the same or similar general purposes and objectives as this corporation.

ARTICLE V

COMMITTEES

Section 1. COMMITTEES OF DIRECTORS. The Board of Directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of one director, which committees, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed on it or him by law.

Section 2. OTHER COMMITTEES. Other committees not having and exercising the authority of the Board of Directors in the management of the corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be members of the corporation, and the president of the corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal. All committees shall be disolved at the end of their usefulness.

ARTICLE VI

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or may be confined to specific instances.

Section 2. CHECKS, DRAFTS OR ORDERS. All checks, drafts or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation, and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the treasurer or an assistant treasurer and countersigned by the president or a vice-president of the corporation.

Section 3. DEPOSITS. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositaries as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest or devise for any purpose of the corporation.

ARTICLE VII

FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July in each year and end at midnight on the thirteth day of June of each year.

ARTICLE VIII

WAIVER OF NOTICE

Whenever any notice is required to be given under Wyoming law or the provisions of the Articles of Incorporation or these by-laws, a waiver thereof, in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE IX

AMENDMENT OF BY-LAWS

These by-laws may be altered, amended or repealed, and new by-laws may be adopted by a majority of the directors present at any annual, regular or special meeting.

ARTICLE X

INDEMNIFICATION

Any past, present or future director, officer or employee of the corporation shall be indemnified by the corporation against reasonable costs, expenses (exclusive of any amount paid to the corporation in settlement) and counsel fees paid or incurred in connection with any action, suit or proceeding against any such director, officer or employee, provided; (1) said action, suit or proceeding shall be prosecuted against such director, officer or employee to final determination, and it shall not be finally adjudged in such action, suit or proceeding that the person charged had been derelict in the performance of his duties as such director, officer or employee; or (2) said action, suit or proceeding shall be settled or otherwise terminated as against such director, officer or employee without a final determination on the merits, and it shall be determined by the Board of Directors that said director, officer or employee had not in any substantial way, been derelict in the performance of his duties as charged in such action, suit or proceeding. The privilege and power hereby conferred will be in addition to and not in restriction or limitation of any other privilege or power which the corporation may have with respect to the indemnification or reimbursement of directors, officers or employees.

ARTICLE XI

MISCELLANEOUS

Section 1. STAGGERED TERMS FOR DIRECTORS. The initial directors of the corporation, set forth in the Articles of Incorporation, shall serve as directors until the date of the first annual meeting, any adjournment thereof or until their successors are elected and qualify. At the first annual meeting of the Board of Directors of

the corporation, the initial board of their successors shall elect three directors for a three year term, three directors for a two year term and three directors for a one year term. Thereafter, at each annual meeting or adjournment thereof, the Board of Directors shall elect three directors for a term of three years to fill the expired term.

Section 2. DISCRIMINATION. The corporation shall not discriminate against prospective students, employees, or otherwise on the basis of race, color, creed, national origin, sex or religion.

The foregoing by-laws were adopted at a meeting of the Board of Directors held the eleventh day of July, 1979, at 145 North Jean Street, Jackson, Wyoming with a majority of the Board of Directors present.

(President)

(Secretary)

CONSTITUTION AND BY-LAWS

REGION V. BOARD OF COOPERATIVE SERVICES

ARTICLE I

Section 1. Name. The name of this organization shall be Region V. Board of Cooperative Services.
Section 2. Location. The Region V. Board of Cooperative Services shall be located in Kemmerer, Wyoming 83101.

ARTICLE II

Definitions

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meanings given herein.

A. "Member Districts" shall mean those individual school districts named in Article VI of this constitution or added at some later date.

B. "Executive Board Member" shall mean the individual selected by the member district to serve on the Region V. Board of Cooperative Services.

C. "Executive Board" shall mean the board selected by the directors to serve on their behalf and according to Article III, Section 4 of this constitution. This board shall be composed of one member from each Member District.

D. "Executive Director" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Region V. Board of Cooperative Services.

ARTICLE III

Section 1. Voluntariness. The decision to participate in the Region V. Board of Cooperative Services is a voluntary one.
Section 2. Relation to Local Board. The Region V. Board of Cooperative Services is an extension of each local board and in no way supersedes it.
Section 3. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative Services shall determine participating districts' prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters into a contract for such services.
Section 4. Voting on Policy. Each Executive Board Member shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Region V. Board of Cooperative Services and shall abide by the dictate of the member district he represents.
Section 5. Additional Services. No service concerning the education of children shall be furnished by the Region V. Board of Cooperative Services until and unless a majority of all Executive Board members attending a meeting of the board shall approve additions or changes in the scope and policies concerning the cooperative activities to be furnished under this constitution and by-laws.

Section 5. Reinstatement. The Board of Cooperative Services may by affirmative vote of two-thirds (2/3) of the board reinstate a former member district to membership upon such terms as the Board of Cooperative Servies may deem appropriate.

Section 6. New Memberships. Any district which has not joined the Region V. Board of Cooeprative Services prior to August 1, 1971, may submit an application for membership with the clerk of the board and by affirmative vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Region V. Board of Cooperative Services. Membership shall be upon such terms as the Board of Cooperative Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

Section 7. Seal. The Directors of the Region V. Board of Cooperative Services shall adopt and approve a seal.

Section 8. Amendment or Repeal. The Board shall have the right to amend or repeal by a unanimous vote of all directors of the Region V. Board of Cooperative Services any of the provisions obtained in this constitution except that no such changes may be enacted which would violate the provisions of the Cooperative Services Act of 1969 or any subsequent legislation. Executive Board Members shall abide by the dictate of the member district they represent.

ARTICLE VIII

The contractual obligation imposed under this constitution and these by-laws shall be deemed to continue as to a member district until their successors in reorganization shall notify the clerk of the Region V. Board of Cooperative Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Region V. Board of Cooperative Services when member districts cease to exist as a result of school district reorganization pursuant to Chapters 6 and 7 of the Wyoming Education Code.

ARTICLE IX

Only the Region V. Board of Cooperative Services shall have the power to decrease, change or add the services presently offered for children. Policy decisions relating solely to the everyday operation shall be entrusted to the Executive Director.

BY-LAWS
REGION V. BOARD OF COOPERATIVE SERVICES

Officers

In accordance with the Cooperative Services Act of 1969, officers of the Board shall be chairman, vice-chairman, clerk, and treasurer elected from Board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the Chairman, vice-chairman, clerk and treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969.

ARTICLE I

Chairman

The chairman shall be an Executive Board Member of the Board of Cooperative Services. The chairman shall preside at all regular and special meetings of the Board. He shall execute any written contract to which the Board of Cooperative Services may be a party when such contract shall have been authorized by the Board and shall execute all official reports of the districts except when otherwise provided by law.

Minutes

The clerk, or some person designated by his shall send out, following each meeting, a copy of the minutes of said meeting to each Board Member and to the superintendent of schools of each participating district.

Administration

The Board of Cooperative Services shall select and hire an Executive Director of the program and any other personnel that are necessary to provide the desired services and shall share in the expense of administration, on a formula to be designed by members of said board. The Executive Director shall be responsible directly to the Board of Cooperative Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Services shall be by contribution from the participating districts on the basis of a proportionality agreed upon by the board of trustees of the participating school districts.

The Board of Cooperative Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Services, the acquisition of equipment, space and personnel. All accounts of the agency shall be paid on vouchers signed by the chairman and treasurer.

Services

A new program or service should be undertaken by the Board of Cooperative Services only if it promises to improve the quality of opportunities for children. A Cooperative program or service should be considered as having matured and ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Services.

ARTICLE IV

Contracts

The Board of Cooperative Services may authorize any designated officer or officers, or Executive Director of the Board, in addition to the officers so authorized by these by-laws, to execute or deliver any instrument in the name of and on behalf of the Board after they have the approval of the Board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, provided that such change shall not violate provision of the Cooperative Services Act of 1969, or subsequent legislation.

AMENDMENT NUMBER ONE

It is hereby attested that on February twenty-first, in the year nineteen hundred eighty-two, the Executive Board of Region V Board of Cooperative Services by affirmative vote of two-thirds, reinstated Sweetwater County School District Number Two as a full participating member of Region V Board of Cooperative Services, entitled to all benefits of membership.

It is further attested that Sweetwater County School District Number Two requests such reinstatement and agrees to abide by the responsibilities set forth in the Constitution and By-laws of Region V Board of Cooperative Services.

The undersigned set forth their hand assenting to the foregoing testaments:

Henry F Chaney ,Chairman
Region V Board of Cooperative Services

Guy Hinchens ,Clerk
Region V Board of Cooperative Services

D Lyn Reeves ,Member
Sweetwater County School District #2

CONSTITUTION AND BY-LAWS

REGION V. BOARD OF COOPERATIVE SERVICES

ARTICLE I

Section 1. Name. The name of this organization shall be Region V. Board of Cooperative Services.
Section 2. Location. The Region V. Board of Cooperative Services shall be located in Kemmerer, Wyoming 83101.

ARTICLE II

Definitions

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meanings given herein.

A. "Member Districts" shall mean those individual school districts named in Article VI of this constitution or added at some later date.

B. "Executive Board Member" shall mean the individual selected by the member district to serve on the Region V. Board of Cooperative Services.

C. "Executive Board" shall mean the board selected by the directors to serve on their behalf and according to Article III, Section 4 of this constitution. This board shall be composed of one member from each Member District.

D. "Executive Director" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Region V. Board of Cooperative Services.

ARTICLE III

Section 1. Voluntariness. The decision to participate in the Region V. Board of Cooperative Services is a voluntary one.
Section 2. Relation to Local Board. The Region V. Board of Cooperative Services is an extension of each local board and in no way supersedes it.
Section 3. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative Services shall determine participating districts' prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters into a contract for such services.
Section 4. Voting on Policy. Each Executive Board Member shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Region V. Board of Cooperative Services and shall abide by the dictate of the member district he represents.
Section 5. Additional Services. No service concerning the education of children shall be furnished by the Region V. Board of Cooperative Services until and unless a majority of all Executive Board members attending a meeting of the board shall approve additions or changes in the scope and policies concerning the cooperative activities to be furnished under this constitution and by-laws.

ARTICLE IV

Powers

The Board shall have all the powers and duties granted by the provisions of the Wyoming Cooperative Services Act of 1969 and shall have perpetual existence. In the event of dissolution of the Region V. Board of Cooperative Services, all assets shall be divided among member districts on a pro-rata basis to be determined by the board.

ARTICLE V

Purposes

The purpose of the Region V. Board of Cooperative Services shall be to maintain and offer and continue to offer all of the services for handicapped children presently offered by that institution. If and when a majority of the entire board votes to do so, additional services may be offered through the Region V. Board of Cooperative Services or other facility by the Region V. Board of Cooperative Services.

ARTICLE VI

Membership in the Region V. Board of Cooperative Services shall be in accordance with the provisions of the Cooperative Services Act of 1969 and shall be by school district whereby each member district is entitled to at least one director. Member districts are:

School District #1, Evanston
School District #6, Lyman
School District #4, Mountain View
School District #1, Rock Springs
School District #1, Kemmerer
School District #2, Afton
School District #1, Jackson
School District #1, Pinedale

Terms of office of all Executive Board Members shall be coterminous with their respective terms of office on their local boards of trustees. As the Executive Board Members' terms of office expire, new Executive Board Members shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

ARTICLE VII

Section 1. Election. Executive Board Members shall be elected by the membership of the Board of Trustees of the district that they represent.
Section 2. Voting Rights. Each member district shall have one (1) vote in determining policies and scope of cooperative activities among school districts to be conducted by the Region V. Board of Cooperative Servies or other facility. Each member district board of trustees shall designate an alternate representative to vote proxy of its duly appointed member in the event the duly appointed member is unable to attend a meeting or meetings. All proxies shall be in writing and be submitted to the clerk of the Board of Cooperative Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Services.
Section 3. Termination of Membership. The Board of Cooperative Services by affirmative vote of two-thirds (2/3) of all members of the board may suspend or expel any member district who shall default of contractual obligations.
Section 4. Resignation. Any member district may resign by filing a written resignation with the clerk, but such resignation shall not relieve the member so resigning of the obligation to pay encumberances, assessments, or other charges theretofore assumed and unpaid.

Section 5. Reinstatement. The Board of Cooperative Services may by affirmative vote of two-thirds (2/3) of the board reinstate a former member district to membership upon such terms as the Board of Cooperative Servies may deem appropriate.

Section 6. New Memberships. Any district which has not joined the Region V. Board of Cooeprative Services prior to August 1, 1971, may submit an application for membership with the clerk of the board and by affirmative vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Region V. Board of Cooperative Services. Membership shall be upon such terms as the Board of Cooperative Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

Section 7. Seal. The Directors of the Region V. Board of Cooperative Services shall adopt and approve a seal.

Section 8. Amendment or Repeal. The Board shall have the right to amend or repeal by a unanimous vote of all directors of the Region V. Board of Cooperative Services any of the provisions obtained in this constitution except that no such changes may be enacted which would violate the provisions of the Cooperative Services Act of 1969 or any subsequent legislation. Executive Board Members shall abide by the dictate of the member district they represent.

ARTICLE VIII

The contractual obligation imposed under this constitution and these by-laws shall be deemed to continue as to a member district until their successors in reorganization shall notify the clerk of the Region V. Board of Cooperative Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Region V. Board of Cooperative Services when member districts cease to exist as a result of school district reorganization pursuant to Chapters 6 and 7 of the Wyoming Education Code.

ARTICLE IX

Only the Region V. Board of Cooperative Services shall have the power to decrease, change or add the services presently offered for children. Policy decisions relating solely to the everyday operation shall be entrusted to the Executive Director.

BY-LAWS
REGION V. BOARD OF COOPERATIVE SERVICES

Officers

In accordance with the Cooperative Services Act of 1969, officers of the Board shall be chairman, vice-chairman, clerk, and treasurer elected from Board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the Chairman, vice-chairman, clerk and treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969.

ARTICLE I

Chairman

The chairman shall be an Executive Board Member of the Board of Cooperative Services. The chairman shall preside at all regular and special meetings of the Board. He shall execute any written contract to which the Board of Cooperative Services may be a party when such contract shall have been authorized by the Board and shall execute all official reports of the districts except when otherwise provided by law.

ARTICLE II

Vice-Chairman

The vice-chairman shall be an executive director of the Board of Cooperative Services. In the absence or inability of the chairman, the vice-chairman shall have and perform all of the powers and duties of the chairman.

ARTICLE III

Clerk

The clerk shall be an Executive Board Member of the Board of Cooperative Services. The duties of the clerk will be the same as those set forth for similar officers in Chapter 3, Sections 33, 35, and 36 of the Wyoming Education Code of 1969 except where inappropriate. In the absence or inability of the clerk, any officer of the Board designated by the chairman shall perform the duties of the clerk.

ARTICLE IV

Treasurer

The treasurer shall be an Executive Board Member of the Board of Cooperative Services. The duties of the treasurer will be the same as those set forth for the similar officer in Chapter 3, Section 34 of the Wyoming Education Code of 1969 except where inappropriate. In the absence or inability of the treasurer, any officer of the Board designated by the chairman shall perform the duties of the treasurer.

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3, Section 4 (d). Regular meetings shall be held prior to the last working Friday of each month. Special meetings may be called by the chairman at any time, and shall be called upon written request of a majority of the Executive Board Members. The Clerk of the Board shall cause written notice of any special meeting to be mailed or delivered to each Executive Board Member stating the time, place and purpose of the meeting; if the notice be delivered, it shall be in the hands of the Executive Board Member no later than 24 hours prior to the hour set for the meeting, or if it be mailed, it shall be mailed no later than 72 hours prior to the hour set for the meeting.

Quorum

A quorum of Executive Board Members necessary for transacting busness shall be a simple majority. The Executive Board Members may vote by proxy if they are unable to attend a meeting or meetings. All proxies shall be in writing and submitted to the clerk of the Board of Cooperative Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Services.

Vacancies

A vacancy on the Executive Board shall be filled by the member district.

Policies

The Executive Board of the Board of Cooperative Services shall provide policies and procedures for all programs in writing and in individual form. Each form will specify the exceptionality and/or the service to be rendered and provide a time for the evaluation of the program.

Minutes

The clerk, or some person designated by him, shall send out, following each meeting, a copy of the minutes of said meeting to each Board Member and to the superintendent of schools of each participating district.

Administration

The Board of Cooperative Services shall select and hire an Executive Director of the program and any other personnel that are necessary to provide the desired services and shall share in the expense of administration, on a formula to be designed by members of said board. The Executive Director shall be responsible directly to the Board of Cooperative Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Services shall be by contribution from the participating districts on the basis of a proportionality agreed upon by the board of trustees of the participating school districts.

The Board of Cooperative Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Services, the acquisition of equipment, space and personnel. All accounts of the agency shall be paid on vouchers signed by the chairman and treasurer.

Services

A new program or service should be undertaken by the Board of Cooperative Services only if it promises to improve the quality of opportunities for children. A Cooperative program or service should be considered as having matured and ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Services.

ARTICLE IV

Contracts

The Board of Cooperative Services may authorize any designated officer or officers, or Executive Director of the Board, in addition to the officers so authorized by these by-laws, to execute or deliver any instrument in the name of and on behalf of the Board after they have the approval of the Board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, provided that such change shall not violate provision of the Cooperative Services Act of 1969, or subsequent legislation.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Region V. Board of Cooperative Services, hereby assent to the foregoing Constitution and By-Laws as the Constitution and By-Laws of the Region V. Board of Cooperative Services.

DISTRICTS	EXECUTIVE BOARD MEMBERS
Lincoln County School District #1	Signature
Lincoln County School District #2	Signature
Sublette County School District #1	Signature
Sweetwater County School District #1	Signature
Teton County School District #1	Signature
Uinta County School District #1	Signature
Uinta County School District #4	Signature
Uinta County School District #6	Signature

AMENDMENT NUMBER ONE

It is hereby attested that on February twenty-first, in the year nineteen hundred eighty-two, the Executive Board of Region V Board of Cooperative Services by affirmative vote of two-thirds, reinstated Sweetwater County School District Number Two as a full participating member of Region V Board of Cooperative Services, entitled to all benefits of membership.

It is further attested that Sweetwater County School District Number Two requests such reinstatement and agrees to abide by the responsibilities set forth in the Constitution and By-laws of Region V Board of Cooperative Services.

The undersigned set forth their hand assenting to the foregoing testaments:

Henry F Chaney ,Chairman
Region V Board of Cooperative Services

Gay Hutchens ,Clerk
Region V Board of Cooperative Services

Jo Lyn Reeves ,Member
Sweetwater County School District #2

COPY OF RULES
OF PROCEDURE GOVERNING CONTESTS
BEFORE THE BOARD OF TRUSTEES
REGION V BOARD OF COOPERATIVE SERVICES
LINCOLN COUNTY, WYOMING

NOTICE

TO: THE ATTORNEY GENERAL OF THE STATE OF WYOMING AND TO ALL OTHER INTERESTED PARTIES:

YOU WILL PLEASE TAKE NOTICE THAT THE BOARD OF TRUSTEES, REGION V BOARD OF COOPERATIVE SERVICES, shall adopt the Proposed Rules of Procedure Governing Contests before the said Board of Trustees; said proposed rules provide generally for the methods of progressing and handling matters administrative within the jurisdiction of the said Board in an orderly, equitable and just manner and explaining the procedure, order and manner in which matters coming before the Board for determination shall be heard, and further setting the rights and duties of contestees and contestants appearing therein. That said rules and procedures governing contests will be filed in the office of the Secretary of State of the State of Wyoming on April 1, 1972.

Copies of these proposed rules are available for the inspection of interested parties in the office of the Coordinator, Region V Board of Cooperative Services, Lincoln County, 717 Sage, Kemmerer, Wyoming.

Interested parties may present their views on Said Proposed Rules of Procedure by using the forms provided at the office of the Coordinator, aforesaid and such person(s) will be given adequate and reasonable opportunity to submit data, views and arguments to the Board at the Hearing for the Adoption of Rules of Procedure.

DATED: March 1, 1972

BOARD OF TRUSTEES
REGION V BOARD OF COOPERATIVE SERVICES
KEMMERER, LINCOLN COUNTY, WYOMING
DONALD CARROLL, CHAIRMAN OF BOARD

(SEAL)

Rules and Regulations

BOARD OF TRUSTEES, LINCOLN COUNTY, WYOMING
REGION V BOARD OF COOPERATIVE SERVICES
KEMMERER, WYOMING

I certify that the copy hereto attached is a true copy of the rules of the Board of Trustees, Region V Board of Cooperative Services, relating to Rules Governing Procedure before the Board of Trustees in accordance with the Wyoming Constitution, Article XII, Section 18-144 to 18-171 inclusive, and Sections 9-276.33, W.S. 1957. These are the new rules.

Prior to adoption this rule was made available for public inspection on the 1st day of March, 1972.

The effective date of the attached rules is twenty days after filing by the Secretary of State as indicated by the authenticating file stamp.

Signed this day of 1972.

(SEAL)

Donald Carroll
Chairman of the Board of Trustees

Approved as to Authority and Substance
Office of the Attorney General

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Section 5. Service of Notice.

a. Within fifteen days after filing the petition to contest, as provided for in Section 4, the contestant shall serve upon the contestee, or his authorized attorney or agent, a full, true and correct copy thereof. Such service, if made by a sheriff, constable or other office, shall be made in the manner provided by the Wyoming Rules of Civil Procedure. Such Service may be made by any person not an officer, who is of lawful age and not a party in interest. Return of such service shall be the certificate of the officer who made such service, or if made by a person other than an officer, by his affidavit. Such return of service must be filed with the Board within thirty days from the date of the application or petition to contest is filed with the Board. Service may be acknowledged as provided in the Wyoming Rules of Civil Procedure.

b. Upon filing of an affidavit by the contestant or his agent or attorney, showing that service cannot be made within this state on a contestee, service may be made by publication in a newspaper published in Lincoln County as provided by Rule 4 (g) of the Wyoming Rules of Civil Procedure, and sending a copy of certified mail to the last known address of the contestee as shown in the affidavit. Evidence of such service shall be by affidavit filed with the Board.

Section 6. Answer. The contestee shall be allowed twenty days from the date of service upon him, as provided in Section 5, to file in the office of the Board, his answer or other pleading. A copy of such answer or other pleading shall be served upon the contestant personally or by prepaid mail, and evidence of such service shall be attached. Where service is made by publication as provided herein, thirty days from date of last publication will be allowed the contestee to answer, or otherwise plead.

Section 7. Reply. When the Answer as provided in Section 6 above contains new matter, the contestant shall have fifteen days from date of service of such Answer upon him to file a Reply to such new matter, or otherwise plead and shall serve a copy of such Reply or other pleading on the opposing party or parties, or their attorneys of record.

Section 8. Docket. When a proceeding is instituted by the filing of a petition, the Clerk shall assign it a number and enter the proceeding with the date of its filing.

Section 9. Form of Pleadings. The form of pleadings shall be substantially as follows:

STATE OF WYOMING

COUNTY OF LINCOLN--SS

JOHN DOE

Contestant

VS.

HARRY ROE

Contestee

Before: The Board of Trustees
Lincoln County
Region V-
Board of Cooperative Services

Docket No. _____

PETITION
(Answer, Motion, etc.)

Contestant States:
1.
2.
3.
4. etc.

Signature _____
Name typed or printed
Contestant (Contestee)

(Signature)
Name typed or printed
Address
Attorney for Contestant (Contestee)

Section 10. Default in Answering. In the event of the failure of the contestee to answer or otherwise plead within the time allowed, and provided the foregoing rules as to service have been complied with, the contestee shall be considered in default and the allegations of the petition of the contestant taken as true; and the contest after due notice to the contestant, will be brought before the Board at the next regular meeting for consideration and appropriate action.

Section 11. Disposition of Case by Stipulation. Any case may be finally disposed of by stipulation, agreed settlement, consent order or default of the parties, approved by the Board. An appropriate order accordingly shall be entered in the case record.

Section 12. Pre-hearing Conference. At a time on, or before the day of hearing in a contested case, the Board may direct the attorneys for the parties to appear before the Board to consider:

a. The simplification of the issues.

b. The necessity or desirability of amending the pleadings.

c. The possibility of obtaining admissions of fact and of documents which will avoid unnecessary proof.

d. Such other matters as may aid the disposition of the case.

Such conference shall be conducted informally. A memorandum will be prepared which recites the action taken at the conference, amendments allowed, agreements of the parties and limiting the issues to those not disposed of by admissions or agreements of counsel and the parties. The pre-hearing memorandum will control the course of the hearing unless modified by the Board to prevent manifest injustice.

Section 13. Subpoenas. As authorized by Sec. 9-276.25 (d), Wyoming Statutes, 1957, as amended, subpoenas for appearance and to produce books, papers or documents will be issued by the Chairman, upon written request.

Section 14. Motions. The Board, may at any time after ten days notice by the Chairman to all parties, hear, orally or otherwise, any motion filed in connection with contests under these rules.

Section 15. Hearing. After issues shall have been made up the Chairman shall set a date for hearing before the Board and notify all parties in interest of record the date and place of hearing at least fifteen days prior to the date thereof, which notice may be given personally or by prepaid mail.

Section 16. Order of Procedure of Hearing. As nearly as may be, hearing shall be conducted in accordance with the following order of procedure:

a. The Chairman of the Board shall announce that a majority of the members of the Board are present, and that the Board is open to transact business and call by Docket number and Title the case to be heard.

The contestant will be allowed an opening statement to briefly explain his position to the Board and outline the evidence he proposes to offer, together with its purpose.

b. The contestant's evidence will be heard. Witnesses may be cross-examined by contestees. Members of the Board may examine witnesses. Contestant's offered exhibits will be marked by letters of the alphabet beginning with "A".

c. The contestees will be allowed an opening statement as in the case of the contestants.

d. The contestee's evidence will be heard in the same manner as allowed contestants and contestee's exhibits will be marked with numbers beginning with "1".

e. The Chairman with the assistance of the attorney for the Board will introduce any evidence necessary on behalf of the Board.

f. The contestant may offer rebuttal evidence.

g. The Board may, its discretion, allow evidence to be offered out of the order as herein prescribed.

h. Closing statements will be made in the following sequences:

(1) Contestant

(2) Contestee

(3) Chairman, or other member of the Board

(4) Contestant in rebuttal

The time for oral argument may be limited by the Chairman.

i. The Chairman may recess the hearing as required.

j. After all interested parties have been offered an opportunity to be heard, the Chairman shall excuse all witnesses and declare the evidence closed. The evidence of the case may be reopened at a later date, for good cause shown, by order of the Board, upon Motion of any party to the proceeding, the Chairman of the Board itself.

k. Parties may tender briefs, or the Board may call for such briefs as may be desirable.

l. The Chairman may declare that the matter is being taken under advisement and that the decision and order of theBoard will be announced at a later date.

Section 17. Witnesses at Hearing to be Sworn. All persons testifying at any hearing before the Board shall stand and be administered the following oath by a member of the Board:

"Do you swear (or affirm) to tell the truth, the whole truth and nothing but the truth in the matter now before the Board, so help you, God?"

Section 18. Applicable Rules of Civil Procedure to Apply. The rules of practice and procedure contained in the Rules of Civil Procedure of the State of Wyoming, insofar as the same may be applicable, and not inconsistent with the Laws of the State of Wyoming, shall apply in all contests before the Board. For the application of such rules, the Clerk of the School District is designated as the Clerk of the Board, as in relationship of a clerk of court to a court.

Section 19. Attorneys. The filing of a pleading by an attorney constitutes his appearance for the party whom the pleading is filed. The Board must be notified in

writing of his withdrawal from any case. Any person appearing before the Board at a hearing, in a representative capacity, shall be precluded from examining or cross-examining any witness, unless such person shall be an attorney licensed to practice law in the State of Wyoming, or a non-resident attorney, associated with a Wyoming attorney. This rule shall not be construed to prohibit any person from representing himself in any hearing before the Board.

Section 20. Attorney Present. In all contested matters before the Board, the chairman shall request the attorney for the Board be present through himself or a member of his legal staff to assist and advise the Board.

Section 21. Taking of Testimony--Reporter. Where oral testimony of witnesses is taken in a contested case before the Board, the testimony may be reported by a competent reporter or electronic device. The compensation of the reporter, for such taking of testimony, and transcript thereof, if necessary, shall be paid for in accordance with the Order of the Board.

Section 22. Decision and Order. Within 30 days after the date of the close of the hearing, the Board shall make a written decision and order in all contested cases, which order and decision shall be filed by the Clerk to the file of the matter. The President of the Board shall immediately and forthwith cause a copy of the Decision of the Board with the finding thereof, to be mailed, postage prepaid, to the contestor or teacher.

Section 23. Members of Board Present. No member of the Board shall vote upon a decision of the Board unless he shall have been present at the hearing. The vote of the Board shall be shown in its decision. Upon making the findings and reaching a decision on the matter before the Board, and within the time specified, herein before the President of the Board shall cause a copy of the findings and decision of the Board to be dispatched by regular mail, postage prepaid, to each of the parties, contestants, contestees, teachers or their attorneys of record, affected thereby.

Section 24. Appeals to District Court. Appeals to the District Court from decisions of the Board of Trustees are governed by Section 9-276.32, Wyoming Statutes, 1957, (Laws 1965), and Rule 72.1 of the Rules of Civil Procedure promulgated by the Supreme Court of Wyoming.

Section 25. Transcript in Case of Appeal. In case of an appeal to the District Court, as provided in Rule 24, the party appealing shall secure and file a transcript of the testimony and other evidence offered at the hearing with the Board, which transcript must be verified by the oath of the reporter who took the testimony as a true and correct transcript of the testimony and other evidence in the case. The cost of making the transcript shall be paid by the party prosecuting such appeal.

Section 26. Amendment of Rules. Any amendments of these rules shall become effective as provided by Sections 9-276-22, Wyoming Statutes, 1957 (Laws 1965).

CHAPTER II

GENERAL PROVISIONS

Section 1. Authority. These rules of practice are adopted as authorized by the Wyoming Administrative Procedure Act, Chapter 108, Session Laws of Wyoming 1965, (Sections 9-276.19 through 9-276.33, Wyoming Statutes 1957 as Amended); Sections 151 through 164, Chapter III, Sessions Laws of Wyoming 1969 Section 21.1-151 through 21.1-164 Wyoming Statutes 1957 as Amended; and Section 61, Chapter III, Sessions Laws of Wyoming 1969, (Section 21/1-61 Wyoming Statutes 1957 as Amended).

Section 2. Definitions. As used in these rules.

a. "Board" means the Board of Trustees of the Region V Board of Cooperative Services.

b. "Chairman" means the chairman of the Board or in his absence the vice-chairman or other member of the Board designated by the Board to preside at a hearing.

c. "Coordinator" means the chief administrative officer of the Region V Board of Cooperative Services.

d. "Clerk" means the clerk of the Board.

e. "Contestant" means any teacher, pupil or other person whose legal rights, duties or privileges are required to be determined by the Board in a hearing before the Board.

f. "Teacher" means any person employed under contract by the Board as a certified professional employee.

g. "Initial Contract Teacher" means a teacher who has not been employed by a school district for a length of time sufficient to achieve continuing contract status.

h. "Continuing Contract Teacher" means:

(1) Any initial contract teacher who has been employed by the same school district in the State of Wyoming for a period of three (3) consecutive school years and who has had his or her contract renewed for a fourth consecutive year; or

(2) A teacher who has achieved continuing contract status in one school district and who has taught two (2) consecutive school years and has his or her contract renewed for a thrid consecutive year by the employing school district.

i. "Dismissal" means the cancellation of a contract of employment by the

Board of Trustees of a teacher while said contract is in effect. In the case of a continuing contract teacher, dismissal shall mean cancellation of his or her contract at any time other than at the end of a school year where proper notice has been given.

j. "suspension" relating to teachers, means the removal of a teacher from his or her classroom during the school year without termination of salary.

k. "Termination" means the failure of the Board of Trustees to re-employ a teacher at the end of the school year in given year.

l. "Pupil" means any person duly enrolled for instruction in the public elementary or secondary schools of this district.

m. "Suspension or expulsion" in reference to pupils means the removal from school of a pupil for disciplinary reasons on the grounds enumerated in Section 62, Chapter III, Session Laws of Wyoming 1969.

Section 3. Promulgation, Amendment or Repeal of Rules. Any amendment to these rules shall become effective as provided by Chapter 108, Session Laws of Wyoming, 1965, (Sections 9-276.19 through 9-276.33, Wyoming Statutes, 1957, as amended.)

Section 4. Applicability of Rules.

a. These rules shall apply to all hearings required by law to be held with respect to termination, dismissal, and suspension of teachers under the Wyoming Teachers Employment Law, and to all hearings requared by law to be held with respect to the suspension or expulsion of any pupil from the public schools.

b. These rules may in the discretion of the Board apply to any other hearing which may be held by the Board.

c. Informal or investigated hearings may be held by the Board without compliance with these rules.

CHAPTER III

TERMINATION, SUSPENSION OR DISMISSAL OF TEACHERS AND PUPILS

Section 5. Termination of Initial Contract Teachers. The contract of an initial teacher may be terminated by the Board upon notification in writing of such termination by registered or certified mail to the last known address of such initial contract teacher no later than March 15 of each year. Proof of such written notice together with the proof of mailing, shall be kept and retained in the records of the school district.

Section 6. Termination of Continuing Contract Teachers. The contract of a

continuing contract teacher may be terminated by the Board in the following manner:

a. Written notice of a recommendation of termination together with written reasons therefore shall be submitted by either registered or certified mail to the last known address of any such continuing contract teacher on or before March 15 of any year. Proof of such written notice together with the proof of mailing shall be kept and retained in the records of the school district.

b. Any continuing contract teacher shall be entitled to a hearing before the Board within 30 days after receipt of notice of recommendation of termination pursuant to the preceding subsection, provided that a written request for such hearing is made by the teacher to the chairman or clerk of the Board within 10 days of receipt of said notice. Said hearing shall be conducted as provided in these rules.

Section 7. Dismissal and Suspension of Teachers. The suspension or dismissal of any teacher may be initiated by the Superintendent or any member of the Board submitting to the teacher by registered or certified mail to the last known address of such teacher, a written notice of such dismissal or suspension, together with the written reasons therefore. Any teacher who shall receive such notice shall be entitled to a hearing before the Board within a period of thirty (30) days from and after receipt of such notice. Notice of time and place of such hearing shall be given in the same manner as the notice of suspension or dismissal. Said hearing may be waived in writing by the teacher. Proof of any notice required by this section together with the proof of mailing shall be kept and retained in the records of the school district.

Section 8. Suspension and Expulsion of Pupils.

a. No pupil may be suspended or expelled from the schools of the district unless oral notice is given immediately if possible and written notice is given either personally or by certified or registered mail within a period of twenty-four (24) hours to the parents of the child affected stating the reason for the suspension or expulsion.

b. When the Board has determined to expel any pupil from school or to suspend any pupil for more than ten (10) days, the pupil shall be entitled to a hearing before the Board within a period of thirty days (30) from and after receipt of such written notice if the pupil through his parents, guardian or custodian requests such a hearing in writing within ten (10) days after receipt of written notice of suspension or expulsion, together with the reasons therefore.

CHAPTER IV

RULES OF PRACTICE GOVERNING HEARINGS

Section 9. Notice of Hearing. The Board shall cause written notice of any hearing held under these rules to be served upon each contestant at least ten (10) days prior to the date set for the hearing. Such notice shall include a statement of:

a. The time, place and nature of the hearing.

b. The legal authority and jurisdiction under which the hearing is to be held.

c. Such other matters as may be required by the Wyoming Administrative Procedures Act.

Section 10. Service of Notice. Service may be made either personally or by certified mail as follows:

a. Personally: Said service, if made by Sheriff, or other official, shall be made in the manner prescribed by the Wyoming Rules of Civil Procedure. Said service may be made by any person, not an officer, who is of lawful age, and not a party in interest. The return of said service shall be made by the certification of the officer who made such service, or if made by a person other than an officer, by his affidavit. Such return of service must be filed with the Board prior to the commencement of the hearing.

b. By certified or registered mail to the last known address of contestant.

Section 11. Motions. The Board may at any time after three (3) days notice to all parties hear orally, or otherwise, any motion filed in connection with hearings under these rules.

Section 12. Docket. When a contestant is entitled to a hearing under these rules, a copy of the written notice of termination, suspension, dismissal or expulsion shall be filed with the clerk of the Board who shall then assign it a docket number and enter the proceeding with the date of its filing on a separate page of a docket provided for such purpose. The clerk shall establish a separate file for each docketed case in which shall be systematically placed all papers, pleadings, documents, transcripts and evidence pertaining thereto, and all such items shall have noted thereon the docket number assigned and the date of filing.

Section 13. Form of Pleadings. The form of pleadings or other papers filed in each docketed case shall be substantially as follows:

BEFORE THE BOARD OF TRUSTEES
OF
REGION V BOARD OF COOPERATIVE SERVICES
COUNTY OF LINCOLN AND STATE OF WYOMING

Docket No._____

_____
Contestant

(Body of Pleading or Motion)

(Signature)

_____
Typed or Printed

Name
Title

(Signature)

(Name, Address, Attorney)

_____
Typed or Printed

Section 14. Settlements. Unless precluded by law informal disposition may be made of any hearing by stipulation, agreed settlement, consent, order or default.

Section 15. Continuances. For good cause shown, continuances and extensions of time may be granted or denied in the discretion of the Board, provided that except where both parties agree, no continuance shall be granted which shall extend the time for hearing beyond the time in which such hearing must be held as provided by law.

Section 16. Pre-Hearing Conference. At a time on or before the day of the hearing, the Board may direct the attorneys for the parties to appear before the Board to consider:

a. The simplification of the issues.

b. The necessity or desirability of amending the pleadings.

c. The possibility of obtaining admission of fact and of documents which will avoid unnecessary proof.

d. Such other matters as may aid in the disposition of the case.

Such conferences shall be conducted informally. A memorandum will be prepared which recites the actions taken at the conference, amendments allowed, agreements of counsel and limitations of the issues to those undisposed of by admission or agreements of counsel and the parties. The pre-hearing memorandum will control the course of the hearing unless modified by the Board to prevent manifest injustices.

Section 17. Subpoenas. The chairman or clerk of the Board, upon written application of any party or his attorney, shall issue a subpoena requiring the appearance of witnesses for the purpose of taking evidence or requiring the production of any books, papers or other documents relevant or material to the inquiry, all subject to the provisions of Section 7, Chapter 108, Session Laws of Wyoming, 1965, (Sec. 9-276.25, Wyoming Status 1957.)

Section 18. Order of Procedure at Hearing. As nearly as may be, hearing shall be conducted in accordance with the following order of procedure.

a. The chairman shall announce that the Board is open to transact business and call by docket number and title the case to be heard.

b. The district will be allowed an opening statement to briefly explain its position to the Board and outline the evidence it proposes to offer, together with the purpose thereof.

c. The contestant will be allowed an opening statement.

d. Any additional parties will be allowed an opening statement.

e. The district's evidence will be heard. Witnesses may be cross-examined by the contestant or his attorney and by members of the Board, and legal counsel for the Board. The district's offered exhibits will be marked by letters of the alphabet, beginning with "A".

f. The chairman may introduce any evidence necessary on behalf of the Board, and exhibits of the Board will be marked with double letters of the alphabet beginning with "AA". Members of the Board may examine the witnesses. Witnesses may be cross-examined by the contestant and the attorney for the superintendent.

g. The evidence of the contestant will be heard, and exhibits of such contestant will be marked with numbers, beginning with "1". Each member of the Board the superintendent, and the attorney of the Board, shall have the right to cross-examine all witnesses presented on behalf of the contestant.

h. The district may offer rebuttal evidence.

i. The Board may, in its discretion, allow evidence to be offered out of order, as herein prescribed.

j. Closing statements will be made in the following sequences:

(1) District

(2) Contestant

(3) District in rebuttal.

The time for oral argument may be limited by the chairman.

k. The chairman may recess the hearing as required.

l. After all interested parties have been offered an opportunity to be heard, the chairman shall declare the evidence closed and excuse all witnesses. The evidence of the case may be re-opened at a later date, for good cause shown, by order of the Board upon motion of any party to the proceeding, the chairman, or the Board itself.

m. Parties may tender briefs, or the board may call for such briefs as may be desirable.

n. The chairman may declare that the matter is taken under advisement and that the decision and order of the Board will be announced at a later date.

Section 19. Witnesses at Hearings to be Sworn. All persons testifying at any hearings before the Board shall stand and be administered the following oath or affirmation by a member of the Board:

"Do you swear (or affirm) to tell the truth, the whole truth, and nothing but the truth in the matter now before the Board, so help you, God?"

No testimony will be received from a witness except under such oath or affirmation.

Section 20. Applicable Rules of Civil Procedure. The rules of practice and procedure contained in the Rules of Civil Procedure of the State of Wyoming, insofar as the same may be applicable and not inconsistent with the laws of the State of Wyoming shall apply in all hearings before the Board. For the application of such rules, the clerk is designated to be in the same relationship to the Board as a clerk of court to a court.

Section 21. Attorneys. The filing of a pleading or other appearance by an attorney constitutes his appearance for the party for whom made. The Board must be notified in writing of his withdrawal from any matter. Any person appearing before the Board at a hearing in a representative capacity shall be precluded from examining or cross-examining any witness, unless such person shall be an attorney, licensed to practice law in the State of Wyoming, or a non-resident attorney associated with a Wyoming attorney. This rule shall not be construed to prohibit any person from representating himself before the Board.

Section 22. Attorney for the Board. In all hearings before the Board, the chairman shall request the attorney for the Board, IF THERE BE ONE, to be present to assist and advise the Board.

Section 23. Taking of Testimony--Reporter. In all hearings, the proceedings including all testimony, shall be reported verbatim, stenographically or by any other appropriate means determined by the Board or the officer presiding at the meeting.

Section 24. Decisions, Findings of Fact, Conclusions of Law, Orders. The Board, following a full and complete hearing shall make and enter a written decision and order containing findings of fact, and conclusions of law based upon the evidence, both testimonial and documentary, introduced and admitted during the course of the hearing. In addition, all matters which have been officially noticed by the Board will be taken into consideration as a basis for making findings of fact and conclusions of law, separately stated. Such decisions, findings of fact and conclusions of law and order shall be filed with the clerk and will, without further action, become the decision, findings of fact, conclusions of law and order based upon the hearing. The clerk shall upon receipt of any decision and order send a copy to contestant and interested parties involved by certified mail, postage prepaid.

Section 25. Members of Board Present. No member of the Board shall vote upon

a decision of the Board unless he shall have been present at the hearing or has read the transcript of the proceedings. The vote of the Board shall be shown in its decision, i.e. 6-04-2; 3-0; _____not participating, etc.

Section 26. Appeals to District Court. Appeals to the District Court from decisions of the Board may be taken in the manner prescribed by the Wyoming Administrative Procedures Act.

Section 27. Transcripts. Oral proceedings or any part thereof shall be transcribed on request of any party upon payment of the cost thereof. In case of an appeal to the District Court, the party appealing shall secure and file a transcript of the testimony and other evidence offered at the hearing with the Board, which transcript shall be verified by the oath of the reporter or transcribed as a true and correct transcript of the testimony and other evidence in the hearing. The cost of making the transcript shall be paid by the party prosecuting such appeal. The complete record on appeal, including the transcript of testimony, shall be verified by the clerk.

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

WYOMING

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

20 April 2011
- we hope this is what you are looking for.
- Rhonda Savage

February 1, 2011

Rhonda Savage
Big Horn County School District #2 BOCES
PO Box 596
Lovell, WY 82341

Dear Ms. Savage:

The Wyoming State Board of Education ("State Board") is requesting all Wyoming Boards of Cooperative Educational Services ("BOCES") to provide a copy of their agreement or agreements between the participating districts and boards of trustees to the State Board by May 31, 2011. The State Board is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

The Wyoming legislature enacted this requirement for State Board approval of BOCES agreements in 1969 under Wyoming Session Laws Chapter 105 § 4. Any BOCES agreement or amendment that was created after 1969 would require approval of the State Board.

Each BOCES agreement is required to include all six (6) elements under Wyo. Stat. Ann. section 21-20-104(a). The six elements include the following:

1. Length of agreement;
2. Rights, responsibilities and obligations of each participating district;
3. Types of services to be rendered;
4. Procedure for establishment of additional services;
5. Procedure for inclusion of additional districts; and
6. Method for amendment and dissolution of the agreement.

If you have any questions or concerns please contact Teresa Canjar at 307-777-6503.

Sincerely,

Joe Reichardt, Chair

AMENDED CONSTITUTION
BIG HORN COUNTY SCHOOL DISTRICT #2
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
May 2001

ARTICLE I

Section 1. Name. The name of this organization shall be the Big Horn County School District #2 Board of Cooperative Educational Services.

Section 2. Location. The Big Horn County School District #2 Board of Cooperative Educational Services shall be located and coordinated from the office of Community Education and Recreation at the Johnny Winterholler Gymnasium at 502 Hampshire Avenue in Lovell, Wyoming.

ARTICLE II - DEFINITION

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meanings given herein.

1. **Board** shall mean the Big Horn County School District #2 Board of Cooperative Educational Services composed of directors representing Northwest College and Big Horn County School District #2.

2. **Coordinator** means the individual designated by the Board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Big Horn County School District #2 Board of Cooperative Educational Services.

3. **Director** shall mean the individual or individuals selected by the member districts to serve on the Big Horn County School District #2 Board of Cooperative Educational Services.

4. **Member District** shall mean Northwest College and Big Horn County School District #2.

District #2 and its patrons with opportunities for educational services, including but not limited to post-secondary education, vocational-technical education and community education.

ARTICLE VII - NORTHWEST COLLEGE

No program or services necessitating participation by Northwest College shall be binding upon the college unless first formally approved by its board of trustees. Any program or services necessitating participation by the college may be terminated by the college for lack of personnel, funding or continued feasibility or program or services upon thirty (30) days prior written notice to the by the Big Horn County School District #2 Board of Cooperative Educational Services.

ARTICLE VIII - MEMBERSHIP

Membership of the by the Big Horn County School District #2 Board of Cooperative Educational Services shall be in accordance with the provisions of W.S. 21-20-101 through 21-20-109, and any subsequent legislation. Member districts are Big Horn County School District #2 and Northwest College.

The Board shall be composed of five (5) members: three (3) members from the by the Big Horn County School District #2 Board of Trustees, and two (2) members from the Northwest College Board of Trustees. The terms of office for each of the members of the board shall be coterminous with their respective terms of office upon their boards of trustees. As the terms of office expire, or as vacancies occur, new members of the by the Big Horn County School District #2 Board of Cooperative Educational Services shall be appointed by the board of trustees of the participating districts.

ARTICLE IX -

Section 1. Voting Rights. Each director shall have one (1) vote in determining policies and the scope of cooperative services to be conducted by the by the Big Horn

AMENDED BY LAWS
BIG HORN COUNTY SCHOOL DISTRICT #2
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
May 2001

ARTICLE I

Section 1. Officers. In accordance with W.S. 21-20-101 through 21-20-109 and any subsequent legislation, officers of the Board shall be: Chairman, Vice-Chairman, Clerk and Treasurer. Officers are elected from the Board membership to serve terms of one (1) year unless their terms of office as school board or college trustees expires earlier, in which case the office shall similarly expire.

Section 2. Powers and Duties. Duties of the Chairman, Vice-Chairman, Clerk and Treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 2011, as amended.

Section 3. Chairman. The chairman shall be a director of the Big Horn County School District #2 Board of Cooperative Educational Services. The Chairman shall preside at all regular and special meetings of the Board. He/she shall execute any written contract in which the Board may be a party when such contract shall have been authorized by the Board and shall execute all official reports of the Board when otherwise provided by law.

Section 4. Vice-Chairman. The Vice-Chairman shall be a director of the Board. In the absence or inability of the Chairman, the Vice-Chairman shall have the powers and perform all of the duties of the Chairman.

Section 5. Clerk. The Clerk shall be a director of the Board. In the absence or inability of the Clerk, any officer of the Board designated by the Chairman shall perform the duties of the Clerk.

Section 6. Treasurer. The Treasurer shall be a director of the Board. In the absence or inability of the Treasurer, any officer of the Board designated by the Chairman shall perform the duties of the Treasurer

Section 5. Minutes. The Clerk, or some person designated by the Clerk, shall send out, following a meeting, a copy of the minutes of said meeting to each director and to the chief executive officer of each member district.

Section 6. Administration. The Board may designate, select or hire a coordinator and any other personnel that are necessary to provide the designated services. The coordinator shall be responsible directly to the Board.

Section 7. Finance. Financing of the services performed under the direction of the Board shall be by contribution from the participating district on the basis of payment established by the Board and accepted and approved by member district.

The Board shall authorize expenditures of money for the purpose set forth in the Constitution and By Laws including the actual and necessary expenses of the Board. This may include employing a coordinator and such other persons as necessary and acquiring equipment and office space. All accounts of the Board shall be paid on vouchers signed by the Coordinator and Chairman or Treasurer.

Each participating agency agrees to have the Big Horn County School District #2 Board of Cooperative Educational Services named as an additional insured on their current insurance coverage policy or policies.

Section 8. Services. A new program shall be undertaken by the Board only if it is consistent with the purpose of the Big Horn County School District #2 Board of Cooperative Educational Services as set forth in the Constitution and By Laws. Those services provided by the College and paid for through the Board or provided by the Board shall be deemed to have been approved and authorized by Big Horn County School District #2.

Section 9. Contracts. The coordinator of the Board my execute or deliver any instrument in the name of and on behalf of the Board, after such contract or instrument is approved by the Board.

ARTICLE VII - AMENDMENT OR REPEAL

These By Laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. 21-20-101 through 21-20-109 and any other Wyoming law.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Big Horn County School District #2 Board of Cooperative Educational Services, hereby assent to the foregoing Amended and Restated Constitution and By Laws of the Big Horn County School District #2 Board of Cooperative Educational Services.

The foregoing Amended and Restated Constitution and By Laws shall constitute an agreement among the participating district set forth below. The Amended and Restated Constitution and By Laws shall become effective upon written approval by the Wyoming Department of Education of the newly created Big Horn County School District #2 Board of Cooperative Educational Services.

BOARD OF DIRECTORS FOR BIG HORN COUNTY SCHOOL DISTRICT #2 BOARD OF COOPERATIVE EDUCATIONAL SERVICES

By Marianne Grant — 1-18-11
Director — Date

By [illegible] — 1-18-11
Director — Date

By [illegible] — January 20, 2011
Director — Date

By [illegible] — 2-7-11
Director — Date

By [illegible] — 4. 19. 2011
Director — Date

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

MEMBER COUNTIES
Big Horn • Converse • Fremont
Hot Springs • Park • Washakie

Northwest Wyoming Board of Cooperative Educational Services
Big Horn Basin Children's Center
Box 112 • 250 E. Arapahoe • Thermopolis, Wyoming 82443
307-864-2171 • 307-864-9463 FAX • e-mail: nwboces@rtconnect.net

April 28, 2011

Joe Reichardt, Chair
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

Dear Mr. Reichardt,

Enclosed are the original and the revised copies of the Northwest Wyoming Board of Cooperative Educational Services (NW BOCES) Constitution and by-Laws as requested.

NW BOCES has been in operation for 40 years. The original Constitution and By-Laws were approved by the State Board of Education July 17, 1970. The only revisions that were made to the documents were the additional of "Education" in the name of the organization and the names of two additional districts.

The document meets the requirements set forth in your letter of February 1, 2011. The NW BOCES Board members reviewed the documents this month prior to authorization to submit all the enclosed information.

If you have any questions or concerns please contact me at 307-864-2171 X 15.

Sincerely,

Carolyn Conner

Carolyn Conner
Administrative Director

WYOMING

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

February 1, 2011

Carolyn Conner
Northwest Wyoming BOCES
P.O. Box 112
Thermopolis, WY 82443

Dear Ms. Conner:

The Wyoming State Board of Education ("State Board") is requesting all Wyoming Boards of Cooperative Educational Services ("BOCES") to provide a copy of their agreement or agreements between the participating districts and boards of trustees to the State Board by May 31, 2011. The State Board is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

The Wyoming legislature enacted this requirement for State Board approval of BOCES agreements in 1969 under Wyoming Session Laws Chapter 105 § 4. Any BOCES agreement or amendment that was created after 1969 would require approval of the State Board.

Each BOCES agreement is required to include all six (6) elements under Wyo. Stat. Ann. section 21-20-104(a). The six elements include the following:

1. Length of agreement;
2. Rights, responsibilities and obligations of each participating district;
3. Types of services to be rendered;
4. Procedure for establishment of additional services;
5. Procedure for inclusion of additional districts; and
6. Method for amendment and dissolution of the agreement.

If you have any questions or concerns please contact Teresa Canjar at 307-777-6503.

Sincerely,

Joe Reichardt, Chair

CONSTITUTION AND BY-LAWS
NORTHWEST WYOMING BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section 1. Name. The name of this organization shall be Northwest Wyoming Board of Cooperative Services a/k/a Northwest Wyoming Board of Cooperative Educational Services or Northwest BOCES.

Section 2. Location. The Northwest Wyoming Board of Cooperative **Educational** Services shall be located at 250 East Arapahoe Street, Thermopolis, WY 82443.

ARTICLE II
Definitions

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meaning given herein.

A. "Administrative Director" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Northwest Wyoming Board of Cooperative **Educational** Services.

B. "Board" shall mean the Northwest Wyoming Board of Cooperative **Educational** Services composed of directors representing each member district.

C. "Director" shall mean the individual selected by the member district to serve on the Northwest Wyoming Board of Cooperative **Educational** Services.

D. Member" shall mean any member of a board of trustees of a local school district whose name shall appear in Article VI of this constitution or be added thereafter in accordance with the terms contained herein.

E. "Member Districts" shall mean those individual school districts named in Article VI of this constitution or added at some later date.

ARTICLE III

Section 1. Voluntariness. The decision to participate in the Northwest Wyoming Board of Cooperative **Educational** Services is a voluntary one.

Section 2. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative **Educational** Services shall determine participating districts' prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters into a contract for such services.

Section 3. Voting on Policy. Each director shall have one (1) vote in determining policies, the scope of cooperative activities to be conducted by the Northwest Wyoming Board of Cooperative **Educational** Services, and all other matters coming before the Board of Cooperative **Educational** Services.

Passed 6/02

ARTICLE IV

Powers

The Board shall have all the powers and duties granted by the provisions of the **The Board of Cooperative Educational Services Act of 1969 and as thereafter amended** and shall have perpetual existence. In the event of dissolution of the Northwest Wyoming Board of Cooperative **Educational** Services, all assets shall be divided among member districts on a pro-rata basis to be determined by the board.

ARTICLE V

Purposes

The purpose of the Northwest Wyoming Board of Cooperative **Educational** Services shall be to maintain and operate the Big Horn Basin Children's Center at Thermopolis, Wyoming and offer and continue to offer all of the services for handicapped children presently offered by that institution. If and when a majority of the entire board votes to do so, additional services may be offered through the Northwest Wyoming Board of Cooperative **Educational** Services or other facility by the Northwest Wyoming Board of Cooperative **Educational** Services.

ARTICLE VI

Membership

Membership in the Northwest Wyoming Board of Cooperative **Educational** Services shall be in accordance with the provisions of The Boards of Cooperative Educational Services Act of 1969 as amended from time to time and shall be open to public school districts. Each member district shall be entitled to at least one director. Member districts at this time are Hot Springs County #1; Washakie County #1 and #2; Big Horn County #1, #3 and #4; Park County #1, #6 and #16; Fremont County #1, #6, #14, #21. #24. #25 and #38.

Section 1. Term of Office. Terms of office of all directors shall be coterminous with their respective terms of office on their local boards of trustees. As the director's term of office expire, new directors of the board shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

Section 2. Termination of Membership. The Board of Cooperative **Educational** Services by affirmative vote of two-thirds (2/3) of all directors of the board may suspend or expel any member district who shall be in default of contractual obligations.

Section 3. Resignation. Any member district may resign by filing a written resignation with the clerk but such resignation shall not relieve the member so resigning of the obligation to pay encumbrances, assessments or other charges therefor assumed and unpaid. In the event that all of the member districts are participating in the funding of cooperative educational

services, then any member desiring to resign shall give one year advance notice before withdrawing from funding any cooperative educational services.

Section 4. Reinstatement. The Board of Cooperative **Educational** Services may by affirmative vote of two-thirds (2/3) of the board reinstate a former member district to membership upon such terms as the Board of Cooperative **Educational** Services may deem appropriate.

Section 5. New Membership. Any district which has not joined the Northwest Wyoming Board of Cooperative **Educational** Services prior to June 15, 1970, may submit an application for membership with the clerk of the board and by an affirmative vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Northwest Wyoming Board of Cooperative **Educational** Services. Membership shall be upon such terms as the Board of Cooperative **Educational** Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

ARTICLE VII

Directors

Section 1. Election. Directors shall be selected by the membership of the district that they represent. In the event of a vacancy the membership of the district from which the director position which is vacant was elected shall fill the vacancy.

Section 2. Voting Rights. Each member district shall be entitled to at least one director and each director shall have one vote on all issues coming before the Northwest Wyoming Board of Cooperative **Educational** Services. It is further agreed that each member district board of trustees shall be entitled to designate an alternative representative to vote the proxy of its duly appointed member in the event the duly appointed member is unable to attend a meeting or meetings. All proxies shall be in writing and be submitted to the clerk of the Board of Cooperative **Educational** Services prior to the call for vote at any regular or special meeting of the Board of Cooperative **Educational** Services.

ARTICLE VIII

Contractual Obligations

The contractual obligations imposed under this constitution and these by-laws shall be deemed to continue as to a member district until their successors in reorganization shall notify the clerk of the Northwest Wyoming Board of Cooperative **Educational** Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Northwest Wyoming Board of Cooperative **Educational** Services when member districts cease to exist as a result of school district reorganization pursuant to Chapter 5 and 6 of the Wyoming Education Code.

ARTICLE IX

Operation

Only the Northwest Wyoming Board of Cooperative **Educational** Services shall have the power to decrease, change, or add the services presently offered children by the Big Horn Basin Children's Center. The Board shall establish policy relating to the every day operation of Big Horn Basin Children's Center. The Administrative Director shall be entrusted with the obligation to carry out board policy relating to the every day operation of the Big Horn Basin Children's Center.

ARTICLE X

Seal

The Directors of the Northwest Wyoming Board of Cooperative **Educational** Services shall adopt and approve a seal.

ARTICLE XI

Amendment or Repeal

The Board shall have the right to amend or repeal by an unanimous vote of all directors of the Northwest Wyoming Board of Cooperative **Educational** Services any of the provisions obtained in this constitution except that no such changes may be enacted which would violate the provisions of **The Boards of Cooperative Educational Services Act of 1969 and as thereafter amended** or any subsequent legislation.

BY-LAWS
NORTHWEST WYOMING BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Officers

In accordance with **The Boards of Cooperative Educational Services Act of 1969 and as thereafter amended**, officers of the board shall be chairman, vice chairman, clerk, and treasurer, elected from board membership to serve terms of one year, or until their successor takes office, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire. The officers of the Board of Cooperative **Educational** Services shall be elected at the regular meeting of the Board of Cooperative Service held in December of each year, or in the event there is not a meeting, then at the first meeting thereafter.

Powers and Duties

The duties of the chairman, vice chairman, clerk and treasurer shall be the same as those setforth for similar officers of a board of trustees in Chapter III of the Wyoming Education Code of 1969. In the absence or inability of the clerk to act, any officer of the board designated by the chairman shall perform the duties of the clerk. In the absence or inability

of the treasurer to act, any officer of the board designated by the chairman shall perform the duties of treasurer.

Vacancies

Any vacancy in the position of chairman, vice chairman, clerk or treasurer of the Board of Cooperative **Educational** Services shall be filled by a vote of the directors of the Board of Cooperative **Educational** Services occurring at the first meeting after the vacancy is declared.

ARTICLE II

Meetings

Meetings of the Board of Cooperative **Educational** Services shall be called, held and conducted as provided by law for the meetings of the boards of trustees of school districts within this state. Regular meetings shall be held on the 4th Wednesday of each month. Special meetings may be called upon the request of the chairman of the Board of Cooperative **Educational** Services or at the request of any two members of the Board of Cooperative **Educational** Services. The clerk of the board shall cause written notice of any special meeting to be mailed or delivered to each director of the board, stating the time, place and purpose of the meeting, and include a statement that the official minutes of such meeting will be available for inspection by any citizen at the office of the clerk of said district; if the notice be delivered, it shall be in the hands of the director no later than 24 hours prior to the hour set for the meeting, and if it be mailed it shall be mailed no later than 72 hours prior to the hour set for the meeting.

Quorum

A quorum of directors for purposes of the transaction of business at a regular or special meeting of the Board of Cooperative **Educational** Services shall be five (5) members and no resolution shall be deemed to have passed unless it receives the affirmative vote of the majority of members present and constituting a quorum. Each member district board of trustees may designate an alternative representative to vote the proxy of its duly appointed member in the event the duly appointed member is unable to attend a meeting or meetings. All proxies shall be in writing and be submitted to the clerk of the Board of Cooperative **Educational** Services prior to the call for the roll at any regular or special meeting of the Board of Cooperative Services.

Minutes

The clerk, or some person designated by him, shall send out, following each meeting, a copy of the minutes of said meeting to each Board director and to the superintendent of schools of each participating district.

ARTICLE III

Policies

The Board of Cooperative **Educational** Services shall adopt policies and procedures for all programs and for the general operation of the Northwest Wyoming Board of Cooperative **Educational** Services and the Big Horn Basin Children's Center.

Administration

The Board of Cooperative **Educational** Services shall select and hire an Administrative Director of the program and any other personnel that are necessary to provide the desired services and shall share in the expense of administration, on a formula to be designed by members of said board. The Administrative Director shall be responsible directly to the Board of Cooperative **Educational** Services.

Finance

Financing the services performed under the direction of the Board of Cooperative **Educational** Services shall be by contribution from the participating school districts on the basis of a proportionality agreed upon by the Board of Cooperative **Educational** Services. The Board of Cooperative **Educational** Services shall authorize expenditures of money for the actual and necessary expenses of the Board of Cooperative **Educational** Services, administration of its programs, acquisition of equipment and facilities, employment of personnel, and such other activities as may be consistent with the purpose of the Board of Cooperative **Educational** Services. All accounts of the agency shall be paid on vouchers signed by the chairman and treasurer.

Services

A new program or service should be undertaken by the Board of Cooperative **Educational** Services only if it promises to improve the quality of opportunities for children. A cooperative program or service should be considered as having matured and ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative **Educational** Services.

Contracts

The Board of Cooperative **Educational** Services may authorize any designated officer or officers, or Administrative Director, in addition to the officers so authorized by these by-laws, to execute or deliver any instrument in the name of and on behalf of the Board after they have the approval of the Board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

ARTICLE IV

Amendment or Repeal

These By-Laws may be amended or repealed by a majority vote of the members of the board constituting a quorum at any regular or special meeting, provided that such change shall not violate provisions of **The Boards of Cooperative Educational Services Act of 1969 and as thereafter amended**, or subsequent legislation, and provided that notice of

the proposed change to the By-Laws be given to all members in writing at least ten (10) days in advance.

KNOW ALL MEN BY THESE PRESENTS:
That the undersigned, being all members of the Northwest Wyoming Board of Cooperative **Educational** Services, hereby assent to the foregoing Constitution and By-Laws as the Constitution and By-Laws of the Northwest Wyoming Board of Cooperative **Educational** Services.

mill." It was decided not to change the rates for current students, the fee schedule will apply to future placements.

MOTION # 133
A motion was made by Mrs. Vietti to adopt the proposed Fee Schedule effective with any new contracts, with wording changed to read "contributing member districts." The motion was seconded by Mr. Hansen and carried.

9a. Policy #2013 & 3018R – 1st Reading
MOTION # 134
A motion was made by Mr. Hansen to to accept policy #2013 & 3018R on first reading. The motion was seconded by Mrs. Vietti and carried.

9b. Chapter 1 – 2nd Reading
MOTION # 135
A motion was made by Mrs. Vietti to accept the Chapter 1 of the Policy Manual on 2nd reading. The motion was seconded by Mrs. Herbst and carried.

10. Constitution and By-Laws
Changes included adding the word "educational" and adding the 2 member districts that were left off in error. Mr. Tracy Copenhaver did not see any other changes.

MOTION # 136
A motion was made by Mr. Hansen to approve changes in the Constitution and By-laws. The motion was seconded by Mrs. Vietti and carried

Mr. Wanner suggested discussing health insurance prior to the budget.

A question was asked regarding the possibility of raises. Mrs. Smith reported that raises were not included in this budget. Mrs. Vietti asked what the employees were wanting. Mrs. Smith shared the staffs requests and also that an inservice regarding the Flex Plan could be presented to the staff. Mr. Wanner suggested looking at the budget and returning to the health insurance.

11. Budget
Mr. Wanner presented information on the revenue, cash flow ($274,000 carryover) and that no mill levy funds were projected.

Mrs. Lund asked if there was money to cover the insurance.

Mr. Wanner said that no salary increases were included, but that mill could be used for maintenance which would free up money for raises. There would be difficulties if we were to lose 3-4 students. Mrs. Lund suggested giving the staff what they wanted.

Mr. Hansen said that the BOCES needs to keep the staff happy, that he hates to put money into insurance, but need to keep the staff from turning over.

Mrs, Vietti asked about the worst case scenario, and Mrs. Smith explained that we would have to reduce the work force.

Mrs. Smith explained that they took into consideration the MD students that would be exiting the program and that in the ED 3 students were only summer placements.

Mr. Wanner explained that there was a $60,000 increase in this years budget. Mrs. Smith explained that this included every item that staff requested.

12. Health Insurance
MOTION # 137

CONSTITUTION AND BY-LAWS
NORTHWEST WYOMING BOARD OF COOPERATIVE SERVICES

ARTICLE I

Section 1. Name. The name of this organization shall be Northwest Wyoming Board of Cooperative Services.

Section 2. Location. The Northwest Wyoming Board of Cooperative Services shall be located at the Big Horn Basin Children's Center, Thermopolis, Wyoming, 82443.

ARTICLE II

Definitions

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meanings given herein.

A. "Board" shall mean the Northwest Wyoming Board of Cooperative Services composed of directors representing each member district, and such board will meet semi-annually as directed by the chairman of the executive board.

B. "Coordinator" means the individual hired by the board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Northwest Wyoming Board of Cooperative Services.

C. "Director" shall mean the individual selected by the member district to serve on the Northwest Wyoming Board of Cooperative Services.

D. "Executive Board" shall mean the board selected by the directors to serve on their behalf and according to Article III, Section 4 of this constitution. This board shall be composed of nine members.

E. "Executive Director" shall mean the individual selected by the directors to serve on the Executive Board of the Northwest Wyoming Board of Cooperative Services.

F. "Member" shall mean any member of a board of trustees of a local school district whose name shall appear in Article VI of this constitution or be added thereafter in accordance with the terms contained herein.

G. "Member Districts" shall mean those individual school districts named in Article VI of this constitution or added at some later date.

ARTICLE III

Section 1. Voluntariness. The decision to participate in the Northwest Wyoming Board of Cooperative Services is a voluntary one.

Section 2. Relation to Local Board. The Northwest Wyoming Board of Cooperative Services is an extension of each local board and in no way supersedes it.

Section 3. Participation. A local district may participate in and pay for only those programs and services deemed necessary to the local board. The Board of Cooperative Services shall determine participating districts' prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters into a contract for such services.

Section 4. Voting for Executive Board. Each director shall have five (5) votes in electing the members of the Executive Board.

Section 5. Voting on Policy. Each director shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Northwest Wyoming Board of Cooperative Services and shall abide by the dictate of the member district he represents.

Section 6. Additional Services. No service concerning the education of children shall be furnished by the Northwest Wyoming Board of Cooperative Services until and unless a majority of all directors attending a meeting of the board shall approve additions or changes in the scope and policies concerning the cooperative activities to be furnished under this constitution and by-laws.

ARTICLE IV

Powers

The Board shall have all the powers and duties granted by the provisions of the Wyoming Cooperative Services Act of 1969 and shall have perpetual existence. In the event of dissolution of the Northwest Wyoming Board of Cooperative Services, all assets shall be divided among member districts on a pro-rata basis to be determined by the board.

ARTICLE V

Purposes

The purpose of the Northwest Wyoming Board of Cooperative Services shall be to maintain and operate the Big Horn Basin Children's Center at Thermopolis, Wyoming and offer and continue to offer all of the services for handicapped children presently offered by that institution. If and when a majority of the entire board votes to do so, additional services may be offered through the Northwest Wyoming Board of Cooperative Services or other facility by the Northwest Wyoming Board of Cooperative Services.

ARTICLE VI

Membership

Membership in the Northwest Wyoming Board of Cooperative Services shall be in accordance with the provisions of the Cooperative Services Act of 1969 and shall be by school district whereby each member district is entitled to at least one director. Member districts are:

School District #17, Basin
School District #33, Emblem
School District #1, Greybull
School District #41, Greybull
School District #3, Lovell
School District #4, Shell
School District #24, Shoshoni
School District #12, Hamilton Dome
School District #11, Lucerne
School District #9, Thermopolis
School District #17, Thermopolis
School District #6, Cody
School District (U), Ten Sleep
School District (U), Worland
School District #5, Grass Creek
School District #1, Powell
School District #25, Riverton

Terms of office of all directors shall be coterminous with their respective terms of office on their local boards of trustees. As the director's terms of office expire, new directors of the board shall be elected from the membership of the participating board of trustees at the next regular meeting of such board of trustees.

ARTICLE VII

Section 1. Election. Directors shall be elected by the membership of the district that they represent.

Section 2. Voting Rights. Each member district shall have five (5) votes in electing executive directors to serve on the executive board and one (1) vote in determining policies and scope of cooperative activities among school districts to be conducted by the Northwest Wyoming Board of Cooperative Services in operating the Big Horn Basin Children's Center or other facility. Each member district board of trustees shall designate an alternate representative to vote the proxy of its duly appointed member in the event the duly appointed member is unable to attend a meeting or meetings. All proxies shall be in writing and be submitted to the clerk of the Board of Cooperative Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Services.

Section 3. Termination of Membership. The Board of Cooperative Services by affirmative vote of two-thirds (2/3) of all directors of the board may suspend or expell any member district who shall be in default of contractual obligations.

Section 4. Resignation. Any member district may resign by filing a written resignation with the clerk, but such resignation shall not relieve the member so resigning of the obligation to pay encumberances, assessments, or other charges theretofore assumed and unpaid.

Section 5. Reinstatement. The Board of Cooperative Services may by affirmative vote of two-thirds (2/3) of the board reinstate a former member district to membership upon such terms as the Board of Cooperative Services may deem appropriate.

Section 6. New Membership. Any district which has not joined the Northwest Wyoming Board of Cooperative Services prior to June 15, 1970, may submit an application for membership with the clerk of the board and by affirmative vote of two-thirds (2/3) of the directors of the board shall be granted membership to the Northwest Wyoming Board of Cooperative Services. Membership shall be upon such terms as the Board of Cooperative Services may deem appropriate and all such boards of trustees shall fulfill all contractual and other obligations imposed by the board.

Section 7. Seal. The Directors of the Northwest Wyoming Board of Cooperative Services shall adopt and approve a seal.

Section 8. Amendment or Repeal. The Board shall have the right to amend or repeal by a unanimous vote of all directors of the Northwest Wyoming Board of Cooperative Services any of the provisions obtained in this constitution except that no such changes may be enacted which would violate the provisions of the Cooperative Services Act of 1969 or any subsequent legislation. Directors shall abide by the dictate of the member district they represent.

ARTICLE VIII

The contractual obligations imposed under this constitution and these by-laws shall be deemed to continue as to a member district until their successors in reorganization shall notify the clerk of the Northwest Wyoming Board of Cooperative Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Northwest Wyoming Board of Cooperative Services when member districts cease to exist as a result of school district reorganization pursuant to Chapter 6 and 7 of the Wyoming Education Code.

ARTICLE IX

Only the Northwest Wyoming Board of Cooperative Services shall have the power to decrease, change, or add the services presently offered children by the Big Horn Basin Children's Center. Policy decisions relating solely to the everyday operation of the Big Horn Basin Children's Center shall be entrusted to the executive board.

BY-LAWS
NORTHWEST WYOMING BOARD OF COOPERATIVE SERVICES

Officers

In accordance with the Cooperative Services Act of 1969, officers of the Board shall be chairman, vice-chairman, clerk, and treasurer elected from Board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the Chairman, vice-chairman, clerk and treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969.

ARTICLE I

Chairman

The chairman shall be an executive director of the Board of Cooperative Services. The chairman shall preside at all regular and special meetings of the Board. He shall execute any written contract to which the Board of Cooperative Services may be a party when such contract shall have been authorized by the Board and shall execute all official reports of the district except when otherwise provided by law.

ARTICLE II

Vice-Chairman

The vice-chairman shall be an executive director of the Board of Cooperative Services. In the absence or inability of the chairman, the vice-chairman shall have and perform all of the powers and duties of the chairman.

ARTICLE III

Clerk

The clerk shall be an executive director of the Board of Cooperative Services. The duties of the clerk will be the same as those set forth for similar officers in Chapter 3, Sections 33, 35, and 36 of the Wyoming Education Code of 1969 except where inappropriate. In the absence or inability of the clerk, any officer of the Board designated by the chairman shall perform the duties of the clerk.

ARTICLE IV

Treasurer

The treasurer shall be an executive director of the Board of Cooperative Services. The duties of the treasurer will be the same as those set forth for the similar officer in Chapter 3, Section 34 of the Wyoming Education Code of 1969 except where inappropriate. In the absence or inability of the treasurer, any officer of the Board designated by the chairman shall perform the duties of the treasurer.

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3, Section 4(d). Regular meetings shall be held on the Tuesday preceding the last working Friday of each month. Special meetings may be called by the chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The clerk of the Board shall cause written notice of any special meeting to be mailed or delivered to each director of the Board stating the time, place and purpose of the meeting; if the notice be delivered, it shall be in the hands of the director no later than 24 hours prior to the hour set for the meeting, and if it be mailed, it shall be mailed no later than 72 hours prior to the hour set for the meeting.

Quorum

A quorum of executive directors necessary for transacting business shall be a simple majority. The executive directors may vote by proxy if they are unable to attend a meeting or meetings. All proxies shall be in writing and submitted to the clerk of the Board of Cooperative Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Services.

Vacancies

A vacancy on the Board shall be filled by the member district. A vacancy on the executive board shall be filled by the directors of the Board of Cooperative Services.

Policies

The executive board of the Board of Cooperative Services shall provide policies and procedures for all programs in writing and in individual form. Each form will specify the exceptionality and/or the service to be rendered and provide a time for the evaluation of the program.

Minutes

The clerk, or some person designated by him, shall send out, following each meeting, a copy of the minutes of said meeting to each Board director and to the superintendent of schools of each participating district.

Administration

The Board of Cooperative Services shall select and hire a coordinator of the program and any other personnel that are necessary to provide the desired services and shall share in the expense of administration, on a formula to be designed by members of said board. The coordinator shall be responsible directly to the Board of Cooperative Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Services shall be by contribution from the participating school districts on the basis of a proportionality agreed upon by the board of trustees of the participating school districts.

The Board of Cooperative Services shall authorize expenditures of money for the purposes set forth in this agreement for the actual and necessary expenses of the Board of Cooperative Services and Coordinator and for the acquisition of equipment, space and personnel. All accounts of the agency shall be paid on vouchers signed by the chairman and treasurer.

Services

A new program or service should be undertaken by the Board of Cooperative Services only if it promises to improve the quality of opportunities for children. A Cooperative program or service should be considered as having matured and ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Services.

ARTICLE IV

Contracts

The Board of Cooperative Services may authorize any designated officer or officers, or Coordinator of the Board, in addition to the officers so authorized by these by-laws, to execute or deliver any instrument in the name of and on behalf of the Board after they have the approval of the Board and is so stated in attached form to the contract or instrument and such authority may be general or confined to specific instances.

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, provided that such change shall not violate provisions of the Cooperative Services Act of 1969, or subsequent legislation.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Northwest Wyoming Board of Cooperative Services, hereby assent to the foregoing Constitution and By-Laws as the Constitution and By-Laws of the Northwest Wyoming Board of Cooperative Services.

For: District #17 Basin

Chairman — Clerk

For: District #33 Emblem

Chairman — Clerk

For: District #1 Greybull

Chairman — Clerk

For: District #41 Greybull

Chairman — Clerk

For: District #3 Lovell

Chairman — Clerk

For: District #4 Shell

Chairman — Clerk

For: District #24 Shoshoni

Chairman _____ Clerk _____

For: District #12 Hamilton Dome

Chairman _____ Clerk _____

For: District #11 Lucerne

Chairman _____ Clerk _____

For: District #9 Thermopolis

Chairman _____ Clerk _____

For: District #17 Thermopolis

Chairman _____ Clerk _____

For: District #6 Cody

Chairman _____ Clerk _____

For: District (U) Ten Sleep

Chairman _____ Clerk _____

For: District (U) Worland

Chairman _____ Clerk _____

For: District #5 Grass Creek

Chairman _____ Clerk _____

For: District #1 Powell

Chairman _____ Clerk _____

For: District #25 Riverton

Chairman _____ Clerk _____

For: District #15 Manderson

Chairman _____ Clerk _____

For: District #27 Hudson

Chairman _____ Clerk _____

: District # 1 Byron

Chairman _____ Clerk _____

For: District #30 Deaver-Frannie

Chairman _____ Clerk _____

For: District #14 - Ethete

Chairman _____ Clerk _____

For: District #2 (Unified) Dubois

Chairman _____ Clerk _____

For: District #1, Lander

Chairman _____ Clerk _____

For; School District #38 - Arapahoe

Chairman _____ Clerk _____

For: District #6, Wind River-Pavillion

Chairman _____ Clerk _____

For: Meeteetse

Chairman _____ Clerk _____

For: School District #9 - Jeffery City

Chairman _____ Clerk _____

For:

Chairman _____ Clerk _____

For:

Chairman _____ Clerk _____

For:

Chairman _____ Clerk _____

For:

Chairman _____ Clerk _____

For:

Chairman _____ Clerk _____

r:

Frank Dacui
Chairman

Clerk

For:

Chairman

Clerk

For:

Chairman

Clerk

For:

Chairman

Clerk

For:

Chairman

Clerk

APPROVED by the State Board of Education of the State of Wyoming, this 17th day of July, 1970, by resolution adopted by said board, a copy of which is attached hereto, marked "Exhibit A" and by this reference made a part hereof.

Delbert M. Northcutt
Chairman

Attest:

Secretary

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

State of Wyoming
Department of Education

Lynn Simons
Superintendent of Public Instruction

Hathaway Building • 2300 Capitol Avenue • Cheyenne, Wyoming 82002

November 6, 1989

Mr. Don R. Baumberger
Superintendent of Schools
Sweetwater County School District #1
3550 Foothill Blvd.
Box 1089
Rock Springs, WY 82901

Dear Mr. Baumberger:

This is to inform you that the State Board of Education in its meeting November 1 approved the Board of Cooperative Services agreement between Sweetwater County School District #1 and Western Wyoming College.

The approval was based on the board's review of the facsimile copy submitted to the Department October 24 of the formal agreement signed October 16 by both the Sweetwater County School District #1 board chair and the President of the Board of Trustees of the Western Wyoming Community College District.

Best wishes as you proceed.

Sincerely,

Audrey M. Cotherman, Ed.D.
Deputy State Superintendent

AMC:AGW

SWEETWATER BOARD OF COOPERATIVE EDUCATIONAL SERVICES AGREEMENT

This agreement entered into by and between the Board of Trustees, Sweetwater School District Number One (hereinafter referred to as "District No. 1) and Board of Trustees, Western Wyoming Community College (hereinafter referred to as "Western Wyoming Community College"). (See amendment, attached, dated December 1991, adding Sweetwater School District Number Two.)

WITNESSETH

WHEREAS, Wyoming Statutes Section 21-20-101 et seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, District No. 1 and Western Wyoming Community College have each passed resolutions indicating a desire to establish a board of cooperative educational services for the purpose of providing cooperative educational services and finding that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, a joint meeting was called by the chair of the boards of trustees of both District No. 1 and Western Wyoming Community College which was held on the 16th day of October, 1989, after proper legal notice had been given; and

WHEREAS, at the joint meeting held by District No. 1 and Western Wyoming Community College, a majority of the members of the respective boards voted in favor of entering into an agreement to form a board of cooperative educational services and directed that an agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. Creation of Board of Cooperative Educational Services.

The Board of Trustees for Sweetwater County School District Number One and the Board of Trustees for Western Wyoming Community College, hereby form the "Sweetwater County Board of Cooperative Educational Services," (hereinafter referred to as "Sweetwater BOCES"), to conduct a joint or cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. Length of Term of Agreement.

The duration of this agreement shall be perpetual subject to the provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of each District.

Each district shall have an equal right of access, benefit and use of materials and services provided by Sweetwater BOCES. In addition, each district shall have all rights, responsibilities, and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub. Ed.) as amended from time to time.

4. Types of Services to be Rendered.

The educational services to be provided by Sweetwater BOCES may include, but will not be limited to, vocational-technical education (tech-prep programs including partnerships with industry), adult education (ABE, GED, and ESL programs), electronic learning, summer "accelerated" courses, math, science and language programs, and standardized test preparation and review.

5. Procedure for Establishment of Additional Services.

When either of the districts determine there is an additional service that could be provided more effectively through a cooperative effort, the chair of that board shall call a joint meeting of the boards of trustees. At the joint meeting, if a majority of those members of the respective boards vote in favor of doing so, additional services may be performed by Sweetwater BOCES. The addition of such services shall be reduced to writing.

6. Members of Sweetwater BOCES Board.

The Sweetwater BOCES board shall be composed of six members. Three members shall be elected from District #1 and three members shall be elected from Western Wyoming Community College. The election shall be held by secret ballot. In the event one additional district shall be included, each district shall be entitled to two members on Sweetwater BOCES. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective terms of office upon their boards of trustees. As the terms of office expire, or as vacancies occur, new members of the board of cooperative educational services shall be elected by the members of the participating boards of trustees.

7. Procedure of the Inclusion of Additional Members.

Whenever an outside board of trustees as allowed by statute desires to join with School District No. 1 and Western Wyoming Community College for the purpose of providing the cooperative educational services which are provided by Sweetwater BOCES created hereunder, the chair of the board of trustees of the outside district shall request a joint meeting with the boards of trustees of School District No. 1 and Western Wyoming Community College. At the meeting, held in accordance with state law, it will be incumbent upon the board seeking to join Sweetwater BOCES to establish that the inclusion of the

outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of Sweetwater BOCES. At the conclusion of the joint meeting, the boards of trustees of District No. 1 and Western Wyoming Community College shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. If a third district is added to the agreement, the terms of office of all members of the existing board shall expire. Thereafter, the chairs of the boards of trustees agreeing to participate in the Sweetwater BOCES shall call a meeting of the members of the participating boards of trustees for the purpose of electing members to Sweetwater BOCES in conformity with the provisions of this agreement. Board membership will continue to be six persons. However, the reconstituted BOCES board will consist of two members from each member board.

8. Organizational Meeting.

Promptly upon election of its members, the Sweetwater BOCES shall meet, organize and elect from its membership, a chair, vice-chair, secretary and treasurer. The secretary of the board shall notify the parties hereto of the board's organization and file a certificate showing its organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk and the Secretary of State of the State of Wyoming.

9. Powers Vested in Sweetwater BOCES.

Sweetwater BOCES is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. Sweetwater BOCES shall have such powers and duties as prescribed by the

15. Financing of Facilities, Equipment and Services; Inventory of Sweetwater BOCES Equipment and Property.

Sweetwater BOCES shall be financed by the participating districts on a basis agreed upon by the boards of the participating districts which shall include but not be limited to the levy of a special school district tax not to exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (1977 Repub. Ed.) as may be amended from time to time. The amount of the mill levy shall be determined in accordance with the provisions of W.S. 21-20-109(b) (1977 Repub. Ed.) as may be amended from time to time.

16. Withdrawal or Termination of Agreement.

One (1) year advance notice shall be given by any participating board of trustees before withdrawing from the funding of the cooperative education services. Property shall be redistributed to participating districts in the respective proportion in which it was contributed by each participating district during the term of this agreement.

17. Authorization.

District No. 1 and Western Wyoming Community College each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

18. Effective Date.

This agreement shall become effective on the date when both parties have executed the agreement and written approval of the agreement has been received from the Wyoming Department of Education, the Wyoming Community College Commission, and the Wyoming Attorney General.

Cooperative Educational Services Act, Wyoming Statute 21-20-101 et.seq. (1977 Repub. Ed.) as amended from time to time.

10. Liability.

No individual member of the Sweetwater BOCES shall be personally liable for any action or procedure of the Sweetwater BOCES.

11. Meetings.

Meetings of the board of cooperative educational services shall be called, held and conducted as provided by law for the meeting of the boards of trustees of school districts within this state. A majority of the duly appointed and acting Sweetwater BOCES members shall constitute a quorum for the transaction of business. No action shall be valid unless such action shall receive the approval of a majority of the members elected to Sweetwater BOCES.

12. Fiscal Year.

Sweetwater BOCES shall operate on a fiscal year, July 1 to June 30.

13. Information, Statistics, and Reports.

Upon request of Sweetwater BOCES and approval of the respective boards of trustees, elected and appointed officers and employees of the parties hereto shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with Sweetwater BOCES.

14. Reports to Member Boards.

Sweetwater BOCES shall make regular reports to the member boards. Upon request of one or more members boards, Sweetwater BOCES shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

Signatures:

SWEETWATER COUNTY SCHOOL
DISTRICT NO. 1

Chairman of Board
October 16, 1989

WESTERN WYOMING COMMUNITY
COLLEGE DISTRICT

President of Board of Trustees
October 16, 1989

WHEREAS, Section 7 of the Sweetwater Board of Cooperative Educational Services Agreement provides for additional members, a joint meeting of the Boards of School District No. 1 and Western Wyoming Community College was called to consider the resolution passed by the Board of School District No. 2 (attached), on December 2, 1991.

WHEREAS, at the joint meeting the Boards of School District No. 1 and Western Wyoming Community College, acting separately voted to accept the resolution, and the existing Sweetwater Board of Cooperative Educational Services voted to do so on September 20, 1991, thus amending the Sweetwater Board of Cooperative Educational Services agreement of October 16, 1990 to include School District No. 2.

THEREFORE, The date for the amended agreement to take effect is July 1, 1992, upon which date a new Sweetwater Board of Cooperative Educational Services Board representing the three entities will begin.

SIGNATURES:

Sweetwater County School District No. 1

Norma Stevens — 12-2-91

Chairman, Board of Trustees — Date

Sweetwater County School District No. 2

Steven R. Galley Chairman
by Margaret S. Brandner, Clerk — 12/02/91

Chairman, Board of Trustees — Date

Western Wyoming Community College

David T. Wade — 12/2/91

President, Board of Trustees — Date

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

Providing Educational Opportunities for Natrona County

BOCES
Board of Cooperative Education Services

RECEIVED
MAY 10 2011
WY. DEPT. OF EDUCATION
DATA/TECH SERVICES

May 9th, 2011

Joe Reichardt
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

Dear Mr. Reichardt;

Please find enclosed a copy of the Central Wyoming Board of Cooperative Educational Services (BOCES) agreement between participating districts. This document is being provided in response to the request from the Wyoming State Board of Education dated February 2011.

Please feel free to contact me if you have any questions.

Sincerely,

Janet Hoyt

Janet Hoyt, LCSW
BOCES Manager
(307) 268-3309

CENTRAL WYOMING BOARD OF COOPERATIVE
EDUCATIONAL SERVICES AGREEMENT

THIS AGREEMENT entered into by and between the Board of Trustees of Natrona County School District No. 1, (hereinafter referred to as "District No. 1"), and Casper College District, (hereinafter referred to as "Casper College").

WITNESSETH:

WHEREAS, Wyoming Statutes Section 21-20-102 et seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to vocational-technical education, secondary and post-secondary educational services when the services can be more effectively provided through a cooperative effort; and

WHEREAS, District No. 1 and Casper College have each passed resolutions indicating a desire to establish a board of cooperative educational services for the purpose of providing cooperative educational services and find that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, a joint meeting was called by the chair of the boards of trustees of both District No. 1 and Casper College which was held on the 27th day of February, 1990, after proper legal notice had been given; and

WHEREAS, at the joint meeting held by District No. 1 and Casper College, a majority of the members of the respective boards voted in favor of entering into an agreement to form a board of cooperative educational services and directed that an agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. Creation of Board of Cooperative Educational Services.

The Board of Trustees for Natrona County School District No. 1 and the Board of Trustees for Casper College District hereby form the "Central Wyoming Board of Cooperative Educational Services", (hereinafter referred to as "Central Wyoming BOCES"), to conduct a joint or cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. Length of Term of Agreement.

The duration of this agreement shall be perpetual subject to the provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of each District.

Each district shall have an equal right of access, benefit and use of materials and services provided by Central Wyoming BOCES. In addition, each district shall have all rights, responsibilities, and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-102 et seq. (1977 Repub. Ed.) as amended from time to time.

4. Types of Services to be Rendered.

The educational services to be provided by Central Wyoming BOCES may include, but will not be limited to, vocational-technical education (tech-prep programs including partnerships with industry), secondary and post-secondary educational services.

5. Procedure for Establishment of Additional Services.

When either of the districts determine there is an additional service that could be provided more effectively

through a cooperative effort, the chair of the board shall call a joint meeting of the boards of trustees. At the joint meeting, if a majority of those members of the respective boards vote in favor of doing so, additional services may be performed by Central Wyoming BOCES. The addition of such services shall be reduced to writing.

6. Members of Central Wyoming BOCES Board.

The initial Central Wyoming BOCES board shall be composed of six members. Three members shall be selected by and from the board of trustees of District No. 1 and three members shall be selected by and from the district board of Casper College. The selection shall be by secret ballot confirmed by the formal vote of each board as to its selection of its representatives to the BOCES board. Each board's selected members must receive the requisite number of votes as is required for any action by said board, to-wit: all selections by the school board require a minimum of five votes, while those of the college board require a minimum of four votes. In the event additional districts shall be included, each district so being added shall be entitled to up to two members on such an expanded board, but in no case shall the membership on the expanded board exceed

the same maximum number set forth in the statutes applicable to BOCES boards or any BOCES board, to-wit: that no BOCES board may exceed nine members. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective terms of office upon their respective boards of trustees or community college district boards. As the terms of office expire, or as vacancies occur, new members of the board of cooperative educational services shall be selected by the members of the participating boards to which they belong as set forth in this agreement and as set forth in the statutes governing boards of cooperative educational services in Wyoming.

7. Procedure for the Inclusion of Additional Members.

Whenever an outside board of trustees as allowed by statute desires to join with District No. 1 and Casper College for the purpose of providing the cooperative educational services which are provided by Central Wyoming BOCES created hereunder, the chair of the board of trustees of the outside district shall request a joint meeting with the boards of trustees of District No. 1 and Casper College. At the meeting, held in accordance with state law, it will be incumbent upon the board seeking to join Central Wyoming

BOCES to establish that the inclusion of the outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of Central Wyoming BOCES. At the conclusion of the joint meeting, the boards of trustees of District No. 1 and Casper College shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. Whenever there is the addition of such an additional district or districts, the board of trustees or the community college district board, whichever the case may be, which is joining this BOCES shall select its members to the BOCES board in the same manner as the boards who are already members to this BOCES agreement in accordance with the terms of this agreement and the statutes governing BOCES boards in the state of Wyoming.

8. Organizational Meeting.

Promptly upon election of its members, the Central Wyoming BOCES shall meet, organize and elect from its membership a chair, vice-chair, secretary and treasurer. The

secretary of the board shall notify the parties hereto of the board's organization and file a certificate showing its organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk, and the Secretary of State of the State of Wyoming.

9. Powers Vested in Central Wyoming BOCES.

Central Wyoming BOCES is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. Central Wyoming BOCES shall have such powers and duties as prescribed by the Cooperative Educational Services Act, Wyoming Statute 21-20-102 et seq. (1977 Repub. Ed.) as amended from time to time.

10. Liability.

No individual member of the Central Wyoming BOCES shall be personally liable for any action or procedure of the Central Wyoming BOCES.

11. Meetings.

Meetings of the board of cooperative educational services shall be called, held and conducted as provided by law for the meeting of the boards of trustees of school districts within the state. A majority of the duly

appointed and acting Central Wyoming BOCES members shall constitute a quorum for the transaction of business. No action shall be void unless such action shall receive the approval of a majority of the members elected to Central Wyoming BOCES.

12. Fiscal Year.

Central Wyoming BOCES shall operate on a fiscal year, July 1 to June 30.

13. Information, Statistics, and Reports.

Upon request of Central Wyoming BOCES and approval of the respective boards of trustees, elected and appointed officers and employees of the parties hereto shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with Central Wyoming BOCES.

14. Reports to Member Boards.

Central Wyoming BOCES shall make regular reports to the member boards. Upon request of one or more member boards, Central Wyoming BOCES shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

15. Financing of Facilities, Equipment and Services; Inventory of Central Wyoming BOCES Equipment and Property.

Central Wyoming BOCES shall be financed by the participating districts on a basis agreed upon by the boards of the participating districts which shall include but not be limited to the levy of a special school district tax not to exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (1977 Repub. Ed.) as may be amended from time to time. The amount of the mill levy shall be determined in accordance with the provisions of W.S. 21-20-109(b) (1977 Repub. Ed.) as may be amended from time to time.

16. Withdrawal or Termination of Agreement.

Three (3) year advance notice shall be given by any participating board of trustees before withdrawing from the funding of the cooperative education services. Property shall be redistributed to participating districts in the respective proportion in which it was contributed by each participating district during the term of this agreement.

17. Authorization.

District No. 1 and Casper College each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

18. Effective Date.

This agreement shall become effective on the date when both parties have executed the agreement and written approval of the agreement has been received from the Wyoming Department of Education, the Wyoming Community College Commission, and the Wyoming Attorney General

DATED this 27 day of Feb, 1990.

NATRONA COUNTY SCHOOL DISTRICT NO. 1

By _____
Steve Kinner
Board Chairman

CASPER COLLEGE DISTRICT

By _____
Robert H. McCrary
Board President

Tab T

ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION

June 2011

ISSUE:
Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education rules and regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Cottonwood Treatment Center, Salt Lake City, Utah on April 25, 2011. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:
The Cottonwood Treatment Center is enrolled with Wyoming Medicaid as an out-of-state Psychiatric Residential Treatment Facility (PRTF) provider. Cottonwood Treatment Center is located at 1144 West 3300 South, Salt Lake City, Utah. It is a residential treatment center serving adolescents and young adults, ages of twelve through twenty-one, providing a full array of mental health, substance abuse and behavioral health care services. Wyoming has eight students attending, four of which are court placed.

Cottonwood Youth Academy is a private accredited school housed within Cottonwood Treatment Center. Cottonwood Youth Academy has a faculty of six teachers, three certified special education and all are content endorsed. Certification is authorized by the Utah Board of Education.

Key Facts:
- Cottonwood Youth Academy is accredited by the Northwest Accreditation Commission (Northwest Association of Accredited Schools).
- Cottonwood Treatment Center is accredited by the Joint Commission for Behavioral Health Care Accreditation Program.
- Cottonwood Treatment Center is licensed by the State of Utah Department of Human Services as a Residential Treatment center.

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

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

APPROVED BY: _____
Roger Clark, Instructional Leader

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

COMMENTS:
_____
_____
_____

ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION

June 2011

ISSUE:
Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education rules and regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Serenity Education and Day Treatment Center, Aurora, Colorado on March 14, 2011. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:
The Serenity Education and Day Treatment Center is located at 3400 and 3409 S. Fairplay Way, Aurora, Colorado. Serenity is a non-profit day treatment center for both male and female youth, ages seven through twenty-one. Serenity services eighteen (18) Colorado school districts and has one out-of-state student (Wyoming). One hundred percent of the students (as of March, 2011, 73 students) have an Individualized Education Plan (IEP) and most students are multiple diagnosed.

Serenity is owned and operated by Smith Agency, Inc., a nonprofit organization incorporated under the laws of the State of Colorado to provide quality residential care to developmentally delayed persons. The home environment residential facility provides a quality and protective means of providing physical, social, and emotional care for special needs persons, including the on-site school. Colorado funding is received from county public school districts.

Serenity's school hires its own staff, including Special Education teachers and support staff (e.g., Occupational Therapist, School Psychologist). All are licensed by the Colorado Department of Education (CDE).

Key Facts:
- Serenity is accredited by the Colorado Department of Education. Funding is provided by Colorado public school districts and governed by state regulations.
- Serenity is licensed by the Colorado Department of Human Services and monitored by the Colorado Department of Health.
- The Wyoming student has been placed by the Shoshone and Arapahoe Tribal Court.

SUGGESTED MOTION:
Recommend that the State Board of Education (SBOE) designate Serenity Education and Day Treatment Center as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBOE rules and regulations and completion of the review.

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

APPROVED BY: _____
Roger Clark, Instructional Leader

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

COMMENTS:

_____

_____

_____

Tab U

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE: Review the Wyoming Military Academy Appeal

BACKGROUND:

Wyoming Military Academy is appealing to the Wyoming State Board of Education, pursuant to W. S. § 21-3-310 from the March 7, 2011 denial by Laramie County School District Number 1.

SUGGESTED MOTION/RECOMMENDATION:

It is recommend the Wyoming State Board of Education make a motion regarding the above appeal.

Wyo. Stat. Ann. 21-3-310(b)(i) states within sixty (60) days after receipt of the notice of appeal or the making of a motion to review by the state board and after reasonable public notice, the state board, at a public hearing which shall be held in the school district in which the proposed charter school has applied for a charter, shall review the decision of the district board and make its findings. If the state board finds the local board's decision was contrary to the best interest of the pupils, school district, or community, the state board shall remand such decision to the district board with written instructions for reconsideration thereof.

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

Tab V

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 17, 2011

ISSUE:

Should Wyoming adopt the WIDA (World Class Instructional Design and Assessment) English Language Proficiency (ELP) Standards for Wyoming's English language learners?

BACKGROUND:

At the State Board of Education meeting on August 5, 2009, in Cheyenne, Cassandra Celaya with the WDE presented to the State Board of Education a change in the English language learner state assessment. The assessment that was used at that time was the WELLA and was part of the Pearson contract. Due to a 10% cut back per the budget requests for state agencies it was decided that the WELLA assessment would be the best product to cut from the contract. The WDE proposed that Wyoming should join the WIDA Consortium. WIDA is a consortium of 25 states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

As of December 7, 2009, Wyoming became the 22nd state to join the WIDA Consortium. An alignment study between the WIDA ELP standards and the Wyoming English Language Arts, Mathematics and Science standards was conducted in June of 2009. The study found that the both sets of standards are in alignment.

Adoption or non-adoption of the WIDA ELP Standards affects district curricula, the state assessment which is used to determine English language proficiency and the placement test to determine ELL services, and accountability for Title III funding.

SUGGESTED MOTION/RECOMMENDATION:

The Wyoming State Board of Education approves the adoption of the WIDA (World Class Instructional Design and Assessment) English Language Proficiency (ELP) Standards for Wyoming's English language learners.

SUPPORTING INFORMATION ATTACHED:

Please see one (1) document under Tab D

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ DATE: _____

COMMENTS:

Tab W

ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION

DATE: June 17, 2011

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the June 17, 2011 meeting held in the Hathaway Building, Basement, Cheyenne.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

State Board of Vocational Education

June 17, 2011
4:00 p.m. – 5:00 p.m.
Hathaway Building, Basement
2300 Capitol Avenue, Cheyenne

AGENDA

1.	Call to Order – Joe Reichardt	Action	4:00 p.m.
2.	Roll Call – Teresa Canjar		
3.	Approval of Agenda – Joe Reichardt	Action	
4.	Approval of Minutes – Joe Reichardt Approval of Minutes from February 22, 2011	Action	
5.	Introduction – Teri Wigert, CTE State Director	Information	
6.	Reflect, Transform, Lead – Teri Wigert and CTE Team • CTE-Learning That Works for America • CTE-Learing That Works for Wyoming	Information	
7.	CTE Strategic Plan Update –Teri Wigert and CTE Team New Directions for High School Career and Technical Education in Wyoming	Information	
8.	Adjournment – Joe Reichardt	Action	5:00 p.m.

****NOTE: If after revewing these materials you have questions for a CTE representative, please submit them to Teresa Canjar by June 13, 2011.**

Tab X

ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION

DATE: June 17, 2011

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the February 22, 2011 teleconference.

SUPPORTING INFORMATION ATTACHED:

- Minutes from February 22, 2011

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION
Teleconference
February 22, 2011

Wyoming State Board of Education members present: Phil Orton, Bill Anthony, Jan Torres, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Matt Garland, Roger Clark, WDE (designee for Cindy Hill), and Joe Reichardt

Also present: Teri Wigert, Wyoming Department of Education (WDE); Guy Jackson, WDE; Joe Baker, WDE; Linda Scott, WDE; Teresa Canjar, WDE; Tom Martin, WDE; Bill Pannell, WDE; Annie Akerley, WDE; and John Shumway, Attorney General's Office (AG)

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 10:27 a.m.

Teresa Canjar conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Sandy Barton moved to approve the agenda as presented seconded by Phil Orton, motion carried.

APPROVAL OF MINUTES

Minutes from the January 14, 2011, State Board of Vocational Education meeting held at the Herschler Building in Cheyenne were presented for approval.

Jan Torres moved that the minutes be approved, seconded by Sandy Barton, motion carried.

INTRODUCTION

Teri Wigert introduced her team. She reviewed the information presented at the prior meeting and highlighted any changes to the documents.

2011 PERKINS STATE PLAN REQUIREMENTS

Cover Letter – Teri Wigert highlighted the changes to the cover letter. Sandy Barton moved to approve the submission of the cover letter on State Board of Education letterhead, seconded by Jan Torres. Sandy Barton amended the motion to State Board of Vocational Education letterhead, seconded by Jan Torres, motion carried.

Revisions to the State Plan – Teri Wigert highlighted the language changes to the State Plan. Phil Orton moved to approve the State Plan as presented, seconded by Bill Anthony, motion carried.

Updated Budget – Teri Wigert reminded the group these are estimated allocations and could change when the final allocations are made in late spring or early summer. Dana Mann-Tavegia moved to approve the updated budget with the understanding these are estimated allocations and they could change when final allocations are issued, seconded by Bill Anthony, motion carried.

Teri Wigert highlighted the handout that addresses the questions asked by the board at the January meeting with responses.

CTE NATIONAL BOARD CERTIFICATION

Guy Jackson presented the specifics on where we are at in Wyoming. Sandy Barton asked that the board continue to send a member to their annual awards banquet.

The State Board of Vocational Education adjourned at 10:50 a.m.

The next Wyoming State Board of Vocational Education meeting will be April 11 and 12, 2011 at the Holiday Inn in Sheridan.

Tab Y

Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050
Phone: 307-777-7673 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM

TO: State Board of Vocational Education

FROM: Teri Wigert, State CTE Director

DATE: June 1, 2011

RE: Enclosed Board Materials

At the Board's meeting in April, you requested an update on the Wyoming Department of Education's Strategic Plan dated May 2007. In April, you received a copy of the plan entitled, New Directions for High School Career and Technical Education in Wyoming.

In your June Board materials is a "'dashboard" format report representing the status of each of the ten Strategic Objectives. These ten have provided the framework and guidance for all career technical education work and state legislation over the past four years. In Chapter 3 of the Strategic Plan (beginning on page 23) are strategies that address each of the objectives. In the dashboard report you will see both the major strategic area and our rating of each strategy at its current stage.

In addition, I have included the new national vision for CTE which Wyoming had a significant role in crafting over the past year. The vision is entitled Reflect, Transform, Lead: A New Vision for Career Technical Education. The suggested transformation of CTE is based on five interdependent principles described in the included fold-out.

The CTE team and I look forward to meeting with you on June 17.

Tab Z

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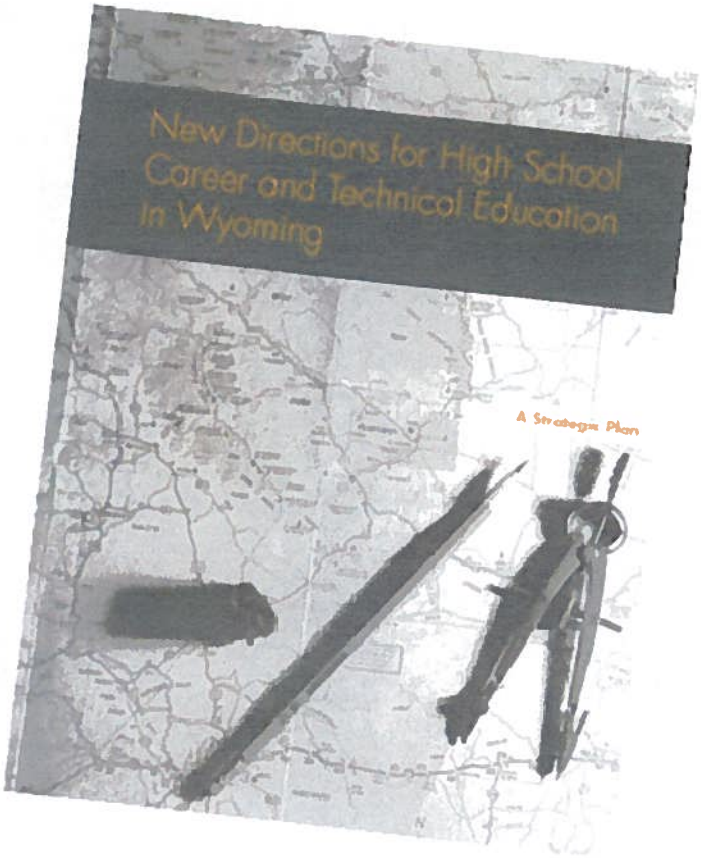
Career Technical Education Strategic Plan Update

Introduction

- "New Directions for High School Career and Technical Education in Wyoming"
- Written by MPR Associates in 2007
- Summary of progress in ten areas:



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**

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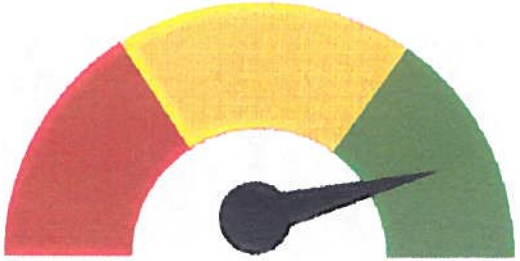
Progress Reporting

Green – Progress is ongoing and sustained or, in cases where applicable, completed.



Yellow – Progress has been made; there are challenges that prevent full implementation at this time.

Red – Limited progress has been made due, in part, to reasons inherent within the Wyoming system, low priority consideration, or other.

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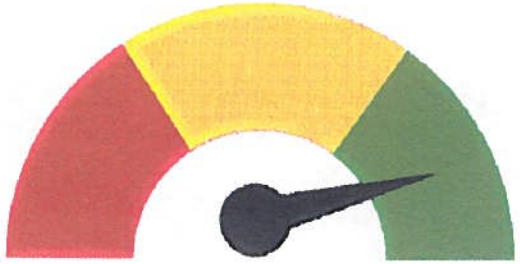
1. Legislative Alignment

1.1 Recognize career clusters as the overarching framework for organizing the content and delivery of CTE, as well as more comprehensive programs of integrated academic and technical study.



1.2 Rename or eliminate the "career" category in the Hathaway Scholarship Program.

1.3 Recognize selected rigorous CTE courses, as well as newly developed courses of integrated academic and technical content, as satisfying requirements for one or more of the academic courses in the Success Curriculum.

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2. Content Standards

2.1 Identify the industry-related technical standards and academic standards that are the focus of pathway curricula.

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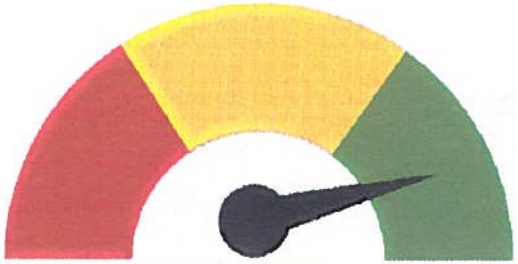
3. Plans (Programs) of Study

3.1 Develop model program frameworks for each career pathway illustrating the academic and technical courses comprising a comprehensive four-year program of study.



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4. Curriculum

4.1 Develop model curriculum for the technical core courses in each of the career pathways.

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5. Delivery Systems

5.1 Promote the development and use of school-based delivery approaches, such as career academies or career magnets to organize instruction.

5.2 Encourage districts to adopt regional strategies to promote collaboration among districts and educational institutions.

5.3 Remove obstacles to hiring effective teachers.

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6. Articulation

6.1 Develop articulation models and pursue statewide articulation agreements to align secondary career pathways to associated postsecondary programs of study.

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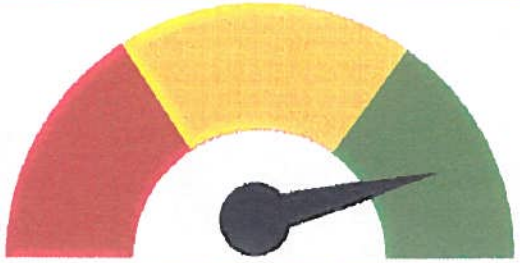
7. Teacher Preparation

7.1 Strengthen teacher preparation programs.

7.2 Provide professional development to assist existing teachers in understanding and transitioning to using career clusters and pathways to organize instruction.



7.3 Strengthen preparation and support for administrators.

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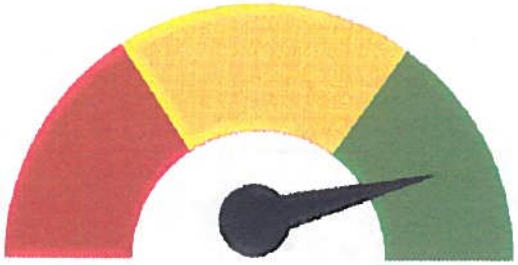
8. Assessment

8.1 Adapt the Wyoming Career and Technical Assessment (WyCTA) to provide standards-based assessment of both academic and technical knowledge in each of the career clusters adopted by the state.



8.2 Provide incentives for students to take and pass appropriate certification exams in clusters with occupations requiring formal certification, such as Certified Nursing Assistant and in Information Technology.

9. Finance

9.1 Specify pathway courses eligible for weighted funding and, if needed, adjust the current career technical education weight of 1.29 to reflect new class size requirements, program minima, and special requirements of very small schools.

9.2 Provide fiscal resources to support the development of content standards, curricula, and assessments.

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9. Finance (Continued)

9.3 Provide fiscal or other incentives to support educators in implementing the pathways approach and for local schools and districts in coordinating with other school districts, BOCES, and postsecondary systems to deliver instruction.

9.4 Provide appropriate categorical or formula-based support for equipment and supplies based on newly developed content standards, curriculum, and assessments.

10. Accountability

10.1 Develop an accountability system to assess the effect of the career clusters and pathways model.

10.2 Use performance outcomes to identify promising program strategies, to reward school districts making exemplary progress, and to target technical assistance to underperforming schools.

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